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STUDENT HANDBOOKS

The Quinnipiac University Student Handbooks are intended to serve as a source of information on the many services, activities and policies of Quinnipiac University. For the purposes of these Student Handbooks, “student” will include all undergraduate and graduate students from the time of application for admission through the awarding of a degree, as well as during periods between actual enrollment, study abroad, and leaves of absence or suspension. All policies, procedures and information provided in these handbooks will apply accordingly. Quinnipiac University reserves the right to amend the Student Handbooks at any time and for any reason.

These handbooks are provided to students and applicants for their general guidance only. They do not constitute a contract, either express or implied, and are subject to change at the university’s discretion.

Please understand that the operations of the offices and services listed in these handbooks are subject to modification due to necessary health and safety measures to help prevent the spread of COVID-19.

COVID-19 Assumption of Risk

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the student agrees to abide by all university policies and procedures related to COVID-19. The student voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The student also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions or negligence of the student, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

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.

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<th>Office</th>
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<tr>
<td>Admissions, School of Medicine</td>
<td>855-582-7766</td>
<td><a href="mailto:medicine@qu.edu">medicine@qu.edu</a></td>
</tr>
<tr>
<td>or 203-582-7766</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Affairs</td>
<td>203-582-8660</td>
<td><a href="mailto:alumni@qu.edu">alumni@qu.edu</a></td>
</tr>
<tr>
<td>Arts and Sciences, College of</td>
<td>203-582-8730</td>
<td><a href="mailto:CASdeans@qu.edu">CASdeans@qu.edu</a></td>
</tr>
<tr>
<td>Athletics and Recreation</td>
<td>203-582-5388</td>
<td><a href="mailto:athletics@qu.edu">athletics@qu.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>203-582-8650</td>
<td><a href="mailto:bursar@qu.edu">bursar@qu.edu</a></td>
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<tr>
<td>Business, School of</td>
<td>203-582-8720</td>
<td><a href="mailto:SBDdeans@qu.edu">SBDdeans@qu.edu</a></td>
</tr>
<tr>
<td>Campus Life, Mount Carmel Campus</td>
<td>203-582-8673</td>
<td><a href="mailto:student.center@qu.edu">student.center@qu.edu</a></td>
</tr>
<tr>
<td>Campus Life, York Hill Campus</td>
<td>203-582-7225</td>
<td><a href="mailto:student.center@qu.edu">student.center@qu.edu</a></td>
</tr>
<tr>
<td>CARE</td>
<td>203-582-2273</td>
<td><a href="mailto:care@qu.edu">care@qu.edu</a></td>
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<tr>
<td>Communications, School of</td>
<td>203-582-8492</td>
<td><a href="mailto:schoolofcommunications@qu.edu">schoolofcommunications@qu.edu</a></td>
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<tr>
<td>Counseling Services (Health and Wellness)</td>
<td>203-582-8680</td>
<td><a href="mailto:counseling.center@qu.edu">counseling.center@qu.edu</a></td>
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<tr>
<td>Cultural and Global Engagement</td>
<td>203-582-7987</td>
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<tr>
<td>Dean of Students</td>
<td>203-582-8735</td>
<td><a href="mailto:studentaffairs@qu.edu">studentaffairs@qu.edu</a></td>
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<tr>
<td>Development</td>
<td>203-582-8660</td>
<td><a href="mailto:alumni@qu.edu">alumni@qu.edu</a></td>
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<tr>
<td>Education, School of</td>
<td>203-582-3354</td>
<td><a href="mailto:schoolofeducationinfo@qu.edu">schoolofeducationinfo@qu.edu</a></td>
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<tr>
<td>Engineering, School of</td>
<td>203-582-7272</td>
<td><a href="mailto:engineering@qu.edu">engineering@qu.edu</a></td>
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<tr>
<td>Facilities</td>
<td>203-582-8665</td>
<td><a href="mailto:facilities@qu.edu">facilities@qu.edu</a></td>
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<tr>
<td>Financial Aid, Undergraduate</td>
<td>203-582-8750</td>
<td><a href="mailto:fnaid@qu.edu">fnaid@qu.edu</a></td>
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<tr>
<td>Financial Aid, Graduate</td>
<td>203-582-8588</td>
<td><a href="mailto:gradfnaid@qu.edu">gradfnaid@qu.edu</a></td>
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<td>Financial Aid, Online</td>
<td>203-582-8430</td>
<td><a href="mailto:onlinefnaid@qu.edu">onlinefnaid@qu.edu</a></td>
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<tr>
<td>Financial Aid, School of Law</td>
<td>203-582-3405</td>
<td><a href="mailto:lawfnaid@qu.edu">lawfnaid@qu.edu</a></td>
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<tr>
<td>Health Sciences, School of</td>
<td>203-582-8710</td>
<td><a href="mailto:SHSdeans@qu.edu">SHSdeans@qu.edu</a></td>
</tr>
<tr>
<td>Information Services/Technology Center</td>
<td>203-582-4357</td>
<td><a href="mailto:help@qu.edu">help@qu.edu</a></td>
</tr>
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<td>Ireland’s Great Hunger Institute</td>
<td>203-582-6576</td>
<td><a href="mailto:ighi@qu.edu">ighi@qu.edu</a></td>
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<td>Ireland’s Great Hunger Museum</td>
<td>203-582-6500</td>
<td><a href="mailto:ighm@qu.edu">ighm@qu.edu</a></td>
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<tr>
<td>Law, School of</td>
<td>203-582-3200</td>
<td><a href="mailto:law@qu.edu">law@qu.edu</a></td>
</tr>
<tr>
<td>Learning Commons, Mount Carmel Campus</td>
<td>203-582-8628</td>
<td><a href="mailto:learningcommons@qu.edu">learningcommons@qu.edu</a></td>
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<tr>
<td>Learning Commons, North Haven Campus</td>
<td>203-582-5252</td>
<td><a href="mailto:learningcommons@qu.edu">learningcommons@qu.edu</a></td>
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<tr>
<td>Library, Arnold Bernhard (Circulation Desk)</td>
<td>203-582-8634</td>
<td><a href="mailto:ABL.circulation@qu.edu">ABL.circulation@qu.edu</a></td>
</tr>
<tr>
<td>Frank H. Netter MD School of Medicine</td>
<td>203-582-3797</td>
<td><a href="mailto:medicine@qu.edu">medicine@qu.edu</a></td>
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<tr>
<td>Nursing, School of</td>
<td>203-582-8385</td>
<td><a href="mailto:snurdeans@qu.edu">snurdeans@qu.edu</a></td>
</tr>
<tr>
<td>Office of Student Accessibility</td>
<td>203-582-7600</td>
<td><a href="mailto:access@qu.edu">access@qu.edu</a></td>
</tr>
<tr>
<td>Public Affairs</td>
<td>203-582-8655</td>
<td></td>
</tr>
<tr>
<td>Public Safety</td>
<td>203-582-6200</td>
<td><a href="mailto:public.safety@qu.edu">public.safety@qu.edu</a></td>
</tr>
<tr>
<td>QU Online</td>
<td>203-582-3918 or 877-403-4277</td>
<td><a href="mailto:quonlineadmissions@qu.edu">quonlineadmissions@qu.edu</a></td>
</tr>
</tbody>
</table>
Academic Calendar

Summer 2020 Academic Calendar

Summer Orientation 2020
June 8 - July 31
Pre-orientation webinars offered weekly
August First-year student orientation

Summer I Term 2020
May 18 Monday Undergraduate and graduate classes begin. All Summer I classes delivered via online instruction
May 19 Tuesday Add/drop registration period ends
May 25 Monday Memorial Day — university holiday; no classes
June 5 Friday Last day to withdraw from 5-week courses (May 18 – June 19) with a grade of W
June 15 Monday Last day to withdraw from 7-week courses (May 18 – July 2) with a grade of W
June 19 Friday Undergraduate and graduate classes end (5-week courses)
June 22 Monday Final grades due (5-week courses)
July 2 Friday Undergraduate and graduate classes end (7-week courses)
July 3-4 Fri-Sat Independence Day — university holiday; no classes
July 6 Monday Last day to withdraw from 12-week courses (May 18 – Aug 7) with a grade of W
August 7 Friday Undergraduate and graduate classes end (7-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

2020–21 Academic Calendar

Fall 2020
August 17 Monday Graduate Pathways to Success Program
August 24 Monday Undergraduate and graduate classes begin; online classes begin. All classes will be delivered via online instruction for the first week or two. Once all students complete state-required COVID testing, on-ground classes will 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 — classes will be held. On-ground instruction begins by this date, if not before, assuming that testing has been completed for all students
September 18 Friday Last day to withdraw from first 7-week online courses (Aug 24 – Oct 10) with a grade of W
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 9-10 Fri-Sat Alumni Weekend
October 10 Saturday Online classes end for first 7-week online courses (Aug 24 – Oct 10)
October 16-18 Fri-Sun Parents and Family Weekend
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
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
| November 23-24 | Mon-Tue | Classes will be held |
| November 24 | Tuesday | Students depart for Thanksgiving break and do not return to campus for the remainder of the term |
| November 25-28 | Wed-Sat | No classes |
| November 26-27 | Thurs-Fri | Thanksgiving holiday — university closed |
| November 30 | Monday | Classes resume and are delivered online only |
| December 5 | Saturday | Undergraduate and graduate classes, which are normally delivered on-ground, end |
| December 7-12 | Mon-Sat | Final examination period — online exams for undergraduate and graduate classes, which are normally delivered on-ground |
| December 12 | Saturday | Online classes end |
| December 14 | Monday | Final grades due |
| December 24–January 1 | Thrus-Fri | University closed for Winter Break |

**January Term 2021**

| January 4 | Monday | Undergraduate and graduate classes begin |
| January 6 | Wednesday | Add/drop registration period ends |
| January 15 | Friday | Last day to withdraw with a grade of W³ |
| January 18 | Monday | Martin Luther King Jr. Day — university holiday; no classes³ |
| January 22 | Friday | Classes end; final examinations |
| January 25 | Monday | Final grades due |

**Spring 2021**

| January 15 | Friday | New undergraduate student orientation |
| January 18 | Monday | Martin Luther King Jr. Day — university holiday; no classes³ |
| January 25 | Monday | Undergraduate and graduate classes begin; online classes begin. All classes will be delivered via online instruction for the first week |
| January 26 | Tuesday | Add/drop registration period ends for first 7-week online courses (January 25 - March 13) |
| January 29 | Friday | Add/drop registration period ends for undergraduate and graduate 15-week courses (January 25 - May 8) |
| February 1 | Monday | In-person instruction begins for all students. |
| February 19 | Friday | Last day to withdraw from first 7-week online courses (Jan 25 – March 13) with a grade of W³ |
| February 28 | Sunday | Open House for prospective undergraduate students |
| March 8–13 | Mon-Sat | Midterm examination period for 100-level courses |
| March 13 | Saturday | Online classes end for first 7-week online courses (Jan 25 – March 13) |

| 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 25 – May 8) with a grade of W³ |

**Summer Orientation and Open House 2021**

| May 17 | Monday | Graduate Pathways to Success Program³ |
| May 31 | Monday | Memorial Day — university holiday; no classes³ |
| June 6 | Sunday | Open House for prospective undergraduate students |
| June 10–11 | Thrus-Fri | First-year student orientation, session I |
| June 14–15 | Mon-Tues | First-year student orientation, session II |
| June 17–18 | Thrus-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 | Thrus-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 classes³ |
| June 4 | Friday | Last day to withdraw from 5-week courses (May 17 – June 18) with a grade of W³ |
| June 11 | Friday | Last day to withdraw from 7-week courses (May 17 – July 2) with a grade of W³ |
| 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 classes³ |
| July 6 | Tuesday | Last day to withdraw from 12-week courses (May 17 – Aug 6) with a grade of W³ |
### Summer II Term 2021

- **July 6** Tuesday: Undergraduate and graduate classes begin
- **July 7** Wednesday: Add/drop registration period ends
- **July 26** Monday: Last day to withdraw from 5-week courses (July 6 – Aug 6) with a grade of W
- **July 30** Friday: Last day to withdraw from 7-week courses (July 6 – Aug 20) with a grade of W
- **August 2** Monday: 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)

### 2021–22 Academic Calendar

#### Fall 2021

- **August 23** Monday: Graduate Pathways to Success Program
- **August 25-26** Wed–Thurs: First-year student orientation, session VI
- **August 27** Friday: Transfer student welcome, session II
- **August 27-29** Fri–Sun: Welcome Weekend
- **August 30** Monday: Undergraduate and graduate classes begin; online classes begin
- **August 31** Tuesday: Add/drop registration period ends for first 7-week online courses (Aug 30 – Oct 16)
- **September 3** Friday: Add/drop registration period ends for undergraduate and graduate 15-week courses (Aug 30 – Dec 18)
- **September 6** Monday: Labor Day — university holiday; no classes
- **September 16** Thursday: Yom Kippur — university holiday; no classes
- **September 24** Friday: Last day to withdraw from first 7-week online courses (Aug 30 – Oct 16) with a grade of W
- **September 25** Saturday: Open House for prospective undergraduate students
- **October 11-16** Mon–Sat: Midterm examination period for 100-level courses
- **October 16** Saturday: Online classes end for first 7-week online courses (Aug 30 - Oct 16)
- **October 24** Sunday: Open House for prospective undergraduate students
- **October 25** Monday: Online classes begin for second 7-week online courses (Oct 25 – Dec 18)
- **October 26** Tuesday: Add/drop registration period ends for second 7-week online courses (Oct 25 - Dec 18)
- **October 27** Wednesday: Midterm grades due for 100-level courses
- **November 5** Friday: Last day to withdraw from undergraduate and graduate 15-week courses (Aug 30 – Dec 18) with a grade of W
- **November 7** Sunday: Open House for prospective undergraduate students
- **November 19** Friday: Last day to withdraw from second 7-week online courses (Oct 25 – Dec 18) with a grade of W
- **November 22–27** Mon–Sat: No classes
- **November 25–26** Thurs–Fri: Thanksgiving holiday — university closed
- **December 5** Sunday: Open House for prospective undergraduate students
- **December 11** Saturday: Undergraduate and graduate on-campus classes end
- **December 13-18** Mon–Sat: Final examination period — undergraduate and graduate on-campus classes
- **December 18** Saturday: Online classes end
- **December 20** Monday: Final grades due
- **December 24–January 1** Fri–Sat: University closed for Winter Break

#### January Term 2022

- **January 3** Monday: Undergraduate and graduate classes begin
- **January 4** Tuesday: Add/drop registration period ends
- **January 13** Thursday: Last day to withdraw with a grade of W
- **January 17** Monday: Martin Luther King Jr. Day — university holiday; no classes
- **January 21** Friday: Classes end; final examinations
- **January 24** Monday: Final grades due

#### Spring 2022

- **January 21** Friday: New undergraduate student orientation
- **January 24** Monday: Undergraduate and graduate classes begin; online classes begin
- **January 25** Tuesday: Add/drop registration period ends for first 7-week online courses (Jan 24 – March 12)
- **January 28** Friday: Add/drop registration period ends for undergraduate and graduate 15-week courses (Jan 24 – May 14)
- **February 18** Friday: Last day to withdraw from first 7-week online courses (Jan 24 – March 12) with a grade of W
- **March 6** Sunday: Open House for prospective undergraduate students
- **March 7-12** Mon–Sat: Midterm examination period for 100-level courses
- **March 12** Saturday: Online classes end for first 7-week online courses (Jan 24 – March 12)
- **March 14-19** Mon–Sat: Undergraduate and graduate spring recess
- **March 21** Monday: Online classes begin for second 7-week online courses (March 21 – May 7)
- **March 22** Tuesday: Add/drop registration period ends for second 7-week online courses (March 21 – May 7)
- **March 23** Wednesday: Midterm grades due for 100-level courses
### Summer I Term 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>Friday</td>
<td>Last day to withdraw from undergraduate and graduate 15-week courses (Jan 24 – May 14) with a grade of W&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>April 2-3</td>
<td>Sat–Sun</td>
<td>Admitted Student Days</td>
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<tr>
<td>April 14</td>
<td>Thursday</td>
<td>Last day to withdraw from second 7-week online courses (March 21 – May 7) with a grade of W&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>April 15</td>
<td>Friday</td>
<td>Good Friday – university holiday; no classes&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>May 7</td>
<td>Saturday</td>
<td>Undergraduate and graduate classes end; online classes</td>
</tr>
<tr>
<td>May 9-14</td>
<td>Mon–Sat</td>
<td>Final examination period — undergraduate and graduate on-campus classes</td>
</tr>
<tr>
<td>May 13-14</td>
<td>Fri–Sat</td>
<td>Graduate, Frank H. Netter MD School of Medicine, and School of Law Commencement&lt;sup&gt;3&lt;/sup&gt;</td>
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<tr>
<td>May 16</td>
<td>Monday</td>
<td>Final grades due</td>
</tr>
<tr>
<td>May 21-22</td>
<td>Sat–Sun</td>
<td>Undergraduate Commencement&lt;sup&gt;3&lt;/sup&gt;</td>
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#### Summer Orientation and Open House 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 23</td>
<td>Monday</td>
<td>Graduate Pathway to Success Program&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td>May 30</td>
<td>Monday</td>
<td>Memorial Day – university holiday; no classes&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>June 5</td>
<td>Sunday</td>
<td>Open House for prospective undergraduate students</td>
</tr>
<tr>
<td>June 9-10</td>
<td>Thurs–Fri</td>
<td>First-year student orientation, session I</td>
</tr>
<tr>
<td>June 13-14</td>
<td>Mon–Tues</td>
<td>First-year student orientation, session II</td>
</tr>
<tr>
<td>June 16-17</td>
<td>Thurs–Fri</td>
<td>First-year student orientation, session III</td>
</tr>
<tr>
<td>June 20-21</td>
<td>Mon–Tues</td>
<td>First-year student orientation, session IV</td>
</tr>
<tr>
<td>June 22</td>
<td>Wednesday</td>
<td>Transfer student welcome, session I</td>
</tr>
<tr>
<td>June 23-24</td>
<td>Thurs–Fri</td>
<td>First-year student orientation, session V</td>
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### Summer II Term 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11</td>
<td>Monday</td>
<td>Undergraduate and graduate classes begin</td>
</tr>
<tr>
<td>July 12</td>
<td>Tuesday</td>
<td>Add/drop registration period ends</td>
</tr>
<tr>
<td>July 29</td>
<td>Friday</td>
<td>Last day to withdraw from 5-week courses (July 11 – Aug 12) with a grade of W&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>August 5</td>
<td>Friday</td>
<td>Last day to withdraw from 7-week courses (July 11 – Aug 26) with a grade of W&lt;sup&gt;4&lt;/sup&gt;</td>
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<tr>
<td>August 12</td>
<td>Friday</td>
<td>Undergraduate and graduate classes end (5-week courses)</td>
</tr>
<tr>
<td>August 15</td>
<td>Monday</td>
<td>Final grades due (7-week courses)</td>
</tr>
<tr>
<td>August 26</td>
<td>Friday</td>
<td>Undergraduate and graduate classes end (7-week courses)</td>
</tr>
<tr>
<td>August 29</td>
<td>Monday</td>
<td>Final grades due (7-week courses)</td>
</tr>
</tbody>
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<sup>1</sup> Excludes School of Law ([catalog.qu.edu/school-of-law/academic-calendar/](http://catalog.qu.edu/school-of-law/academic-calendar/)) and School of Medicine ([catalog.qu.edu/school-of-medicine/academic-calendar/](http://catalog.qu.edu/school-of-medicine/academic-calendar/))

<sup>2</sup> For further details, see New Student Orientation ([https://www.qu.edu/admissions/undergraduate/admitted/orientation.html](https://www.qu.edu/admissions/undergraduate/admitted/orientation.html))

<sup>3</sup> Tentative

<sup>4</sup> For further details, see Withdrawal from a Course. ([http://catalog.qu.edu/university-policies/withdrawal-course/](http://catalog.qu.edu/university-policies/withdrawal-course/))

<sup>5</sup> For further details, see Admitted Graduate Students Pathways to Success ([https://www.qu.edu/admissions/graduate/admitted.html](https://www.qu.edu/admissions/graduate/admitted.html)).

<sup>6</sup> Some non-residential graduate programs, such as Health Sciences and Nursing, will begin on-ground instruction prior to August 24, per Connecticut state guidelines for graduate students. Information will be provided separately to these groups.

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).

Undergraduate Student Handbook

The Quinnipiac University Student Handbook is intended to serve as a source of information on the many services, activities and policies of Quinnipiac University. For the purposes of the Student Handbook, “student” will include all undergraduate and graduate students from the time of application for admission through the awarding of a degree, as well as during periods between actual enrollment, study abroad, and leaves of absence or suspension. All policies, procedures and information provided in this handbook will apply accordingly. Quinnipiac University reserves the right to amend the Student Handbook at any time and for any reason.

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.

Please understand that the operations of the offices and services listed in this handbook are subject to modification due to necessary health and safety measures to help prevent the spread of COVID-19.

COVID-19 Assumption of Risk

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the student agrees to abide by all university policies and procedures related to COVID-19. The student voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The student also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions or negligence of the student, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Campus Offices

• Admissions (p. 10)
• Albert Schweitzer Institute (p. 10)
• Athletics (p. 10)
• Auxiliary Services (p. 11)
• Bursar (p. 11)
• Department of Cultural and Global Engagement (p. 12)
• Facilities (p. 13)
• Libraries (p. 13)
• QCard Office (p. 13)
• Department of Public Safety (p. 14)
• Registrar (p. 16)

Admissions

Students interested in enrolling at Quinnipiac as undergraduate degree candidates must seek admission through this office, which is located in Echlin Center. The office hosts admissions activities throughout the year such as Open House programs for prospective students, Admitted Student Days and more. Student involvement in admissions exists through employment (office work and campus tour guides) and volunteer opportunities (visiting student hosts). To learn more about the opportunities available through the Undergraduate Admissions Office, email admissions@qu.edu.

Students interested in continuing their education at the graduate level may contact Graduate Admissions at 203-582-8672 or School of Law Office of Admissions at 203-582-3400 or the Frank H. Netter MD School of Medicine at 203-582-7766.

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 action and 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:

• Work on campus, in the Hamden community, and globally around food security and environmental justice;
• Speakers and conferences on peace and development globally (the World Summits of Nobel Peace Laureates, for one example), at the United Nations, and on campus;
• Global learning and community engagement opportunities in Peru, Guatemala, India and elsewhere in the U.S. aimed at 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 203-582-7875 or schweitzer@qu.edu (schweitzer@quinnipiac.edu).

Athletics

Quinnipiac recognizes the importance of athletics in student life. The university supports 21 highly competitive, Division I intercollegiate teams. For specific program information, email athletics@qu.edu.

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, lacrosse, soccer, tennis, rugby, softball and volleyball.

Quinnipiac has full memberships in the following NCAA Division I conferences:
• Metro Atlantic Athletic Conference (MAAC)
• ECAC Men’s and Women’s Ice Hockey
• Big East (Field Hockey)
• 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 and Ice Cats perform at a variety of athletic events. The university dance teams are often regular performers and crowd favorites as well!

Athletic and Recreation Facilities

Athletic 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’s and women’s basketball and ice hockey teams. The two arenas at the sports center are connected by a three-story structure featuring a common lobby and ticket box office, the University Club, administrative and team offices, professional-style locker rooms with student athlete lounges, conference and meeting rooms, athletic training and equipment rooms, and a strength and conditioning center. The People’s United Center is located on Quinnipiac’s 250-acre York Hill Campus on Sherman Avenue, less than a mile from the Mount Carmel 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 home volleyball games. The gymnasium also is occasionally used for intramurals and “open recreation.”

Recreation Center
The Recreation Center on Mount Carmel Campus has four multipurpose courts that are used for tennis, basketball and volleyball. 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 (AMT)
• 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. Please review the online waiver rules and regulations located in your WebAdvisor account to initiate your usage of the facilities. A validated Quinnipiac ID must be presented for entrance to the facility at all time.

Dance Studios
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 and video systems. Equipment for all scheduled activities and classes is provided. Mats, steps, power bars and hand weights usually are available in the 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 while games and practices are being conducted downstairs. 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. Additionally, 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 athletic fields for softball, baseball and women’s intercollegiate rugby, six lighted tennis courts and two state-of-the-art artificial turf stadiums. One is dedicated to field hockey and the other to both men’s and women’s soccer and lacrosse.

A hitting wall and basketball court are adjacent to the Recreation Center.

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

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.

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.

# Department of Cultural and Global Engagement

**DCGE**

Quinnipiac University fosters respect for everyone 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 role of the Department of Cultural and Global Engagement (DCGE) is to engage the campus and surrounding community and to help define, enable and foster an inclusive campus culture that embraces the diversity of identities, ideas and values. For more information, please contact the office at 203-582-7987.

The Department of Cultural and Global Engagement promotes and sustains multicultural and global education by mentoring and advising students, facilitating transformative cultural experiences, preparing students to be responsible global citizens and enhancing creative and critical thinking through local and global academic engagement.

We believe in working in the intersection of internationalization and multicultural education, which provides intentional opportunities for faculty, staff and administrators to:

- Help students understand diversity, equity and social justice in a global context.
- Develop cultural humility.
- Broaden attitudes and experiences for students such as study abroad, community-based global learning and courses with a travel component.
- Examine values, attitudes and responsibilities for local/global citizenship.
- See how power and privilege are shifting the local/global context.
- Prepare students to cooperate and compete in a multicultural and global workplace.

## Multicultural Education

Multicultural education provides advocacy for the cultivation of a sustainable campus environment that is supportive of a diverse student body. This area:

- Works collaboratively with academic and administrative units to foster intercultural dialogue and programming.
- Delivers academic and social mentorship for underrepresented students to live, work, lead and succeed in a multicultural and global world.
- Assists cultural student organizations in leadership development, program planning and advising to enhance their active engagement and participation in the University and local community.
- Offers programming and training that enhances the Quinnipiac community’s understanding and appreciation of various social identities including race, sexual orientation, socioeconomic class and other cultural identities.
- Provide space for high impact learning around issues of diversity, equity and justice through intergroup dialogues.
- Offers transitional support for incoming students of color, first generation and international students through programs such as the QUEST Mentoring Program.
- Provides opportunities for students and faculty to learn about, embrace and celebrate diverse ethnic, racial and cultural identities through trainings, workshops and programming.

## Global Education

At Quinnipiac University, we feel a sense of obligation to work toward a more diverse environment. We do this by increasing intentional global engagement opportunities for students, faculty and staff to learn both in and outside the classroom. We envision a diverse university community that develops responsible and engaged citizens by cultivating the cultural awareness and sensitivity, skills and knowledge necessary to participate respectfully in the global community.

The following opportunities are available:

- **Semester abroad** – Students have an opportunity to study for a full semester (ranging from 4 to 6 months) at an international institution. Depending on the student’s major, they can participate as early as spring semester of their first year or any semester from sophomore through senior year.

- **Intersession** – Short-term programs are offered during the winter or summer breaks. There are opportunities for faculty-led programs abroad, or programs offered through partner institutions.

- **Clinicals** – Students from certain majors can fulfill some of their clinical affiliation or fieldwork with international partners.

- **Internships and experiential learning** – These opportunities integrate the knowledge and theory learned in the classroom with practical application and skills development in a professional setting.

- **Community engagement** – Students can participate in community-driven learning experiences by living with host families and engaging with long-term global partners.

- **Research** – Students partner with Quinnipiac or international faculty to conduct and participate in independent or capstone research projects.

- **Exchange** – This program involves a direct exchange of faculty and/or students between international partners for a semester or short-term period.

The Department of Cultural and Global Engagement supports students throughout their global education experiences by offering the following services:

- Pre-departure workshops
- Re-entry workshops
- Advising and mentorship
- Opportunities for students to take on leadership roles
International Students

The Department of Cultural and Global Engagement supports the international student population at Quinnipiac University. The department organizes on- and off-campus programs and events that are open to both international and domestic students. From the time of acceptance through completion of the program and beyond, the department provides timely information about immigration benefits along with practical guidance about living as a student in the U.S. Additionally, the department hosts a comprehensive orientation program each semester to prepare newly arrived international students and scholars for life and study at Quinnipiac University. The DCGE partners with Residential Life to host Global Living, a first-year, Living-Learning Community for domestic and international students.

For more information, contact the Department of Cultural and Global Engagement at 203-582-8425 or via email at international.student@qu.edu.

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.

Libraries

- Arnold Bernhard Library (p. 13)
- Edward and Barbara Netter Library (p. 13)

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. The collection is mostly electronic and available 24/7 from anywhere with an internet connection. The librarians are a great resource for helping with research and finding clinical information. They offer flexible options for meeting with students — over video, phone or in person.

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 5 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, or visit the library site on MyQ.

QCard Office

The QCard Office 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/).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/).edu/qcard for all your QCard needs including a complete listing of terms and conditions and locations where you can use your QCard.
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, Connecticut. 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 email 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 noncompliance.

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
• 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

Annual Security and Fire Safety 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 determined to be missing from the residence halls or campus, the person (or persons) discovering this fact are directed to immediately report it to the Department of Public Safety. Public Safety will notify Residential Life, Student Affairs and the Hamden Police Department without delay, and an investigation will be immediately 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 “missing person” points of contact with Student Affairs annually. This “missing person” point of contact will be notified when the student is determined to be missing. Students are made aware that their “missing person” point of contact information will be registered confidentially. Only authorized
university officials and law enforcement officers acting 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 “missing person” point of contact listed by the student and local law enforcement officials.

Specific Procedures
When a member of the university community becomes aware that a student is missing, it is critically important to notify Public Safety immediately. 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.adirondackssolutions.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.

Registrar
The Office of the Registrar is dedicated to providing service of the highest caliber to all of our constituents — current and former students, faculty, federal and state agencies, administrative staff and the general public.

The mission of the Office of the Registrar is to support the instructional activities of the university by providing essential enrollment, curricular and student record services to the entire campus community with the highest degree of accuracy. We accomplish this by serving as custodian of all student records in accordance with university policies and government statutes as well as managing the student information system for all areas related to enrollment/registration, course information and scheduling, grading/transcript production and ultimately degree clearance and certification. The Office of the Registrar strives to utilize technology-based solutions when possible to increase efficiencies and data integrity in these critical areas as well as support the overall needs of the academic community and the university’s strategic initiatives.

The Registrar’s Office is located in the Arnold Bernard Library, with offices in S101 and N102.

Campus Resources
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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.

The alumni association is committed to the lifelong connection and success of our alumni community. Our goal is to inspire meaningful engagements between alumni and the university that support the growth of our students, alumni community and Quinnipiac University as a whole. Alumni participation in the QU community, via their time, talent, treasure or digital, enriches the student experience, offers opportunities for alumni to progress both personally and professionally and ultimately supports Quinnipiac in becoming the University of the Future.

Alumni are entitled to a range of exclusive benefits and resources, which include:
- access to Bobcat Connect, Quinnipiac’s exclusive platform for networking, career support and mentorship
- access to lifelong learning opportunities such as webinars, 1:1 career advisement and career networking events
- invitations to alumni events including Alumni Weekend, on-campus events, regional events and athletic contests
- access to Quinnipiac’s alumni travel program
- a subscription to Quinnipiac Magazine, a publication for alumni, parents and friends of the university
- special discounts for the Quinnipiac bookstore and for Quinnipiac athletics tickets

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).
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, 9 a.m. to 5 p.m. and Friday from 9 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 (https://www bkstr com/ quinnipiacstore/), which contains course text listings and a merchandise catalog.

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
Quinnipiac is dedicated to supporting our students through high-touch practices from CARE (Community, Assessment, Response and Evaluation). The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors.

Guided by university values of a student-oriented environment and a strong sense of community, the CARE chairperson manages this multidisciplinary team. The CARE team meets weekly to review and discuss new referrals, ongoing cases and the best course of action to support students of concern. CARE utilizes best practices from national organizations such as Higher Education Case Managers Association (HECMA) and the Association for Student Conduct Administration (ASCA). CARE team members receive training from 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. CARE referrals are submitted by faculty, staff, students and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one, when a student needs support for their physical, emotional, mental, spiritual or financial health and/or when experiencing social challenges with roommates, friends and/or peers.

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://nam04 safelinks protection outlook com/?url=https%3A%2F%2Fmyq quinnipiac edu%2FStudent%2520Life%2FCARE%2FPages %2Fdefault html&data=02%7C01%7Cjill bassett%40quinnipiac edu %7C6bfc9c0becb34245e00957f8d75aee77C0940985869fb4defe9987990db2b252 %7C0%7C6c3721973154656652%data=www6sItl EL7YH62ijgn1yK0K0%2FC0 %2FY18PHJMzoz%3D&reserved=0) on MyQ. Concerned about a student? Let us know: CARE and Conduct Incident Reporting Form (https://nam04 safelinks protection outlook com/?url=https%3A%2F%2Fmyqquinnipiac Univ %26layout id%3D0&data=02%7C01%7Cjill bassett%40quinnipiac edu %7C34f7712e57b6453529bc0b847c654cad9%7C0940985869fb4de9987990db2b252 %7C0%7C6c37195940079730466%data=www8ClUsP0k4aW7DEfXJhaTeE1%2F %3D&reserved=0).

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 and 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.

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 campuseslife@qu.edu.

Financial Aid
The Office of Financial Aid is responsible for administering all forms of financial aid (grants, scholarships, loans and work-study) for the university. Additionally, the office coordinates Quinnipiac’s scholarship
programs including Athletic, SGA Leadership and university merit-based programs.

Students must apply for financial aid annually by completing the Free Application for Federal Student Aid (FAFSA), which can be found on the financial aid home page. Students must also meet Quinnipiac’s requirements for satisfactory academic progress, which can be found in the university catalog.

Financial aid is awarded in subsequent years provided that the student meets all of the eligibility criteria as well as any specific terms required for scholarship renewal. The Office of Financial Aid is located in the Echlin Center. Our staff is available to assist and advise parents and students on financing a Quinnipiac education.

Food Service
Refer to the Campus Dining website (https://www.qu.edu/life/student/dining.html) for meal plan information, locations, hours of operation, etc.

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 their 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 individual 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 study 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 and supported by an associate director as well as 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 polices that promote equal access for academic excellence and the development of self-advocacy skills. Reasonable 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.

Academic Development and Outreach
Academic Coaches
Our academic coaches work specifically with first-year students, starting at orientation and carrying through their entire first year. A consistent point of contact for first-year students, academic coaches connect individually with first-year students over the summer to welcome them and to address any questions that may have arisen after their orientation. They provide developmental advising, addressing topics such as self-regulatory behaviors, appropriate autonomy, future focus, and the nature of self-efficacy, one’s perceptions of one’s abilities and values. Academic coaches are very aware transitional challenges faced by new members of our intellectual community and work to engage students in meeting them successfully.

Academic coaches:
- connect individually with first-year students early, during orientation and throughout the entire first year
- help new students address Quinnipiac’s academic expectations.
- engage in developmental advising
- discuss, model and encourage evidence-based learning strategies
- address transitional challenges faced by new members of our intellectual community

Academic Specialists
The academic specialists offer a similar set of resources as academic coaches, but their audiences are students beyond their first year, faculty
members and programs. Academic specialists, by virtue of the breadth of their work, help students continue to develop the skills and mindsets introduced to them by our academic coaches. The specialists also work with faculty and programs, collaborating on student support initiatives. Academic specialists are full-time, professional staff members that generally work during business hours.

Academic specialists:

- help students continue to develop the skills and affects introduced to them by our academic coaches
- re-contextualize the evidence-based learning strategies and developmental work begun in the first year
- help students adjust to and address the increasing demands of cognition and affect, often through metacognition
- their experience and the data collected through Learning Commons support activities is shared with faculty and programs, identifying opportunities for support and development

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.

Parents

From the day your student 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 their 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.

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 Government Association

The Student Government Association maintains offices on the second floor of the Carl Hansen Student Center and exists as a student organization in place to advocate for all undergraduate students at the institution. The SGA office is open to provide assistance to students and student organizations during regular business hours. Email sga@qu.edu to contact the Student Government Association.

Technology Resources

- University Laptop Program (p. 19)
- Computing Services (p. 20)
- Technology Center (p. 20)
- TSA Program (p. 20)
- Technology Knowledge Base (p. 20)
- Computer Facilities (p. 20)
- Computer Skills Classroom (p. 20)

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.

The type of computer (Mac or Windows PC) is personal preference. Note – Chromebooks, iPads or any tablets are NOT recommended.

Visit go.qu.edu/myqlaptop (https://myq.quinnipiac.edu/IT %20%20Libraries/Information%20Technology/Academic%20Technology/ Pages/AT_Site_Redesign/StudentLaptops.html) for more information about the Quinnipiac University laptop program. You can use the specifications of these computers as a benchmark if you choose to shop for a system outside of our recommended models.

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 %20%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 500 computers in various computer laboratories and public areas 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

Quinnipiac has two technology centers: one located in the Arnold Bernhard Library on the Mount Carmel Campus and the other on the North Haven Campus located on the third floor of the Center for Medicine, Nursing and Health Sciences, MNH-338.

The technology centers at Quinnipiac combine the services of computer and audiovisual support. They provide a wide range of services to students, faculty and staff, including computer configuration, diagnosis, limited computer repair, loaner laptops and peripherals, network printing/scanning/copying support, audio/visual event and classroom support as well as loaner audio/visual equipment.

Loaner laptops are available for all faculty, staff and currently enrolled students. The loaner laptop program is strictly for academic use and is designed for short-term loan while a university-required laptop (either personal or obtained through the laptop program) is out of service for repair.

Student employees known as TSAs (technology support assistants) augment the full-time staff and are available for the entirety of the times the centers are open. They are trained to offer computer and audiovisual support. 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
Associate Director of Client Services: 203-582-8240

TSA Program

Student employees known as TSAs (technology support assistants) augment the full-time staff and provide technical support to Quinnipiac faculty, staff and students. TSAs are specially trained and possess superior communication, problem-solving and critical thinking skills. TSAs 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/?/) or select it from the Applications Tab on the home page of MyQ.

Computer/Printer Facilities

In the Arnold Bernhard Library, the Cyber Cafe (second floor), reference and circulation areas are publicly accessible 24 hours a day and 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 throughout the Mount Carmel and North Haven campuses as well as Zoom-based (video conferencing) meeting rooms.

There are 22 publicly accessible MFDs (multi-function devices) throughout all three Quinnipiac campuses. MFDs provide printing, copying and scanning features to all faculty, staff and students who have an active university ID (QCard). All devices are accessible from student computers, support printing through email and scanning to network storage (OneDrive). Five of these devices also support color printing as well.

All faculty, staff and currently enrolled students have 1TB of network storage available to them via Microsoft’s OneDrive.

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

Computer Skills Classrooms and Labs

There are over 500 computers in 40 various classrooms, labs and public locations throughout the Quinnipiac campuses that 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.

Campus Facilities

- Mount Carmel Campus (p. 21)
- North Haven Campus (p. 22)
- Off-Campus Facilities (p. 23)
- York Hill Campus (p. 23)

Mount Carmel Campus

- Bobcat Den (p. 21)
- Clarice L. Buckman Center (p. 21)
- Campus Reservations (Events and Scheduling) (p. 21)
- Carl Hansen Student Center (p. 21)
- Center for Communications and Engineering (p. 21)
- Center for Psychological Science (p. 21)
- Dean Robert W. Evans College of Arts and Sciences Center (p. 21)
- Echlin Center (p. 21)
- Faculty Office Building (FOB) (p. 21)
- Lender School of Business Center (p. 22)
- Ed McMahon Mass Communications Center (p. 22)
- Tator Hall (p. 22)
- Pasquale “Pat” Abbate ’58 Alumni House and Gardens (p. 22)
- Ireland’s Great Hunger Institute (p. 22)

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.

Clarice L. Buckman Center

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

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.

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
- 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, Muslim prayer space, WQAQ radio station, Starbucks Coffee, Greek suite, student organization suite with student organization lockers, meeting spaces and a multipurpose space—the piazza.

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.

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.

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.

Echlin Center

The Echlin Center is home to undergraduate admissions, financial aid, faculty offices, classrooms, the Kresge lecture hall and the Perlroth 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.

**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 Communications Center**

The Lender School of Business Center also contains the Ed McMahon 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.

**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.

**North Haven Campus**

- Center for Medicine, Nursing and Health Sciences (p. 22)
- School of Education (p. 22)
- School of Health Sciences (p. 22)
- School of Law Center (p. 22)
- Frank H. Netter MD School of Medicine (p. 22)
- School of Nursing (p. 22)

**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 simulations; 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 simulations; 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. 23)
- Quinnipiac University Theatre Arts Center (p. 23)
- Quinnipiac University Online (p. 23)
- Quinnipiac University Polling Institute (p. 23)

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.

York Hill Campus

- People’s United Center (p. 23)
- Rocky Top Student Center (p. 23)

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
- Campus Life
- Student Government Association
- Residence Hall Council
- Campus Recreation
- Public Safety
- Health Services

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

- dining facilities
- fitness center
- On the Rocks Pub & Grill
- 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

Student Affairs

- Dean of Students Office (p. 23)
- Office of Campus Life (p. 24)
- Counseling Services (p. 24)
- Office of Religious Life (p. 24)
- Office of Residential Life (p. 25)
- Office of Student Conduct and Community Standards (p. 25)
- Student Health Services (p. 25)
- Office of Community Service (p. 26)

Dean of Students Office

The Dean of Students Office is a central resource for students and families who need assistance during and after their time at the University. The offices of the vice president and dean of students, associate dean of student affairs, assistant dean of student affairs, executive director of health & wellness, and director and associate director of student conduct and community standards are located here.

The Dean of Students Office is located in the Student Affairs Building on Bobcat Way and is open Monday through Friday, 8:30 a.m. to 4:30 p.m. For more information please call 203-582-8735, or email studentaffairs@qu.edu.

Student Affairs Vision Statement

To engage, educate and empower students.
Student Affairs Mission Statement

The Division of Student Affairs cultivates vibrant co-curricular experiences and partnerships that prepare students to discover and pursue their personal and professional goals. To foster a sense of belonging and affirm the value of all students, we develop inclusive and supportive learning environments. We provide exceptional services and opportunities that encourage students to thrive as responsible citizens.

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 workstudy.

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).

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 psychiatric providers 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
• medication management
• group therapy
• 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 York Hill Health Center and at the North Haven Campus by appointment.

Students wishing to schedule an appointment can complete a confidential counseling request form through MyQ or the Quinnipiac App. In addition, they can also call Counseling Services at 203-582-8680, choose option #1, and schedule an appointment by talking with the counseling center secretary.

Students can speak to a licensed mental health provider in the event of a mental health crisis 24/7, by calling 203-582-8680 and choosing option #3.

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

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.

Office of Residential Life

Living on campus is one of the many learning experiences at Quinnipiac. Students have the unique opportunity to live with students from a variety of diverse backgrounds. Quinnipiac believes that the experience of living on campus is enhanced by tolerance, respect for others and regard for the standards of good citizenship.

Residential Life Mission Statement

The Office of Residential Life at Quinnipiac University is committed to excellence in the development of a living-learning environment that contributes to student success. The educational priority of the Office of Residential Life is to provide purposeful experiences that will develop students as engaged, responsible and inclusive members of a community.

There are four learning goals associated with the residential experience:

- **Interpersonal Competence** is the ability to effectively communicate with others and build meaningful relationships.
- **Societal Competence** is the ability to understand and appreciate multiple cultures, develop a global perspective, and engage in social and civic responsibilities.
- **Personal Competence** is the ability to be introspective and to define one's goals, values and identity.
- **Practical Competence** is the ability to develop and apply necessary life skills.

University housing consists of traditional residence halls, suite-style units, apartment-style units and off-campus houses. Each of these options provides an opportunity to interact with students from a wide variety of geographical locations and cultural backgrounds. Your experiences with your fellow students will be enhanced by your tolerance, respect for others, and regard for the standards of good citizenship. Students are housed in separate areas according to their class year: first-year, sophomore, junior and senior. The first-year area features several living-learning communities for students.

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.

Office of Student Conduct and Community Standards

The Office of Student Conduct and Community Standards helps students and student organizations to make positive decisions, define their values, and demonstrate responsible behavior on and off campus.

The Office of Student Conduct and Community Standards:

- advises and assists parties involved in conduct proceedings
- trains and advises student conduct officers and student leaders
- reviews decisions of the code of conduct process
- maintains all student disciplinary records
- collects and disseminates research and analysis concerning student conduct
- provides educational outreach programs for students

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.

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’s insurance. 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 conjugate (A, C, Y, W) immunization is required of anyone living in university-owned housing and must be administered within five years of enrollment. Meningitis B vaccine is strongly recommended.
- Two MMR (measles, mumps and rubella) or positive titer, as indicated by lab report
- 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) for additional information regarding the plan.

A nominal fee is charged for gynecological exams. Most routine services and supplies are provided without charge. Prescriptions ordered by a health center provider may be sent to local pharmacies to be filled at the usual and customary fee. Students have the option to purchase some prescribed medications through Student Health Services.

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.

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, national and international communities. 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 and opportunities:

- 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 Trips that engage students in direct service to meet community needs
- 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 Community Work Study program that offers students with work study awards the opportunity to work in local schools, nonprofits and municipal agencies
- 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 and world.

Student Organizations

- Student Organization Overview (p. 26)
- General Policy Statement for Student Organizations (p. 30)
- Student Organization Conduct Process (p. 31)

Student Organization Overview
An undergraduate student organization is a group of students who are committed to enriching the learning environment through extracurricular engagement. Student organizations are open to all enrolled Quinnipiac students. All undergraduate 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 Campus Life.

There are three types of undergraduate student organizations at Quinnipiac:

- **Probationary** — an organization that has completed the process for establishing a new undergraduate student organization within the last calendar year. At the end of the probationary one-year period, the membership, progress and activities of the organization will be reviewed and if deemed appropriate, recognition status will be granted.

- **Recognized** — an organization that has successfully completed the probationary period and is officially recognized by the university.

- **Chartered** — a recognized undergraduate student organization that has completed the Student Government Association Chartering process.

Eligibility Requirements for Involvement

General Membership
It is the policy of Quinnipiac University that there shall be no discrimination in the selection of membership in undergraduate student organizations and in the conduct of their business. This policy further provides that there shall be a nondiscriminatory clause in the constitution of all student organizations. Social fraternities and sororities, however, are permitted to select their membership due to the nature of these organizations. In all cases, except as allowed by law, membership is without regard to race, gender, religion, sexual orientation, age, ability, or academic major. The Office of Campus Life advises and supports
undergraduate student organizations; any and all ancillary advisers may be subject to approval.

Students who are in good standing with Quinnipiac are eligible for membership in undergraduate student organizations. Good standing with Quinnipiac, as it pertains to the Office of Campus Life, is understood to mean that students must:

- Possess a minimum 2.00 cumulative GPA;
- Adhere to all campus, local and federal regulations;
- Be an active and matriculated student.

Individual undergraduate student organizations may have additional requirements and/or standards as outlined in their governing documents.

Paid Student Leadership Positions
Students selected or elected as student programming board presidents, Student Government Association executive officers or managers/editors for campus media organizations may hold only one of these positions at any one time.

Students in these positions are expected to maintain the academic, conduct and community standards of the institution. They must maintain a 2.75 cumulative GPA and remain in good conduct standing with the university. Student leaders who receive a scholarship must not have received their undergraduate degree and must be a full-time student with 12 or more credits each semester in office.

The assistant dean of student affairs for campus life makes the final determination in the case of any question or discrepancy, upon consultation with the vice president and dean of students, in certain situations.

Policy on Grade and Conduct Release
Some organizations, including the Student Government Association, as well as fraternities and sororities, may have academic grade requirements/minimums and student conduct expectations for potential new members, officers, elected members and initiated members. To best assist organizations in upholding these standards, these members accept the following:

Potential new members: Once a student registers for fraternity/sorority recruitment, the Office of Fraternity & Sorority Life may examine and disclose Quinnipiac University academic records and/or student conduct standing to the respective governing council and/or its member organizations to determine eligibility for joining a fraternity or sorority.

New and initiated members: Once a student accepts an invitation to membership, grades and/or student conduct standing may be provided to the respective fraternity or sorority, chapter adviser and/or inter/national headquarters each semester, upon request, and/or as the Office of Campus Life deems appropriate. Additionally, their academic progress and student conduct standing is monitored by the Office of Campus Life and/or the respective council to determine academic/student conduct eligibility for leadership positions or various activities sponsored by the governing council(s). For all situations regarding student conduct, only a student’s disciplinary status (probation, etc.) is shared, not the information regarding the underlying incident(s).

Student Government Association candidates and elected members: Once a student chooses to run for Student Government Association, the Office of Campus Life may examine Quinnipiac University academic records and student conduct standing to determine eligibility for the role they are seeking. If elected, all members are subject to continued monitoring of both academic records and student conduct standing as it relates to the membership requirements of the organization.

Student Organization Requirements
- The organization must be demonstrably unique from all other probationary or recognized student organizations.
- The purpose or actions of the organization cannot contradict university, state and/or federal policies and laws.
- A minimum of five undergraduate student members are required at all times to maintain active student organization status through the Office of Campus Life, with the exception of fraternities and sororities that have received written permission.
- Membership of a student organization cannot be limited on the basis of race, gender, religion, nationality, sexual orientation, age, ability, or academic major.
- 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 complete the registration process with the Office of Campus Life prior to October 1 each academic year. This includes having an updated constitution uploaded to the organization’s Do You QU page.
- An organizational officer must attend annual student organization trainings as required by the Office of Campus Life.
- The organization must check their mailbox on a regular basis.
- The organization must provide meaningful opportunities to enhance and develop skills in their members and positively influence the Quinnipiac community.

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 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 Campus Life.
- The organization receives invitations to participate in the annual Involvement Fair, group leadership development programs, and all student organization receptions.
- The organization may utilize the Student Organization Suite, which includes access to a copier, art supplies and workspace.
- The organization may apply to be chartered through the Student Government Association, if deemed eligible.
Student Organization Policies

Membership
Student organizations are open to all enrolled Quinnipiac undergraduate 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, physical limitation, or academic major.
• Graduate students may not hold an officer position in undergraduate student organizations (with the exception of fraternities and sororities as their dues-paying members are eligible for 4 total years of membership).

Policy Statement on Risk Management
The purpose of the policy is to encourage safety and provide risk management standards for all student organizations. The Policy on Risk Management shall apply to all student organization entities and all levels of student organization membership. The policy includes the statements on the following: Fire, Health and Safety, Hazing, Alcohol and Drugs, Group Meetings, Event Management, Off-Campus Events and Travel, Competitions, Finance and Fundraising.

In case of an emergency at a student organization-sponsored event, please contact 911 and then Department of Public Safety at 203-582-6200.

Fire, Health and Safety
Organizations using Quinnipiac University and non-university owned/operated spaces must adhere to any safety standards outlined by the university and/or off campus venues as defined by the Student Handbook.

Hazing
• Student organizations, advisers, individual members, and external parties or persons shall not conduct or condone hazing activities.
• The expressed or implied consent of the person being hazed is not 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 policy.
• Organizational or group leaders are all responsible for educating student organization members and potential new members about the hazing policy.
• See the Policy Statement on Hazing for more information.

Alcohol and Drugs
Student organizations are not permitted to host or co-sponsor events with alcohol without written approval from the Office of Campus Life.

• The possession, sale, use or consumption of alcohol during both formal, endorsed and/or informal organizational events must follow all applicable university policies, laws and associated rules from inter/national affiliated governing or oversight bodies. If an observer associates or may associate an event with a student group, the organization is responsible for following these policies and may be held accountable as such.

• No alcohol may be purchased 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 except when distributed by a licensed, third-party vendor.
• Open parties or gatherings with alcohol and unrestricted and/or uninvited access by non-members are prohibited.
• No student organization may co-sponsor an event with an alcohol distributor or tavern (tavern defined as an establishment generating more than half of annual gross sales from alcohol) at which alcohol is given away, sold or otherwise provided to those present. This includes any event defined as a fundraiser. However, a student organization may rent or use a room or area in a tavern as defined above for a closed event held within the provisions of this policy, including the use of a third party vendor and guest list.
  • An event at which alcohol is present may be conducted or co-sponsored with a charitable organization if the event is held within the provisions of this policy.
• No student organization may co-sponsor, co-finance, attend or participate in a function at which alcohol is purchased by any of the host organizations, groups or teams.
• Alcohol is prohibited at all recruitment activities associated with a student organization. No recruitment activities associated with any student organization may be held at or in conjunction with a tavern or alcohol distributor as defined in this policy.
• No alcohol shall be present at any new/associate member program, formal or informal activity or ritual of a student organization.
• For all events involving alcohol, including but not limited to socials, mixers, semi-formals and/or formals, 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 be properly registered and approved via Do You QU.
  • University-trained social event managers are required at a ratio of one social event manager per 20 guests for the duration of the event.
  • Food and non-alcoholic beverages must be provided in appropriate quantities.
  • Student organizations must hire security personnel to assist with venue safety and/or event issues.
  • The third-party vendor must agree in writing, via the Third Party Vendor Agreement, to adhere to the responsibilities and requirements stated in the agreement.
  • The student organization member(s) responsible for planning the event and for risk management must meet with Campus Life staff at least 14 days prior to the event.
    • Due at the meeting: a completed Social Event Manager Agreement, Adviser Agreement, Third Party Vendor Agreement, Event Risk Assessment Form, and copy of venue and bus contracts associated with the event.
    • Failure to meet aforementioned deadlines will result in cancellation of the event.
Events /Meetings with Food
Student organizations purchasing, selling, or serving food must abide by the following:

- Eating contests of any kind are strictly prohibited.
- Student organizations must abide by the university agreement with Chartwells as our primary catering provider.
- Any on-site food preparation requirements must be followed as outlined in student organization training.

Student Organization Meetings
- Group meetings shall be defined as the following:
  - Any gathering of a group's membership to discuss organization business.
  - A gathering occurring in an on-campus space which does not require additional resources or setup (beyond basic layout and AV needs).
- All groups wishing to hold a meeting on campus must first reserve a space through the Event Management System (EMS).
- A meeting may not be approved if there is potential for elevated liability and/or risk.
- Group meetings taking place in classrooms may be subject to change based on the academic calendar and at the discretion of the Registrar.
- Organizations are expected to be courteous of the spaces they are utilizing.
- Required clean up after a meeting includes, but is not limited to throwing out all trash, wiping down white/chalk boards, counters and tables, arranging furniture in the way it was set up at the start of event, shutting off all AV equipment, etc.
- Organizations may not run over the time allotted for the space. Another event or meeting may be in the space afterwards.
- If a meeting has been rescheduled/cancelled, the organization must cancel the EMS space reservation.

Student organizations questioning whether a gathering classifies as a meeting or event should contact the Office for Campus Life for clarification.

Event Management
- Events shall be defined as the following:
  - Any gathering of members, Quinnipiac students, and/or members of the general public which includes indoor/outdoor programs, fundraisers, raffles and/or off-campus programs.
  - A gathering occurring in an on-campus space which requires additional resources or setup (beyond basic layout and AV needs).
- All events being held on campus must be reserved by organizations through the Event Management System (EMS).
- All events must be registered via Do You QU and receive approval from the Office of Campus Life before they can occur.
- Space reservations for events are not confirmed until the event is approved in Do You QU.
- 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 Facilities department.
- All space reservations must be made at least 14 days in advance of the proposed event date to ensure appropriate staffing and support.

Exceptions to this timeline may be considered on a case-by-case basis related to Quinnipiac's ability to accommodate the event.
- Event registrations must be completed in Do You QU no later than Sunday of the week in which the EMS reservation was submitted (Example: If an event is submitted in EMS on Tuesday, September 3, the Do You QU submission must be submitted before 11:59 p.m. Sunday, September 8).
- At least one organizational officer must be present at all events.
- An event may not be approved if there is potential for elevated liability and/or risk.
- A student organization is required to meet the safety needs outlined by the Office of Campus Life, and the departments of Facilities and/or Public Safety to host an event.
- The Department of Public Safety retains the right to dispatch officers to any event or meeting.
- The sponsoring organization, in conjunction with the Department of Public Safety, is responsible for controlling access to the event. The Department of Public Safety may require a security layout. This layout must be completed in conjunction with the Department of Public Safety and attached to the Event Registration in Do You QU.
- Organizations planning events which are advertised and open to the general public or outside groups must consult with the Department of Public Safety to determine appropriate fire and/or law enforcement presence at least 14 days in advance.
- Organizations are expected to be courteous of the spaces they are utilizing.
- Required clean up after an event includes, but is not limited to throwing out all trash, wiping down white/chalk boards, counters and tables, arranging furniture in the way it was set up at the start of event, shutting off all AV equipment, etc.
- Organizations may not run over the time allotted for the space. Another event may be in the space afterwards.
- If an event has been rescheduled/cancelled, the organization must cancel the EMS space reservation and update the Do You QU event registration.

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 Campus Life. Events being held within the residential living area will end no later than 9 p.m. or at the discretion of the Office of Residential Life.
- Professional staff including, but not limited to, the Department of Public Safety, Division of Student Affairs, and Department of Facilities, reserve 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.
- No event will be approved to take place during university quiet hours or final exam quiet hours.

Off-Campus Events and Travel
- Students may utilize their personal vehicles when traveling off-campus if the event or activity meets the following criteria:
  - Alcohol is not being served/consumed
  - The destination is within a 170-mile radius from Quinnipiac
- If a student organization is hosting an event off-campus where the above criteria is not met (alcohol is being served or is present and/or
the event is outside of the radius) the group must utilize university-provided or hired professional transportation.

- The Office of Campus Life reserves the right to mandate advisers to travel with students including but not limited to the following criteria:
  - Alcohol is being consumed or served
  - It is taking place outside of a 170-mile radius from Quinnipiac and there is an overnight component
  - It is taking place within a 170-mile radius from Quinnipiac and there is an overnight component with a two or more night stay
  - All event participants, including guests, must complete the electronic Trip Waiver Form at least 48 hours prior to the event.
  - Student organizations are responsible for securing funding to ensure coverage of transportation, lodging, and meal costs for the adviser attending their event.
  - If an organization holds or attends an overnight event off-campus without an adviser they must designate at least one organizational officer who will be present and responsible, as well as provide their emergency contact information.

*The Office of Campus Life strongly recommends student organizations utilize advisers for all travel off-campus when possible as it both lowers risk for members and allows a deeper level of development and engagement for the organization.

**Competition**

- Student organizations are permitted to compete with the exception of recreational student organizations.
- A competition must be registered as an event on Do You QU and therefore must be approved.
- 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, the Student Government Association (SGA) special appeal process and/or the SGA budget request process (chartered organizations only).
- In order for a chartered student organization to receive a budget, it must complete the SGA budgeting process each spring.
- Chartered organizations that receive a budget from SGA must adhere to the SGA financial policy and guidelines. For more information about this policy, please refer to the Financial Policy located under “Documents” on SGA’s Do You QU page.
- SGA serves as the financial agent for these organizations.
  - The SGA vice president for finance will assist all chartered organizations in setting up and managing their respective financial budgets.
  - Payments are processed upon receipt of a request for payment, with the appropriate justification for expenditure and authorized signatures. For a request for payment to be authorized, the signature of the vice president for finance and/or president of SGA must be obtained.
- Student organizations (with the exception of fraternities and sororities) are not permitted to establish financial accounts with outside banking organizations.
- Organizations who are approved to use a staff members university credit must retain any and all receipts and submit them to the cardholder immediately after use. Failure do so may result in the organization or member being held personally liable for any charges incurred while the card is (or was) used by them.
- Student organizations and/or their member may not sign contracts or enter into any legal agreements on behalf of the organization without prior approval from the Office of Campus Life. If a student or organization enters into a legal agreement or signs a contract without prior approval that student or organization may be held personally liable for any and all repercussions of this choice.

**Fundraising/Raffles**

- Organizations wishing to solicit off-campus companies for material donations (e.g., prizes or materials for events) must gain approval for these activities by the Office of Campus Life by completing the Event Registration on Do You QU.
- Organizations wishing to charge admission to an event must gain approval for these activities by the Office of Campus Life by completing the Event Registration on Do You QU.
- 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 vice president and dean of students (or designee) and the vice president for development and Alumni Affairs and the vice president for public affairs (or designee).
- Organizations wishing to host raffles must gain approval for these activities by the Office of Campus Life by completing the Event Registration form on Do You QU.
  - 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. Items or raffle tickets may not be sold door-to-door in the residence halls or in faculty/staff offices.
- Quinnipiac cautions against the use of payment apps (such as Venmo, PayPal, Zelle, Cash App, etc.) as they are not affiliated with the university and prohibit the appropriate tracking and auditing on a university-level from taking place. Students and organizations who use an outside payment app for the collection of fundraised monies must understand that they and/or their members are fully liable for all transactions, charge backs, and issues which may result from this choice. Quinnipiac University is not responsible for fees, loss of funds, charge-backs, theft, or other issues which may arise from not collecting money through university approved systems and processes.

**General Policy Statement for Student Organizations**

**Marketing/Advertising/Privacy Rights**

- Student organizations wishing to promote their group or an event must gain approval from the Office of Campus Life.
  - Quarter sheets, fliers posters and banners can be submitted for approval in the Student Organization Suite (SC-216) or at the Rocky Top Information Desk. A student employee 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.

- Quarter sheets will be displayed on tables in the dining hall of the student center they were approved in.
- Banners may be hung in the Carl Hansen Student Center, 2nd floor railings of the East Dining wing, overlooking the cafe, or in the Rocky Top Student Center, third floor, overlooking the information booth and main entrance. Banners will not be posted in any other area of the student centers.
- Quarter sheets, fliers, posters and banners must state the name of the sponsoring organization.
- Approved quarter sheets, fliers, posters and banners will be displayed for two weeks leading up to the event.
- 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. No more than 75 quarter sheets will be displayed in the Mount Carmel dining hall and 25 in the Rocky Top dining hall.
- The maximum size for a quarter sheet is 4 inches by 6 inches. The maximum size for a flier or poster is 18 inches by 24 inches. The maximum size for a banner is 6 feet by 4 feet.
- Organizations must gain approval from the Office of Campus Life to distribute any other type of marketing materials.
- The Office of Campus Life 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.
  - 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.
  - Violations of any local, state or federal laws, or university policies.
- The Office of Campus Life 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.
- Student organizations wishing to purchase promotional items must adhere to the following process:
  - Before the creation of any type of promotional product or apparel that uses the Quinnipiac name or a university logo, an organization MUST submit a concept of design to the Office of Campus Life for review and approval. Upon approval, the organization may contact a vendor to draft a proof and provide a quote for the items they wish to purchase. (It is the organization’s responsibility to review the proof closely for spelling errors or design flaws.)
  - After the proof is reviewed and approved by the Office of Campus Life, the quote must be sent to the SGA vice president of finance for review. The vice president of finance will confirm that the organization has sufficient funds for the purchase. (If the organization is a fraternity or sorority, they can move forward at this point without the assistance of SGA.) When the SGA vice president of finance has reviewed and approved the quote, the organization can contact the vendor to process the order.
  - Once the completed items are received, the organization is responsible for reviewing the order to make sure they have all of the items and that the product matches the proof that was provided.
  - Lastly, all invoices should be submitted to the SGA vice president of finance for payment.
  - Promotional items purchased by organizations that do not follow this process may be subject to removal from use without reimbursement for associated costs.
  - Requests to market in the Bobcat Bulletin email or on MyQ must be submitted via the Marketing Request form under “Forms” on the Office of Campus Life Do You QU page.
  - 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.

Do You QU

- Student organizations are required to update their Do You QU page on a regular basis.
  - Membership rosters need to be reviewed monthly for changes. This includes keeping officer positions up-to-date, confirming new member requests, and moving old members to alumni or inactive status.
  - A current copy of the organization’s constitution must be uploaded to the “Documents” page.
  - All events must be registered through the website for approval.

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 Carl Hansen Student Center, room 202, call 203-582-8673 or email studentorgs@qu.edu with any questions.

The Office of Campus Life may review all policies for exceptions, changes or updates at any time and where applicable.

Student Organization Conduct Process

In the event of an alleged violation of university policy (including, but not limited to, the Student Code of Conduct, Student Organization Requirements, Student Organization Privileges, Student Organization Policies) by a student organization, the incident may be investigated by The Division of Student Affairs or Public Safety.

Violations of university policy are considered organizational violations if one or more of the items below are present:

- The organization adviser, organizational officers or members of the organization are aware of an incident that is a potential violation before it takes place with advance knowledge to prevent its occurrence, but do not prohibit the incident from happening.
  - The organization adviser or any of the organizational officers or any general members of the organization are aware of the identity of organization members involved in the incident but refuse to divulge the identity to the appropriate university authorities.
  - The incident involves the expenditure of organization funds either formally or informally.
  - The incident is endorsed by members of the organization in any way.
• The incident takes place during a scheduled organizational event or meeting.
• The incident involves adherence to organizational policies stated in this handbook or discussed during organizational training sessions conducted by the Office of Campus Life.
• That the alleged misconduct can be reasonably associated with the organization.

Interim Measures
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 issue interim measures when there is a threat to safety or due to the severity of the underlying incident.

Interim Disciplinary Suspensions
A student organization may not hold any events during the interim disciplinary suspension. An order is inclusive of all new and initiated members at all events including social, philanthropic, sisterhood/brotherhood, educational, as well as general chapter or organization business/adviser meetings, or any event a reasonable observer would deem a student organization event.

Requests for any chapter activities must be made in writing to the office of campus life and approved in writing by the staff. The student organization will be notified following the investigation and/or the student organization conduct process of its status moving forward.

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.

This includes any physical contact or communication including but not limited to, physical contact (with person or property), telephone calls, voice mail, 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 at the conclusion of the student organization investigation and/or student organization conduct meeting that there be a change of status in the No Contact Order.

Student Organization Conduct Procedures
Upon completion of an investigation, information will be referred to the director of student conduct and community standards or designee and the following process will begin:

• The director of student conduct and community standards or their designee will serve as the conduct officer and will schedule a conduct meeting with the president of the student organization and other organization members connected to the incident. A notice of the time, date and location of the meeting will be sent to the president via university email at least 2 business days prior to the meeting.
• A request for postponement of up to five additional days for a conduct meeting may be made. The request must be for good cause. Quinnipiac students are responsible for checking their Quinnipiac email account even during examination and vacation periods. Excuses for not checking an email account are not acceptable reasons for postponement. If an organization does not attend the conduct meeting, a decision will be made in their absence.

Prior to the conduct meeting, organization leaders are informed of the alleged violations of the code of conduct, and may request to review the investigation report. Organization leaders are permitted to review the investigation report in the presence of the director of student conduct and community standards or designee.

• At the conduct meeting, organizational representatives may be joined by the organization’s official adviser and/or a representative from the inter/national headquarters or designee. Advisers serve as a moral and emotional support during conduct meetings, and can assist with meeting preparation; however, advisers cannot advocate or speak for an organization.
• The procedural rights for student organizations will be reviewed, followed by alleged violations of university policy. The organizational representatives are then asked to declare if the student organization and/or the individual member(s) are responsible for any of the alleged violations.
• The organizational representatives may present relevant information, which may include witness statements acquired by the student(s).
• The conduct officer will question the organizational representatives.
• The conduct officer then decides if the student organization is responsible or not responsible for the violation(s).
• The conduct officer will find an organization responsible if the violation is proven by a preponderance of the information presented; that is, based on the information the conduct officer finds credible and convincing, it is more likely than not that the organization is responsible for the violation.
• The sanction(s) may be announced and explained at the conclusion of the meeting or within three business days. At the time the decision is rendered, the organizational representatives will receive the conduct outcome letter, which includes the finding and sanction(s). Student organizations that are placed on a deferred suspension, suspension, or closure status have the right to request an appeal.
• A copy of the conduct meeting outcome and any formal sanction letters are kept on file. The dean of students office does not permit the release of any organizational disciplinary records.
• At the discretion of the dean of students office individual students involved in organizational violations of university policy may be investigated and referred to the Student Conduct Process.

Procedural Rights
Notice—The right to be informed in writing of the specific alleged violation(s) in which the organization is suspected of involvement.

Procedures—The right to be informed verbally and/or in writing of the organizational conduct procedures.

Information—The right to know the nature of the alleged violations prior to the meeting and object to information being heard that is unrelated to the incident.

Witness Statements—The right to present written witness statements in a conduct meeting.

Adviser—The right to have the organization’s official adviser and/or at the discretion of the conduct officer a representative from the inter/national headquarters attend the meeting. The individual(s) may not address
the conduct officer, but may consult freely with the organizational representatives.

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 date.

Written Decision—The right to have a written response reporting the results of the meeting.

Appeal—The right to request an appeal of a conduct meeting, if the organization receives a sanction of deferred suspension, suspension or closure.

Sanctions

Student organizations found in violation of university policy will have one or more of the following sanctions imposed on them:

1. Closure—A permanent separation of the student organization from the university without the possibility of return.

2. Suspension—a fixed period of time (at least one semester) during which the student organization may not participate in any university activities and is not recognized by the university. At that time, the organization's events/trips/fundraisers are cancelled, budget (if they have one) is frozen, and they are restricted from functioning as a student organization. At the end of the suspension period, the student organization may regain recognition upon the recommendation of and the completion of any sanctions assigned by the conduct officer.

3. Deferred Suspension—a notice to a student organization that their actions are of such a serious nature that removal of university recognition is being considered. The university will defer the suspension as long as the student organization meets all requirements. Deferred suspension will last a minimum of one semester. Any future violations during this time may result in immediate removal of university recognition for a period of time and the possibility of additional sanctions. While on deferred suspension, the organization may lose privileges including but not limited to:

   • events/trips/fundraisers
   • budget access (if they have one)
   • ability to reserve space
   • use of Quinnipiac University name
   • other restrictions at the discretion of the conduct officer

All organization business must be approved by the Office of Campus Life while on deferred suspension. At the end of the deferred suspension period, all lost privileges and eligibility shall be restored.

4. Disciplinary Probation—a serious encumbrance on the student organization's good standing in the university community. Disciplinary probation will last a minimum of one semester and any subsequent violations during the probationary period may be viewed as both a violation of university policy and a violation of the probation. While on disciplinary probation, the organization may lose privileges including but not limited to:

   • events/trips/fundraisers
   • budget access (if they have one)
   • ability to reserve space

   • use of Quinnipiac University name
   • other restrictions at the discretion of the conduct officer

At the end of the disciplinary probation period, all lost privileges shall be restored.

A student organization placed on disciplinary probation three times within a five-year period shall be suspended as an organization, as described above, for at least one semester.

5. Student Organization Warning—a notice to the student organization, which creates an organizational conduct file. Additional violations may result in more serious disciplinary action. The reprimand becomes part of the student organization's permanent file.

6. Substance Restriction—the student organization is to have only alcohol-free events through the date specified. The organization is encouraged to have as many substance free events as they would like; this is in no way meant to limit their members' experience. Only organizations that are authorized to host events with alcohol can be placed on substance restriction.

7. Loss of Privileges—Organizations may be restricted from participation in University awards, recognition and events.

8. Restitution—the student organization and/or member(s) are required to make payment to Quinnipiac and/or other persons, groups or organizations for damages incurred as a result of violations of university policy.

9. Educational Sanctions—additional sanctions such as facilitating a program, writing a paper, attending a program/class, or completing an online program that are given for violations of university policy in conjunction with student organization warning, disciplinary probation, deferred suspension or suspension.

Note: Quinnipiac staff may partner with inter/national organizations and/or governing bodies when establishing conduct outcomes.

Appeals

Student organization conduct outcomes may be appealed if the organization has been placed on deferred suspension, suspension or closure status. Appeals are accepted for the following reasons:

• 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 Organization Procedural Rights, which materially affected the outcome of the meeting.

A formal appeal specifying the grounds upon which the appeal is based and supporting information must be submitted within two business days after receipt of conduct meeting decision. Sanction(s) imposed by the conduct officer may be held in abeyance until the appeal is acted upon by the appeal officer at the discretion of the director of student conduct and community standards. The appeal specifies the grounds upon which the appeal is based, and how those grounds materially affected the outcome of the original meeting.

Once the appeal is submitted, the director of student conduct and community standards will determine the appeal officer, who may be a staff member in the office of campus life or the dean of students office.
Student organizations 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 it should be granted, they may conduct a formal appeal meeting. Similar to their conduct meeting, the student organization may bring the organizational adviser and/or a representative from the inter/national headquarters to their appeal meeting. Representative(s) from the initial conduct meeting may be called to attend the appeal meeting.

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. The appeal decision is final.

Student organization members will be notified of the appeal decision in writing.

**Procedure for Establishing a New Student Organization**

For a student group to become a recognized organization, the Office of Campus Life must formally approve it.

The following parameters must be met to gain approval:

- The proposed organization must be demonstrably unique from current probationary or recognized student groups.
- A minimum of five 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 may 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, physical limitation or academic major.
- Founding members should be in good standing per the Eligibility Requirements for Involvement (see section above).
- Quinnipiac University will not recognize any clubs that involve gambling.
- 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:

- Attend one new student organization information session held by appointment.
- Complete and submit the application.
- Submit a constitution to studentorgs@qu.edu.

A new organization will be recognized on a probationary period for one year, while it is in its formative state. This status carries with it the obligation on the part of the organization to abide by the rules and regulations of Quinnipiac University. Recognition, therefore, is contingent upon complying with and following the rules and regulations of Quinnipiac University, the observance of the appropriate social standards, and evidence of satisfactory financial status.

Once approved, the group will be added to the university's list of student organizations, will be given a campus mailbox, and may reserve space for meetings and/or events. Additionally, the organization will receive training and support from the Office of Campus Life. The Campus Life staff does not supplant the faculty/staff adviser, rather acts as an additional means for support.

After the organization receives probationary approval, the group should set a date and reserve space for an informational meeting. Topics to be covered in this meeting should include: officer selection, group goals and additional membership recruitment efforts.

At the end of the provisional year, the membership, progress, and activities of the organization will be reviewed. If the club has been active throughout the provisional year and maintained membership, the group will officially be recognized. At this time, the organization may approach the Student Government Association about being chartered.

Once an organization gains formal recognition, recognition can only be withdrawn by the administration of Quinnipiac University. The Student Government Association, however, may choose to withdraw chartered status through their policies and procedures, but the organization may still continue to be recognized. Organizations desiring to discontinue their association and suspend operation with Quinnipiac University may do so by submitting a written statement to studentorgs@qu.edu.

**Chartered Student Organization**

An organization must be approved through the Office of Campus Life for at least one year before the Student Government Association (SGA) can charter it. Once formally recognized, an organization may choose to bring a completed constitution and official recognition letter to the vice president for student experience of the SGA to begin the chartering process. The documents will be reviewed by the student experience committee, which will then make a recommendation as to whether or not a charter should be granted by the SGA. For more information about this process, please refer to the Chartering Policy located under "Documents" on the SGA's Do You QU page.

**Inactive Student Organization**

Failure to meet the student organization requirements could result in a student organization being placed on inactive status. In such instances, the student organization will forfeit probationary or recognition status.

Students who wish to revive an inactive student organization must follow the procedures for establishing a new student organization and submit a reviewed/revised constitution, a list of five members, and a written statement from a faculty/staff member indicating a willingness to serve as the adviser to studentorgs@qu.edu. Upon the review of materials to ensure compliance with the student organization requirements, the group will be reinstated.

**Adviser Expectations**

Each student organization is required to have a faculty/staff adviser who is employed by Quinnipiac who serves as a resource between the university and the organization beyond the Office of campus life. The role of the faculty/staff adviser is to:
• Develop future leaders and prepare students for a global community.
• Serve as a university resource for the organization and its officers, providing insight, guidance and/or connection to different campus and university resources.
• Assist the organization with adherence to university policy.
• Commit time to develop a rapport with leadership and general members of the student organization.
• Keep the Office of Campus Life apprised of any issues, concerns, liability or risk that may arise with their organization.
• Work with organization leadership to develop goals for the semester and academic year.
• Actively participate in adviser training, development and learning opportunities provided by the Office of Campus Life.
• Attend organizational and executive board meetings, as well as any banquets, events or fundraisers sponsored by the organization as appropriate.
• Be knowledgeable about all University policies and procedures relating to organizations including the Student Handbook, Student Organization Handbook, Risk Management Policy, and Quinnipiac Essential Learning Outcomes.
• Advise and support students traveling on organizational off-campus events through participating as their trip adviser or helping identify an alternative on-site adviser in their absence.
• Respond to all questions and requests for help in a timely manner.
• Serve as a positive guiding role model in communication and interactions with students while building a strong rapport and foundation of trust.

Specific organizational expectations should be outlined in the organization’s constitution. Advisers may not consume or be under the influence of illegal substances at any organization event.

**Student Organizations**


**Fraternity & Sorority Life**

The Office of Fraternity & Sorority Life is committed to providing fraternity and sorority members with the resources, experiences, and hands-on support that allows each student to develop as responsible members of society, now and for years to come. For more information email fslife@qu.edu.

The Quinnipiac University fraternity and sorority community is guided by Four Pillars that communicate a shared commitment to the following:

- Leadership through strength of character
- Growth through intellectual excellence
- Service through civic engagement
- Community through diversity and inclusion

The Four Pillars integrate the overarching principles on which fraternities and sororities were founded; guide the actions of councils, chapters and individual members; and provide a framework for events, activities and programs for the Quinnipiac University fraternity and sorority community.

**Sorority Life**

**National Panhellenic Conference Sororities**

- Alpha Chi Omega
- Alpha Delta Pi
- Chi Omega
- Gamma Phi Beta
- Delta Delta Delta
- Kappa Alpha Theta
- Kappa Delta
- Phi Sigma Sigma

**Culturally-Based Sororities**

- Chi Upsilon Sigma National Latin Sorority, Inc.

**Governance of Sororities**

The Quinnipiac Panhellenic Council (QPC) governs the sorority community. The QPC executive board is composed of nine executive board members who are elected by the 10 member sororities. The officers are:

- President
- Executive Vice President
- Vice President of Recruitment
- Vice President of Scholarship
- Vice President of Panhellenic Development
- Vice President of Prevention Initiatives
- Vice President of Communications
- Vice President of Finance
- Vice President of Greek Unity

The QPC executive board, Panhellenic delegates, chapter presidents, and interested general members meet twice a month to discuss important topics and initiatives, community updates and upcoming programs.

**Joining a Sorority**

All National Panhellenic Conference (NPC) sororities participate in Panhellenic Formal Recruitment at Quinnipiac University. Organized and facilitated by the Quinnipiac Panhellenic Council, Panhellenic Formal Recruitment takes place over Labor Day weekend in August/September. The formal recruitment process is the primary way to join an NPC sorority, however some chapters may choose to hold informal recruitment at other times throughout the academic year if they have vacancies in membership. For questions related to Panhellenic recruitment, please contact the vice president of recruitment at Panhellenic.Council@qu.edu or follow the Panhellenic Council on its social media accounts.

While Chi Upsilon Sigma National Latin Sorority, Inc. participates in Panhellenic Council meetings, programs and events, the recruitment process is unique for this chapter. Those who are interested in joining this chapter should go to the organization’s Do You QU ([https://qu.campuslabs.com/engage/](https://qu.campuslabs.com/engage/)) page to contact chapter leadership.
Fraternity Life

Fraternities

- Alpha Phi Alpha Fraternity, Inc.
- Alpha Sigma Phi
- Beta Theta Pi
- Delta Tau Delta
- Delta Upsilon
- Lambda Theta Phi Latin Fraternity, Inc.
- Phi Gamma Delta (FIJI)
- Pi Kappa Phi
- Zeta Beta Tau

Governance of Fraternities

The Interfraternity Council (IFC) governs the fraternity community. The purpose of the IFC is to support and advocate for the fraternity community, while providing meaningful programs and learning experiences for fraternity members. The IFC is composed of eight executive board members who are elected by the fraternities at Quinnipiac. The executive board positions include:

- President
- Executive Vice President
- Vice President of Fraternal Standards
- Vice President of Fraternal Education
- Vice President of Programming
- Vice President of Recruitment
- Vice President of Public Relations
- Vice President of Finance

The IFC executive board, chapter representatives, presidents and general fraternity membership meet twice a month to discuss important topics and initiatives, community updates, and upcoming programs.

Joining a Fraternity

Men interested in joining a fraternity have the opportunity to seek membership during any semester in the academic year. Both the Interfraternity Council (IFC) and men’s chapters hold various events and meetings throughout the year to meet potential new members, as well as to provide information about the fraternity experience at Quinnipiac University. Contact ifc@qu.edu with questions related to fraternity life or recruitment.

While Lambda Theta Phi Latin Fraternity, Inc. and Alpha Phi Alpha Fraternity, Inc. participate in IFC meetings, programs and events, the recruitment process is different than from the other fraternities. Those who are interested in joining these chapters should go to the organization’s Do You QU (https://qu.campuslabs.com/engage/) page to contact chapter leadership.

Signature Programs and Additional Involvement

FOUNDATIONS: New Member Experience

FOUNDATIONS, a mandatory program designed exclusively for new members based on the Four Pillars, exists to equip all new members with the essential information, knowledge and skills for personal success during the new member semester and beyond. FOUNDATIONS uses a common curriculum that integrates Essential Learning Outcomes, further encouraging new members to find connections between their fraternity/sorority experience and other aspects of their lives. Trained fraternity and sorority peer mentors facilitate the FOUNDATIONS curriculum each year.

Greek Leadership Series

Throughout the year, members of fraternities and sororities are offered opportunities to attend additional training to strengthen their leadership and organizational management skills. Programs offered as a part of the Greek Leadership Series can range from career-oriented events about personal branding to in-depth discussions about the role of race, diversity, and identity on campus. These programs develop the leaders, thinkers and responsible professionals of the future and specific programs offered each year are tailored to address the evolving needs of Quinnipiac students.

Council Officers Transitions & Training

To help student leaders serving on the Interfraternity and Panhellenic Councils prepare for their roles and to positively impact their community, the Office of Fraternity & Sorority Life provides them with various interactive training. The Council Officers Transition and Training programs allow students to identify their personal strengths and leadership styles, build relationships with other council members and gain a better understanding of the role they would play during their term. Each officer creates an action plan for the semester, identifies goals for his or her term and is given an opportunity to network with past council officers and fraternity and sorority alumni.

Officer Training Academy

The Office of Fraternity & Sorority Life is committed to providing both leadership and practical skills-based training to all elected leaders of the chapters and governing councils. At the beginning of the new officer term in January, chapter and council officers are required to attend a comprehensive leadership conference that explores topics such as policies and procedures, maximizing membership involvement, organizational branding, accountability techniques, advanced leadership skills, and more. OFSL staff, university faculty and administrators, fraternity/sorority alumni and industry experts develop and facilitate workshops and presentations keeping the Essential Learning Outcomes in mind.

Social Event Manager Training

The Office of Fraternity & Sorority Life offers social event manager training several times each semester. This comprehensive workshop provides training to event coordinators and social event managers of events involving alcohol and seeks to equip participants with the knowledge and skills to create a safe and responsible environment for members and their guests. All students serving as a social event manager at an event involving alcohol are required to attend training prior to serving. Participants increase their skills in risk assessment, event management, alcohol education and bystander response.

Order of Omega

The Order of Omega is a national honor society that recognizes junior and senior members of the fraternity and sorority community. The fraternity men and sorority women in the Order of Omega have achieved a GPA at or above the all-fraternity/sorority average and have exemplified high standards of leadership, scholarship, service and community
engagement. Membership is open each semester by application process and new members are chosen by their peers.

Rho Lambda
Rho Lambda is a national honor society, the purpose of which is to honor those women within the sorority community who have exhibited the highest qualities of leadership and service to their Greek community and their sorority. They are women who have furthered the ideals and principles of the Greek community throughout their years of sorority affiliation. Membership is open each semester by application process and new members are chosen by their peers.

Greek Week Committee
Greek Week is an interactive week of programming held each spring that highlights the Four Pillars of the fraternity and sorority community. The Greek Week committee is led by co-chairs from each governing council and is responsible for planning, designing and executing all Greek Week programs under the advisement of the Office of Fraternity & Sorority Life.

OFSL Intern Program
The Office of Fraternity & Sorority Life undergraduate interns plays an integral role in ensuring successful delivery of the services and programs offered to members of the fraternity and sorority community. This role requires roughly 8-12 hours a week of availability and flexibility to work some nights and weekends. Successful candidates will be able to balance both short-term day-to-day tasks alongside larger projects that span the course of an academic semester or year. The ideal intern will be trustworthy and values-driven in word and action and will serve as a positive representation of the Office of Fraternity & Sorority Life.

Awards and Recognition
The Fraternity & Sorority Life Awards recognize those individuals and organizations that align with the Quinnipiac FSL community Four Pillars and QU Essential Learning Outcomes. Their goal is to refocus organizations and individuals on being positive change agents within the FSL and Quinnipiac University communities. The Fraternity & Sorority Life Organization Awards are awarded based on information provided in the Chapter Digest as well as using an analysis of all registered meetings, events and programs sponsored or co-sponsored by the chapter. Nominations for the Cornerstone Class are collected through a separate form on the Do You QU: Fraternity & Sorority Life page.

Fraternity and Sorority Life Policies
Social fraternities and sororities exist at Quinnipiac University as recognized student organizations and are expected to uphold all policies and procedures for recognized student organizations except where explicitly stated. Quinnipiac University reserves the right to address, through the Student Code of Conduct or Student Organization Conduct processes, behavior or incidents by individuals or organizations, which occur on or off campus that violate policies, procedures, expectations or requirements, or that may endanger the health, safety and welfare of others and/or adversely affect the university and/or the pursuit of its objectives.

Policy on Risk Management
The Quinnipiac University Student Organization Risk Management Policy exists to encourage safety and provide risk management standards for all student organizations including fraternities, sororities and governing councils. This policy addresses alcohol and drugs; hazing; discrimination, harassment and abuse; and fire, health and safety.

Policy on Extension of Membership, Education Process and Initiation
Chapters and colonies may only extend invitations for membership, or bids, during the academic year when fall or spring semester classes are in session. All new member activities, events or programs cannot exceed eight weeks and must take place during the academic year when fall or spring semester classes are in session. Additionally, chapters must initiate new members within the same semester that the invitation/bid was extended and accepted. Exceptions are made for initiation only into next semester where explicitly stated in inter/national governing documents or with a letter from the inter/national organization. Even in these cases, the entire new member education process must be completed the semester prior.

Policy on Recognition Requirements
To maintain good standing as a fraternity or sorority at Quinnipiac University, in addition to any requirements for recognized student organizations, all new chapters and chapters must:

- maintain at least five active undergraduate members at all times, except when granted written approval from the Office of Campus Life
- maintain a current roster on file with the Office of Fraternity & Sorority Life that includes first, middle and last name; QU ID/username; date/semester joined; and officer/leadership positions for all members of the organization at all times
- notify the Office of Fraternity & Sorority Life when any member of the organization is added, removed, drops from the new member process, resigns membership or takes early alumni status within 24 hours using the Change of Membership Form located on Do You QU (https://qu.campuslabs.com/engage/)
- submit New Member/Intake programs to the Office of Fraternity & Sorority Life by the first day of classes each semester (including written approval by an inter/national headquarters approved chapter adviser)
- affiliate and maintain membership as a full or associate member of an existing governing council within one semester of university recognition and meet any requirements and expectations set forth by the respective governing council
- attend activities, events and meetings as required by the Office of Fraternity & Sorority Life
- Submit the monthly Chapter report during each month of the academic year
- Failure to meet minimum accreditation standards set by the Office of Fraternity & Sorority Life may result in loss and/or suspension of recognition.

Policy on Expansion/Extension
Fraternities and sororities, like any student organization at Quinnipiac University, may not be present or assemble without written approval from the Office of Fraternity & Sorority Life. Students or organizations interested in starting a new chapter at Quinnipiac University must meet the following requirements and criteria to be considered for expansion/extension:
• Organization must be an inter/national social fraternity or sorority (not academic or honorary) and have a valid insurance policy that is accessible upon request.
• Local fraternities or sororities are not permitted at Quinnipiac University.
• Organization must be a member of/affiliated with a national umbrella organization such as NIC, NPC, NMGC, NALFO, NAPA, NPHC, etc.
• Fraternities and sororities not holding membership in or affiliated with one of these organizations may be considered at the discretion of the director of the Office of Campus Life
• The chapter/colony must be based and chartered exclusively at Quinnipiac University
• Quinnipiac University does not recognize citywide or metropolitan chapters without written exception from the Office of Campus Life

If all aforementioned qualifications are met, students or organizations should contact the Office of Fraternity & Sorority Life to discuss the process and state of the community, and provide, in full, all information requested below to fslice@qu.edu for review.

• general information about the organization
• clear information on how the organization would benefit the greater Quinnipiac University and fraternity/sorority communities through directly supporting and aligning with the Quinnipiac University Learning Paradigm and, specifically, advancing the Essential Learning Outcomes
• all inter/national standards, policies and member expectations
• colonization process including support provided for colonies/chapters
• chartering requirements
• new member education/intake program
• written agreement with all terms, policies and procedures of Quinnipiac University and the Quinnipiac University Student Handbook

All student interest groups and/or intern/national organizations must adhere to and participate in any expansion/extension process as required by the respective fraternity or sorority governing council, where applicable, or the Office of Fraternity & Sorority Life. These requirements may be adjusted at any point to ensure that requested information aligns with university mission and vision, as well as fraternity and sorority community needs.

Recreation

Campus Recreation

Quinnipiac University campus recreation encompasses a variety of activities: club sports, intramural sports, three fitness centers, aerobic classes, open recreation and special events on all three campuses.

Club Sports

The 2020-21 Quinnipiac University calendar year will be the second year of club sports. The university recognizes 10 club sport teams, which may compete against other universities without the time commitment of an NCAA Division I team.

Current offerings: dance, figure skating, men's ice hockey, men's lacrosse, women's lacrosse, men's rugby, women's soccer, softball, tennis and women's volleyball.

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 and on their Instagram accounts.

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%7CMatthew.Kurz%40quinnipiac.edu%7C0%7C0%7C637214366390964718&data=3CQU6DH5pgQsVFlmoHw2zochKzp%3D%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 imleagues.com/quinnipiac (https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.imleagues.com%2Fquinipiac%2Fвинишпикискит%7C0%7C0%7C637214366390964718&data=3CQU6DH5pgQsVFlmoHw2zochKzp%3D%3D&reserved=0)

• View the sport leagues and tournaments offered.
• Review league rules, deadlines 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
• E-Sports
• Flag football
• Ice hockey
• Kickball
• Soccer
• Steps Challenge
• Tennis (singles)
• Ultimate Frisbee
• Volleyball (4-on-4 and 6-on-6)

Fitness Classes and Programs

The Department of Health & Wellness 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 barre.

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 you can reserve your spot 24 hours in advance using imleagues.com. Class size on the North Haven Campus is small due to space. We advise you to utilize the online sign up to ensure your space in the class.

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 imleagues.com/quinnipiac (https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.imleagues.com%2Fquinnipiac&data=02%7C01%7CMatthew.Kurz%40quinnipiac.edu%7C0%7C0%7C0%7C637214366390974713&sdata=cflrxsmhnOUi701QI2R%2B7OtSUKzZWBCQw%2F7nDBel%2Fk%3D&reserved=0) and go to the ”fitness” tab. Registered student organizations may reserve time in the dance studios via EMS.

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 or email John Somers, coordinator of campus life for recreation (ext. 6441; john.somers@qu.edu). 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 tapped on the QCard reader at each facility to gain entry. Failure to bring your QCard will result in being denied entry to the facility.
- Appropriate workout clothing is required; closed toe athletic shoes, athletic style bottoms with no buttons or zippers, tops that cover the full torso and midriff; the fitness center staff reserves the right to render final judgement on if something complies with the dress code posted at all facilities.
- Fitness Center staff members are available to assist with fitness equipment needs and maintain a safe and sanitary environment for all patrons—however, they are not personal trainers.
- Users are responsible for wiping 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.
- All dumbbells and plates should be returned to their original location after use.
- The use of chalk is prohibited.
- Weight clamps/clips are required for all barbell lifts and can be loaned out in exchange for a QCard at the front desk.
- 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.
- Users must sign up for all cardio equipment (limit: 30 minutes per piece).
- Users must attend to sign up; no phone reservations.
- Users may not sign up more than two hours in advance.
- Use of the facility is at your own risk. Users should request help if they are unfamiliar with the equipment.
- Any injury or facility/equipment irregularity should be reported immediately 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.

Mount Carmel Campus Hours
Monday–Thursday: 7 a.m. – 11 p.m.
Friday: 7 a.m. – 9 p.m.
Saturday: 8 a.m. – 8 p.m.
Sunday: 10 a.m. – 11 p.m.

York Hill Campus Hours
Monday–Thursday: 7 a.m. – 11 p.m.
Friday: 7 a.m. – 9 p.m.
Saturday: 8 a.m. – 8 p.m.
Sunday: 10 a.m. – 11 p.m.

North Haven Campus Hours
Monday–Thursday: 7 a.m. – 4 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. 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.

For long-term locks, please email john.somers@quinnipiac.edu
(John.somers@qu.edu)

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

The Office of Recreation may review all policies for exceptions, changes or updates at any time and where applicable.

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.

University-Owned Housing
The university offers a variety of student housing options. Students typically progress toward more independent living from year to year.

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

First-year students are offered a variety of living options: Irma and Dana are traditional residence halls with two to three people to a room and a community bathroom; Ledges and Commons quad-style rooms consist of four people to a room with a community bathroom; Mountainview is suite-style housing consisting of four double-occupancy rooms and a suite bathroom. The Complex (Bakke Hall, Founders Hall and Sahlin Hall) consists of three double-occupancy bedrooms and a shared bathroom in the apartment.

Sophomores and juniors choose between suite-style housing offered in The Village, Larson, Perloft and Troup or apartments in the Hill and the Crescent. The units in Larson, Perloft and Troup feature four double-occupancy bedrooms. The units in the Village and the Hill all have three bedrooms. Each suite or apartment includes a shared common room and bathroom. Sophomores and juniors may also live on the York Hill Campus in apartment-style housing offered in the Crescent.

Juniors and seniors may select from available apartment-style housing in the Crescent, Townhouses, Westview or off campus at Whitney Village. Apartments provide one to four bedrooms, a furnished living room, oversized bathroom and a kitchen.

Seniors and some juniors may also select from available apartment-style housing at Eastview and university-owned houses. Many seniors have single bedrooms and all have an extended housing contract. Students living in university-owned houses are minutes away from the Mount Carmel and York Hill campuses.

Graduate housing is available on a first-come, first-serve basis. Students have single bedrooms in the Crescent, Whitney Village or our university-owned houses and apartments.

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 kitchens. 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. Incorporated into the housing contract, 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 the 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 MyQ. Work requests are handled as quickly as possible, usually within 24–48 hours. A facilities work request form is available under quick links on 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. The Office of Residential Life reserves the right to charge $25 for each additional lockout.

Roommates

One of the most important experiences you have in college involves your relationship with your roommate(s). Incoming students can select one roommate when signing up for housing or will be matched with a roommate according to the information provided in the lifestyle survey. As returning students, you have the opportunity to choose your roommate(s). All first-year residents will be required to complete a room and/or suite contract within the first three weeks of the fall semester. Successful group living is built upon mutual respect and respect for the rights of the individual. As guidelines, we offer the Roommate Bill of Rights. Violation of the Bill of Rights is handled by the residential life staff and may result in student conduct action or a new room assignment. This decision is made at the discretion of the director of residential life or designee.

Room Selection

Room selection is done through a lottery process in the spring semester (fall semester for rising juniors and seniors). Information and materials regarding this process will be distributed to all resident students in advance. Students participating in the process must have paid their housing deposit and complete the housing contract on time to be eligible to return to the residence halls. Students studying abroad for a semester are eligible to live in housing upon their return. Residential Life cannot hold a room during the fall semester or reserve a space for an entire year.

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.

Vacant Spaces

Students must ensure that vacant spaces in their assigned room are clean and ready for new residents. Once a student is assigned to a vacancy, they may begin moving within a few hours. It is imperative that available spaces are in move in condition. Move in condition means that the furniture is in its original configuration. Available beds, wardrobes, desks, and chairs are free of any belongings, and in suites or apartments, located in their assigned bedrooms.

If a student visits your room or contacts you about moving into a vacancy in your room, it is our expectation that you will be welcoming and kind. Unless you are assigned to a designated single room, any vacancies can be filled by the Office of Residential Life at any time.

Medical Accommodations

Students who request housing accommodations must complete a housing accommodations form that is available online on MyHousing. Individual student requests will be reviewed by staff members in the office of student accessibility. Questions may be directed to the office at 203-582-7600. New students needing accommodations must complete paperwork by July 1; 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. The Office of Residential Life reserves the right to charge students who arrive early or stay late during break periods.

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 roommate agreement:

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

Residence Hall Staff and Organizations

Resident Assistants
Resident assistants serve as paraprofessional staff members in the Office of Residential Life. These 90+ student leaders develop a sense of community among residents and assist students with their personal, interpersonal and academic development.

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 officers.

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.

Residential Life Policies

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.

• 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. Please refer to the Animals on Campus Policy (p. 66) for additional information.

• 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.

• Maximum Occupancy—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 +1, except where designated in certain QU-owned houses.

• 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 last, and how many members of the living unit will be moved.

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

- violations of the student code of conduct
- Quiet Hours
- halogen lamps
- alcohol or drug paraphernalia
- flammable objects and/or substances
- 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
- 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.

**Student Code of Conduct Process**

**Student Code of Conduct Process**

The purpose of the Student Code of Conduct process at Quinnipiac University ("Quinnipiac" or "university") is to review potential violations of Quinnipiac policies and community standards. The legal responsibilities and liabilities of Quinnipiac reside with the Board of Trustees. The Board of Trustees vests in the president or their designee the authority to hear and resolve final appeals in any matter.

The Student Code of Conduct process should be an educational experience that fosters responsibility for individual actions and how those actions impact the community.

The Division of Student Affairs is responsible for managing the Student Code of Conduct process. The associate dean of student affairs is responsible for advising the chief experience officer and 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 immediately address serious violations of the university's Student Code of Conduct.

The director of student conduct and community standards, whose office falls under the Division of Student Affairs, or a designated conduct officer reviews all other conduct cases. Students that are alleged to have violated the Student Code of Conduct will be apprised of the allegations and afforded the opportunity to participate in a conduct meeting. After a determination/decision has been made regarding the alleged violation(s), students may request an appeal so long as they (i) attended their original conduct meeting, (ii) have grounds for an appeal as stated in the Student Code of Conduct process, and (iii) submit the required documentation. The vice president and dean of students on administration of the Student Code of Conduct process.

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 their 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 values inclusive excellence, and expects our members to exercise personal responsibility and community accountability. 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**

A student accused of violating the Student Code of Conduct may have an adviser attend the conduct meeting and/or appeal meeting. A Quinnipiac faculty member, staff member (excluding any relative employed by the
university) or student may attend the conduct meeting and/or appeal meeting in the role of an adviser. Advisers serve as a moral and emotional support for students during conduct and/or appeal 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 and/or appeal meeting. Students who are witnesses to an incident or are involved in the same student conduct matter cannot serve as advisers. Please note legal counsel/attorneys, parents and/or family members are not permitted to participate in any conduct or appeal meeting.

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, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information, veteran status or any other characteristic protected by law may be assessed enhanced sanctions. Additional information regarding bias-related incidents can be found in the university's Discrimination, Discriminatory Harassment, and Bias-Motivated Acts and Behavior Policy.

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 will be required to 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 Division of Student Affairs 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 (e.g., residence hall director, public safety officer, resident assistant) 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. Quinnipiac also reserves the right to address, through the Student Code of Conduct process, speech and conduct that occurs or is posted online, via social media or via other electronic communications. Each student, and admitted but not yet matriculated 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. This access is allowed to preserve the health and safety of the university community, including inspection or repair, 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.

Standard of Information/Evidence
The Student Code of Conduct process uses a preponderance of the evidence standard in adjudicating conduct cases. A conduct officer will review the evidence and determine if it is more likely than not that the student is responsible for violating the Student Code of Conduct. For admitted but not yet matriculated students, the university will notify individuals of any incidents under review and afford such individuals an opportunity to respond, but they will not be entitled to all of the procedures identified in the Student Code of Conduct process. The university will make a determination as to whether an individual is responsible for a Student Code of Conduct violation and, if so, whether to rescind an offer of admission, based on the information it has gathered from all sources.

Student Conduct Holds
Students who fail to complete student conduct sanctions by the assigned deadline may have a hold placed on their student account. Conduct holds may impact a student’s ability to see the student’s grades online, obtain a copy of the student’s 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 tuition refund based upon Quinnipiac’s Undergraduate Refund Policy, which outlines the applicable refund percentage, for the first five weeks, in effect at the time of the student’s separation from the university. After the first five weeks of the semester, students are not entitled to refunds. 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 Quinnipiac’s Undergraduate Refund Policy (https://parents.qu.edu/finances/withdrawal-refund-policies.html#undergraduaterefundpolicy). 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 #7 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 (https://catalog.qu.edu/university-policies/titleix-policy/#titleixtext).

Victim Information

Community members who are victims of a reported crime against their person or property may be entitled to certain information, upon written request, about university disciplinary proceedings related to that crime pursuant to Section 493 of the Higher Education Opportunity Act of 2008. Under certain circumstances, the final results of a disciplinary proceeding can be non-consensually disclosed under an exception to the Federal Educational Rights and Privacy Act. Such information can be disclosed to alleged victims of a sexual offense or one of the following crimes of violence, as defined by the U.S. Department of Education:

- 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. Any information regarding the final results of the disciplinary proceeding provided by the director of student conduct and community standards will be provided upon written request and in accordance with federal law and will be given directly to the alleged victim or the alleged victim’s next of kin, if the victim is deceased as a result of such crime or offense. 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. Students must be aware of the added responsibility associated with these opportunities for networking and communicating. Community members must exercise care and diligence when communicating via such platforms.

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 accessible communications.

Messages between individuals—instant messages, direct messaging, 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

Student Code of Conduct

All Quinnipiac students are responsible for abiding by the standards of the Quinnipiac community and university policies, rules and/or regulations, and those who violate them are subject to disciplinary action. Any attempt to violate the Quinnipiac standards, policies, rules and/or regulations is also considered an offense worthy of discipline. 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. 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 Quinnipiac’s Policy Statement on the Prevention of Alcohol Abuse and Other Drug Use or Abuse, as published in the Student Handbook, or otherwise distributed or published by Quinnipiac. In addition:

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 (e.g., beer bongs, beer-pong tables, funnels, empty alcohol containers) 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

Students should review and are expected to abide by Connecticut state laws and Quinnipiac’s Policy Statement on the Prevention of Alcohol Abuse and Other Drug Use or Abuse, as published in the Student Handbook, or otherwise distributed or published by Quinnipiac. In addition:

A. The possession and/or use of illegal or harmful drugs is prohibited.

B. The manufacture, distribution, sharing, storage, 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. conduct that violates the Good Neighbor Policy;

C. conduct that violates the Residential Life Quiet Hours Policy; and

D. conduct that violates the Policy Statement on University Shuttles. Misconduct on the university shuttle and/or shuttle stop (including, but not limited to, damage, vandalism, verbal and/or physical abuse and intoxication) is prohibited.

4. Complicity

Quinnipiac prohibits students, through act or omission, from assisting another student or group in committing a violation of the Student Code of Conduct. Students who are present when the Student 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. acts of physical aggression, or 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;

H. failure to comply with university directives designed to limit the spread of, or exposure to contagions, including viruses, bacteria, fungi, parasites, etc.

6. Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behavior

Quinnipiac University is committed to providing an environment free from discrimination, discriminatory harassment, and misconduct based on race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. Students should review and are expected to abide by Connecticut state laws and Quinnipiac’s Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behavior Policy (http://catalog.qu.edu/university-policies/harassment-discrimination-policy/), as published in the Student Handbook, or otherwise distributed or published by Quinnipiac. Students are also required to complete any university-mandated training related to this policy.

7. Gender-Based Discrimination and Harassment

Quinnipiac University is committed to providing an environment free from gender-based or sexual discrimination and misconduct. As reflected in the statement on jurisdiction, 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.

The university prohibits:

A. Sexual harassment, as defined by the Title IX Policy (http://catalog.qu.edu/university-policies/titleix-policy/)

B. Gender-based discriminatory harassment, as defined in the Discrimination, Discriminatory Harassment and Bias Motivated Acts and Behavior Policy (http://catalog.qu.edu/university-policies/harassment-discrimination-policy/)

C. Sexual assault, as defined by the Title IX Policy

D. Dating violence, as defined by the Title IX Policy

E. Domestic violence, as defined by the Title IX Policy

F. Stalking, as defined by the Title IX Policy

G. Sexual exploitation, as defined within this policy

Under these policies, sexual exploitation is defined as 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;
- involvement in the trafficking of another person for sexual purposes

Allegations containing any element of sex discrimination or sexual misconduct, including sexual exploitation or gender based discriminatory harassment, shall be investigated and adjudicated pursuant to the procedures outlined in the Title IX Policy.

Students who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact the Title IX coordinator:

Don Sawyer
Interim Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
don.sawyer@qu.edu
203-582-8964

8. Hazing

Students should review and are expected to abide by Quinnipiac’s Policy Statement on Hazing (https://catalog.qu.edu/handbooks/graduate/university-policies/policy-statement-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.

9. 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.

10. 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.

11. 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, distribution 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 (https://catalog.qu.edu/handbooks/undergraduate/university-policies/computer-information-resources/) is prohibited.

12. 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.

13. 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.

14. 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.

15. Gambling

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

16. Smoking and Tobacco

Students should review and are expected to abide by Quinnipiac’s Policy on Smoking and Tobacco (https://catalog.qu.edu/handbooks/undergraduate/university-policies/smoking-tobacco/). Violation of this policy may subject a student to disciplinary action.

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

Students should review and are expected to abide by Quinnipiac’s Residential Life Policies (https://catalog.qu.edu/handbook-undergrad/#residentiallifetext), as listed in the Residential Life section of the Student Handbook. A violation of these policies may subject a student to disciplinary action.

19. Visitor and Guest Policy

Students should review and are expected to abide by Quinnipiac’s Policy Statement on Visitors and Guests (p. 92). Violation of this policy may subject a student to disciplinary action.

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

Students should review and are expected to abide by Quinnipiac’s Policy Statement on Risk Management (p. 28) as listed in the Organizations section of the Student Handbook. Violation of this policy may subject a student to disciplinary action.

22. Student Organizations

Students should review and are expected to abide by Quinnipiac’s General Policy Statement for Student Organizations (p. 28) as listed in the Organizations section of the Student Handbook. Violation of this policy may subject a student to disciplinary action.

23. Expressive Activities and Speech

Students should review and are expected to abide by Quinnipiac’s Expressive Activities and Speech Policy (p. 63). Violation of this policy may subject a student to disciplinary action.

24. Animals

Students should review and are expected to abide by Quinnipiac’s Policy Statement on Animals (p. 66). Violation of this policy may subject a student to disciplinary action.

25. Noise

Students should review and are expected to abide by Quinnipiac’s Policy Statement on Noise (p. 92). Violation of this policy may subject a student to disciplinary action.

26. Unmanned Aircraft Systems (UAS)/Drones

Students should review and are expected to abide by the Quinnipiac University Unmanned Aircraft System (UAS)/Drone Policy (p. 98). Violation of this policy may subject a student to disciplinary action.

27. 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.

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 Student Code of Conduct, university policy and/or other university rules, regulations or community standards 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 Student 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 a 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, but not limited to, physical contact (with person or property), telephone calls, voicemail, text and email messages, all electronic communications, letters, parcels and notes. Failure to comply with the directive may result in a violation of the Student Code of Conduct. Students will be notified if there is 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 a designee. All decisions rendered during this interim period must conform to the spirit of the Student 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 vice president/provost and vice president and dean of students may or may not allow a student to complete their course work for credit if such arrangement can be practically accomplished without the student returning to campus and if such an accommodation is merited, in their sole discretion, 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 coursework and, except for the possibility of a senior in their last three weeks of school, an expelled student will not receive a Quinnipiac diploma.

Conduct Procedures
An initial incident report describes the alleged behavior and relevant 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.

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.

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 accounts 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 or without the student present, and regardless of a student’s withdrawal from the university.

Upon review of an incident, speech or conduct involving an admitted but not yet matriculated student, the university will offer the student an opportunity to respond and will decide, in its sole discretion, whether to rescind the student’s offer of admission. However, students who have been admitted but not yet matriculated will not be afforded the opportunity to attend a conduct meeting or appeal meeting.

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 and/or university policy, rule or regulation 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 necessary. Character statements are not considered valid witness statements.

Conduct Meeting
The conduct officer, the student and their adviser, 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, except that the university reserves the right to have university counsel present at any conduct meeting.

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 they are responsible for any of the alleged violations.

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 university does not permit the release of any recordings or disciplinary records to parties outside the university.

**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 their 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 co-curricular activity or athletic event.

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 them 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 decisions may be appealed. Requests for an appeal will be reviewed by an appeal officer who is appointed by the director of student conduct and community standards. To request an appeal, 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 relevant information has been discovered that was 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 Request for Appeal Form 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 and 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 and community standards 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 and the director of student conduct and community standards has issued such a determination in writing. 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, they may conduct a formal appeal meeting. Similar to the conduct meeting, students may bring an advisor to the appeal meeting, but legal counsel/attorneys, parents and/or family members...
are not permitted to attend. Parties from the initial conduct meeting, involved in the investigation and/or identified in the 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 the student 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 Good Standing Policy for Undergraduate Students (p. 60)
- Academic Integrity Policy (p. 51)
- Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behavior Policy (p. 61)
- Expressive Activities and Speech (p. 63)
- Good Neighbor Policy (p. 63)
- Grievance Policy (p. 64)
- Leaves of Absence (p. 64)
- Photography and Recording (p. 66)
- Policy Statement on Animals (p. 66)
- Policy Statement on Disabilities (p. 71)
- Policy Statement on Hazing (p. 91)
- Policy Statement on Noise (p. 92)
- Policy Statement on Parental Notification (p. 93)
- Policy Statement on Posting (p. 93)
- Policy Statement on Smoking and Tobacco (p. 95)
- Policy Statement on Student Exposure to Bloodborne Pathogens (p. 96)
- Policy Statement on the Prevention of Alcohol Abuse and Other Drug Use or Abuse (p. 94)
- Policy Statement on the Use of Computer and Information Resources (p. 96)
- Policy Statement on University Shuttles (p. 96)
- Policy Statement on Visitors and Guests (p. 92)
- Policy Statements Regarding Student Organization Use of Media (p. 98)
- Quinnipiac University Unmanned Aircraft System (UAS)/Drone Policy (p. 98)
- Student Records Policy (p. 99)
- Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (p. 99)

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.

Introduction

A. Integrity: The Foundation of Quinnipiac University

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 life as a whole, and to understand how their actions 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 themselves 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 another, 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 the coursework of any other student
- 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. 56).)

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. 58).)

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 must 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, a Summer session or when circumstances require operation via a distance learning platform, 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, a designee of or the vice president of academic innovation & effectiveness and a designee of or the director of academic integrity 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 must 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 to a case review.

**B. Substantial or Intentional Violations**

1. Students, faculty and staff must 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
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. 59).)

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 that within 48 hours/two business days of such notice the student is obligated to respond on the response form (see form in MyQ (https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx)). 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 they accept responsibility for the violation and how they wish to proceed. If a student accepts responsibility, they are 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 members 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. 54)).

7. A student who did not initially accept responsibility may, at any time before a final board decision, change their response to accept responsibility in order to participate in the joint resolution process.

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 they are not responsible for the alleged violation, the case will proceed to a case review (see Case Review (p. 54)).

10. If the student has been found responsible for an academic integrity violation and accepts responsibility for the subsequent violation, the case will 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. 54)). If a second report is filed against the student 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. If a student earns a final course grade and later is found responsible for academic integrity violation(s) in that same course, the academic integrity sanctions will take precedence over the initial course grade and stand as a matter of course.

14. 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 the case review team finds by clear and convincing evidence that the student committed an academic integrity violation, the case review team will determine the appropriate sanction(s) to be issued in the case. In order to meet the clear and convincing evidence standard, the board must find it highly probable that the student committed the violation(s). 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, the sanctions imposed and the appeal process.

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 the student 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 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 email at least 48 hours/two business days prior to the meeting. This letter will also provide notice that the student 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. In order to meet the clear and convincing evidence standard, the board must find it highly probable that the student committed the violation(s).

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 rights and options presented herein are forfeited by the student. 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.

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.

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 may 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 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.

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 an extension for compliance can be requested, in writing, to the director. No more than one extension will be granted by the director. If the student requests an extension for compliance, the director will notify the student 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 proceed to a hearing (joint resolution) or the student will be subject to a one-semester suspension (case review or hearing).
   c. Appeal of the suspension will occur in the same manner as all other suspensions. (See Appeal (p. 55) 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 a designee of or the vice president of academic innovation & effectiveness. 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 effective presentation of the student’s case.
   b. Additional or new relevant information has been discovered.
   c. The sanction was not consistent or appropriate with the nature of the violation.
3. A designee of or the vice president of academic innovation &
effectiveness may meet with the individual involved and with any
witnesses. A designee of or the vice president of academic innovation &
effectiveness 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 effective
      presentation of the student's case and order a new hearing to be
      held using proper procedures.
   d. Overturn the decision on responsibility.
4. A designee of or the vice president of academic innovation &
effectiveness 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 kept 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 their hearing.
5. Evidence: The right to know the nature of the evidence against them
   and to present relevant evidence on their behalf.
6. Witnesses: The right to present evidence and witnesses on their
   behalf.
7. Adviser: The right to have a member of the university community,
   other than a Quinnipiac University School of Law student or faculty
   member, act as an adviser and attend the case review interview and/
   or 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.
   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/
   icai/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 not 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 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
coursework.
   • 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.
- Falsifying one’s GPA, Dean’s List status or academic achievement to secure a letter of recommendation, referral, committee letter, internship or approval to participate in an academic exercise/program or experiential opportunity.

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) or the assistance of an unauthorized person in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor to gain an unfair advantage on the test or assignment. 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 to gain an unfair advantage on 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 course materials including, but not limited to, lectures, computer software, exams, assignments, notes, problem sets, homework, papers/essays, research for papers/essays, and/or any other instructional materials.

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 first-year student and transfer orientation to attest to understanding 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 practices 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 must 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 the coordinators of academic integrity initiatives.

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 their 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:

• May choose to communicate with the student suspected of violating the policy about the suspicions.
• 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, they 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 to the director of academic integrity on the report form provided on the MyQ site (https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx). Reports must be submitted 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 submitted to the director of academic integrity 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 submitted to the director of academic integrity, 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/documentation. The reporter will be required to revise the report/documentation 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.
Credit and GPA Requirements

To be in Academic Good Standing at Quinnipiac, undergraduate students must meet both minimum grade point average (GPA) 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(ies). 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 first-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 101I. The first time a student fails to complete EN 101 or EN 101I successfully, a grade of “U” is issued. Each additional unsuccessful attempt at EN 101 or EN 101I results in a grade of “F.” For more information, please review the course description.

**Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behavior Policy**

**Purpose of this policy**

The purpose of this policy is to promote an environment of mutual learning and respect at Quinnipiac University (“Quinnipiac” or “university”), and to clearly define prohibited behaviors that are contradictory to the university’s commitment to inclusive excellence.

**Discrimination, Discriminatory Harassment, and Bias-Motivated Acts and Behavior**

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, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. Students, faculty and staff are expected to adhere to a standard of conduct that is respectful of the rights of all parties.

Accordingly, the following behaviors are prohibited and will not be tolerated at Quinnipiac:

**Discrimination:** Conduct or speech that denies an individual participation in or access to the benefits of a university program or activity, or adversely affects an individual in the terms, conditions or privileges of the individual’s employment, because of the person’s race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law.

**Discriminatory Harassment:** Conduct or speech that is:

1. based on race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law; and
2. sufficiently serious that it unreasonably interferes with an individual’s work performance, terms or conditions of employment, or participation or ability to benefit from a university program, or creates an intimidating, hostile or offensive environment for study, work or social living.

To qualify as harassment under this policy, the speech or conduct must be considered to be harassment by the listener/observer(s) and be objectively severe or pervasive enough that a reasonable person would agree that the speech or conduct constitutes harassment. In determining whether reported speech or conduct qualifies as harassment under this
policy, the university will consider all circumstances surrounding the reported incident(s), including, without limitation, the frequency, location, severity, context and nature of the speech or conduct, including whether the speech or conduct is physically threatening or humiliating, rather than a merely offensive remark. The university may also consider the intent of the alleged party/parties.

Bias-Motivated Acts and Behaviors: An expression of hostility against the person or property of another, which reflects bias against a legally protected identity and contributes to or creates an unsafe or unwelcoming environment.

For the purpose of this policy, bias is defined as the personal, unreasoned judgment or attitude that inclines an individual to treat someone negatively because of the individual’s actual or perceived race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information, or any other characteristic protected by law.

Bias-motivated acts and behaviors may be verbal, graphic and/or physical in nature. Incidents may qualify as bias-motivated acts or behavior even when delivered with humorous intent or presented as a joke or a prank.

Examples of bias-motivated acts and behaviors may include:

• Use of an identity-related slur in the presence of, or in communication with, one or more parties
• Mimicking or mocking an individual or group based on their legally protected identity (e.g., appearing in blackface)
• Creating derogatory graffiti or images/drawings related to a legally protected identity
• Imitating someone with a disability or imitating a cultural norm or practice
• Making jokes or using stereotypes when talking to someone

Hate Crimes: Hate crimes are a type of bias-motivated act or behavior in which the conduct constitutes a criminal offense against persons or property. Hate crimes are defined by Connecticut law and must be reported to the Quinnipiac University Department of Public Safety.

Scope of this policy
This policy applies to all members of the Quinnipiac University community, including students, faculty and staff, as well as applicants to any university program. This policy extends to all aspects of the university’s educational programs, including academic, nonacademic and extracurricular activities. This policy applies to speech and conduct that occur on-campus, off-campus or online, where such conduct may endanger the health, safety and welfare of the Quinnipiac University community and/or adversely affect the university and its goals and objectives.

Protection Against Retaliation
Quinnipiac University will not tolerate retaliation against persons who report or charge discrimination, harassment or bias-motivated acts or behavior, or against those who testify, assist or participate in any investigation, proceeding or hearing involving a report of discrimination, harassment or bias-motivated acts or behavior.

Retaliation is speech or conduct that targets an individual or group because of their participation in a procedure related to this policy, where such conduct adversely impacts participation in a university program or activity and/or terms or conditions of employment.

Reporting Discrimination, Harassment and Bias-Motivated Acts or Behavior
Quinnipiac University encourages the reporting of all perceived incidents of discrimination, harassment or bias-motivated acts or behavior. Upon receiving a complaint of discrimination, harassment or bias-motivated acts or behavior, the university will conduct a prompt, thorough and impartial investigation into the allegations.

Complaints of discrimination, harassment or bias-motivated acts or behavior against students or registered student organizations will be addressed pursuant to the Student Code of Conduct.

Individuals reporting incidents pertaining to this policy should contact:
Don Sawyer
Interim Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
don.sawyer@qu.edu
203-582-8964

Complaints of discrimination, harassment or bias-motivated acts or behavior against employees will be addressed by the Office of Human Resources or designee, pursuant to established policies and procedures.

Individuals reporting incidents pertaining to this policy should contact:
Anna Spragg
Office of Human Resources
554 Mount Carmel Avenue
Hamden, CT 06518
anna.spragg@qu.edu
203-582-7722

Upon completing the investigation, the university will take appropriate action, consistent with the results of the investigation. Disciplinary action may be taken against students, faculty or staff who violate this policy, up to and including dismissal from the university or termination of employment.

Quinnipiac University reserves the right to investigate circumstances that may involve discrimination, harassment or bias-motivated acts or behavior in situations where evidence suggests that discrimination, harassment or bias-motivated acts or behavior may have occurred, regardless of whether or not a formal complaint has been made.

Complaints of Discrimination and Harassment
This policy addresses speech and conduct that may be the subject of a disciplinary investigation.

The university complies with all federal and state laws regarding non-discrimination. The university does not discriminate on the basis of race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information, or any other characteristic protected by law.

If a student, faculty or staff member or other participant in a university program feels they have been discriminated against or harassed on the basis of sex or gender, they are encouraged to contact the Title IX coordinator. Complaints of sex or gender-based discrimination will be
addressed pursuant to Quinnipiac’s Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct.

If a student, faculty or staff member or other participant in a university program feels they have been discriminated against or harassed on the basis of another protected characteristic, they are encouraged to contact

Don Sawyer
Interim Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
don.sawyer@qu.edu
203-582-8964

Expressive Activities and Speech Policy

Purpose of this policy

The purpose of this policy is to support and encourage the thoughtful and meaningful expression and exchange of ideas at Quinnipiac University ("Quinnipiac" or "university"). As a private institution, Quinnipiac University is not bound by the First Amendment. However, the university supports students and others who seek to organize and participate in expressive activities, such as peaceful assembly, vigils, protests and other speech on campus, as long as such speech is consistent with the Student Code of Conduct and other university policies, including the Discrimination, Harassment, and Bias-Related Acts and Behaviors policy.

This policy also exists to support the Quinnipiac University Speaker Policy, which is intended to protect opportunities for the expression and exchange of ideas while ensuring the safety of the campus community.

Expressive Activities and Speech Policy

Quinnipiac University students are generally free to express their views, and such expression may take many forms, including the right to peaceful assembly, vigils, protests, demonstrations and the use of signs, banners, and posters. However, such expressive activities and speech will not be tolerated if it violates the Student Code of Conduct or any other university policy, interferes with the rights of others or disrupts the operations of the university. Additionally, Quinnipiac University reserves the right to restrict access to and/or remove any person from its campus at any time.

Any student or student organization seeking to organize, schedule or plan an event involving expressive activities and speech on campus is highly encouraged to consult with the Dean of Students, or designee, to ensure the safety and success of the event.

Students engaging in expressive activities and speech on campus may not:

• Obstruct the free movement of persons and vehicles in any way.
• Disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings, or interfere with any other person’s ability to express their views, including invited speakers.
• Enter and/or remain in any building or facility for any purpose other than its authorized uses, remain in any building or facility after it is normally closed, or refuse to leave any building or facility after being asked to do so by a Quinnipiac official or other authorized official.
• Display items on residence halls or other campus buildings, windows and balconies such that they are visible to passers-by.

• Violate any other policies established in the Student Code of Conduct, any other Quinnipiac University policy, or federal, state or local law.
• Engage in any behavior that may pose a risk to the mental or physical health and safety of any individual or group.
• Use amplified sound devices such as bullhorns, PA systems or air horns without prior approval.
• Engage in such activities between the hours of 10 p.m. and 8 a.m.
• Engage in such activities within 100 feet of any residence hall.

Scope of this policy

This policy applies to all members of the Quinnipiac University community.

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.

**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.

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 (p. 10) and Graduate Student Handbook (p. 110))
- 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 (p. 92) and Graduate Student Handbook (p. 185))
- Title IX Discrimination and Harassment (Title IX Policy (http://catalog.qu.edu/university-policies/titleix-policy/))

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 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: 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

**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 their treating physician to the executive 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 executive 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 they are 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 themself or another, and that the risk cannot be eliminated or reduced to an acceptable level through reasonable accommodations. The director of counseling 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 counseling 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 their 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 their 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 counseling 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 counseling 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 their 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 their 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 counseling 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 counseling 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 their classes while continuing to seek treatment. If the student is permitted to return, the director of counseling 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 their 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 Photography and Recording

Quinnipiac University reserves the right to photograph and record (by use of still, video, audio or other medium) students, staff and faculty members on campus, at university-sponsored functions and events, and wherever university business is taking place. Quinnipiac University reserves the right to use, broadcast, distribute and/or publish any part of such images, likenesses, voices, appearances and/or performances for promotional, advertising, educational, social media or other purposes via printed materials and/or digital media.

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 (p. 66)), 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 directed 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%202019-20.pdf), 2.14; Student Handbook: Residential Life (p. 42)), animals, including pets of any kind (except fish, as noted in the Student Handbook), 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.

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
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/providing an individual who has 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. 42) 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: Residential Life (p. 42).
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 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.

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.
 accomodations, 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 student’s 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
In such cases, it will be necessary to update the evaluation report. The student’s performance, or new medication may have been prescribed required. Furthermore, observed changes may have occurred in the scope or content, or does not address the student’s current level functioning at the postsecondary level. If documentation is inadequate must reflect the current impact the disability has on the student’s 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 current 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.
disabilities.

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 every 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:
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.

2.03B1 Attention Deficit Hyperactivity Disorder (ADHD)

(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.

2.03B2 Criteria for Comprehensive Documentation of ADHD

2.03B3 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
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. 82)) 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**

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
ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning. According to the DSM-5, “The essential feature of ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning.” (p. 61). A diagnostic report 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.

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 inattention) 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, neuropsychologists, 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:

a. 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.

b. 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.

c. 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.

d. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.

e. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.

f. 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
Policy Statement on Disabilities

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:
2.03G Other Disabilities Not Covered Above

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

2.03H 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 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. Once the complaint is filed, the status of the aggrieved individual changes to that of “complainant.” The vice president of academic innovation and effectiveness may assist the complainant in properly filing a complaint; however, it is important that the vice president of academic innovation and effectiveness 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 provost. 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 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 provost for good cause. The decision of the 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)
4156 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
ncld.org (http://www.ncld.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
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/), 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
- Patricia Carlton, The Ohio State University
- Cyndi Jordan, Hutchison School, University of Tennessee Center for Health Sciences
- Nancy Pompian, Dartmouth College
- Louise H. Russell, Harvard University
- Deborah E. Taska, Arizona State University

**The Connecticut Association on Higher Education and Disability (CT AHEAD) Disability Documentation Guidelines Ad Hoc Committee**
- Patricia Anderson, University of Connecticut-Storrs;
- Evette Corujo-Aird, Naugatuck Valley Community College;
- Maureen Crowley, University of Connecticut-Storrs;
- Jane Currie, Farmington Public Schools;
- Lauri DiGalbo, Bureau of Rehabilitation Services;
- Linda Domenitz, Capital Community College;
- Susan Duques, Connecticut College;
- Cathy Felice, Tunxis Community College;
- Gail Hammond, Manchester Community College;
- Karen Halliday, Connecticut State Department of Education;
- Joan M. McGuire, University of Connecticut-Storrs;
- Louise Myers, Naugatuck Valley Community College;
- Laurie Novi, Naugatuck Valley Community College;
- Pamela Starr, Eastern Connecticut State University;
- Angelo Vespe, Stratford School District;
- Carol Young, Central Connecticut State University

**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
Policy Statement on Noise

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 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 Visitors and Guests

Visitor Policy

Quinnipiac has established the following expectations regarding visitors to campus. Outside visitors are defined as anyone who is not a Quinnipiac student, faculty or staff member. The university is taking a wide range of measures to create — and sustain — a healthy Quinnipiac community so we can spend the full fall semester back on our campuses, and this is among the steps we can all take to limit the presence or spread of COVID-19.

Our outside visitor policy includes the following:

- Residence halls: No visitors are permitted in the residence halls. Only students assigned to live in the residence hall will be allowed in the building.
- Visits from parents and family: Parents and family members are discouraged from visiting campus, regardless of which state they may be traveling from. We recognize this is a significant hardship on parents and students, and also want to be mindful that there are certain occasions when parents may need to visit their student. In those instances, our North Lot entrance on Mount Carmel Avenue must be used as the designated pick-up and drop-off location. Parents and families must check in at the guard station and should...
not be traveling through campus or into residence halls. Students are responsible for ensuring that their parents and family members are aware of and abide by this expectation.

- **Traveling home on weekends**: Residential students must limit unnecessary travel and should not travel home (or elsewhere) on weekends unless they absolutely need to, as we try to minimize exposures outside our campus community that may increase the likelihood of infection.

- **Essential services**: beyond QU employees, only those providing essential services needed to support university operations will be permitted on campus, such as contractors or deliveries of food and supplies.

- **Ride-sharing services**: per usual protocol, all ride sharing services such as Uber and Lyft should meet students at the Hogan Road entrance; they cannot enter campus.

**Definitions**

**Visitor**
A visitor is defined as any non-Quinnipiac person who chooses to visit a residential student.

**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 are not permitted in the residence halls.

**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 any university policy may be permanently banned from university property and subject to arrest for trespassing should they return.

**Occupancy Limits**
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 assigned to that living unit at any one time. In any case, this number must not exceed 10 students.

**Overnight Visitors**
Overnight visitors are not permitted.

**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 fined $100 and additional Student Conduct sanctions as appropriate, up to an including removal from the residence halls and/or suspension from the university.

**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 of students who 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 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. For more information about prevention programs and resources, contact the Prevention and Wellness Educator at 203-582-7436.

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 in this Student Handbook. Additionally, policies that outline expectations for student organizations as they relate to alcohol and/or other drugs can be found in the Student Organizations and the Fraternity and Sorority Life sections of the Student Handbook.

Good Samaritan/Medical Amnesty

The health, safety and well-being of our students are of primary importance. Therefore, Quinnipiac University (“Quinnipiac” or “university”) encourages students to look out for their own health and safety as well as the health and safety of other members of the university community. Whenever a student seeks assistance from university staff, local police, or emergency medical services for themself or for another person due to concerns about alcohol or other drug intoxication, neither the intoxicated individual nor the individual who calls for assistance will be subject to disciplinary action through the Quinnipiac University Student Code of Conduct Process.

Under the terms of this provision:

1. Students who seek assistance for themselves, another student or students, a guest or any other individual in medical need will not be subject to discipline for a violation of any alcohol or controlled substances violation, as described in the Student Code of Conduct.
2. Medical amnesty does not apply in cases where a student is discovered to be intoxicated by university staff or other local authorities, or if the university is made aware of the student’s intoxicated condition by means other than a student-initiated report or communication.
3. Students involved in an incident for which amnesty is granted may be required to meet with one or more university staff members for education, assessment and possible referral for treatment.
4. If a student fails to attend the meeting(s) referenced above, chooses not to participate in the steps recommended by university staff, or exhibits repeated concerning behavior with alcohol and/or other drugs, the student may be subject to formal disciplinary action.

This policy does not preclude disciplinary action regarding other violations of the Quinnipiac University Student Code of Conduct that may be discovered at the time of the incident, such as causing or threatening physical harm, sexual misconduct, damage to property, disorderly conduct, etc.

In addition, this policy affects university discipline only and does not prohibit action by local, state and federal authorities as may be applicable.

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 in the student conduct section 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. 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:** Connecticut state law permits the use of medical marijuana, however, in accordance with federal law and as a recipient of federal funding, the university does not permit the possession, use or distribution of marijuana. As such, students in possession of medical marijuana (issued in Connecticut or any other state) are not permitted to use or possess marijuana in any form on university
owned or leased property, or at any university sponsored programs, internships, externships, or clinical assignments.

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.


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: 203-582-8680 or Request an appointment at myq.quinnipiac.edu/ (https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fmyq.quinnipiac.edu %2FCounseling&data=02%7C01%7CMegan.Buda%40quinnipiac.edu %7C4c774ff6e0f74973ebb308de91cbe497C0940985869fb4de9987990db2b6e %7C0%7C7C636952706991415200&rd=6fTPBi9xQgB %2FDUEb2HUweluYuWZszv5w4y2W5NXCHM%3D&reserved=0)
- Student Health Services: Mount Carmel, 203-582-8742 or York Hill, 203-582-3890
- Prevention and Wellness Educator: 203-582-7436
- 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, wheelerclinic.org (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 the Student Consumer Information (https://nam04.safelinks.protection.outlook.com/?url=https%3A %2F%2Fwww.qu.edu%2Fabout-quinnipiac%2Fstudent-consumerinformation.html&data=02%7C01%7CMegan.Buda%40quinnipiac.edu %7C4c774ff6e0f74973ebb308de91cbe497C0940985869fb4de9987990db2b52e %7C0%7C7C6369527069914155177&data=REeXtzq1W38kdOHq %2BPWP9bQQV6eSS2TgSpvrTck5g%3D&reserved=0) page under the Health and Safety section.

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
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 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.

- 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 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

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
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.

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/?token=eyJhY2NvdW50SWQiOjY5MzIyNCwidGFza0Zvcm11JZCI6NjciMDh9CTQ2NDU2NTMxMDI1MjEiJn0=) 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 areas of public assembly, stadiums or areas of construction.

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/?token=eyJhY2NvdW50SWQiOjY5MzIyNCwidGFza0Zvcm11JZCI6NjciMDh9CTQ2NDU2NTMxMDI1MjEiJn0=) 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. Quinnipiac University must be notified.
- 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

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.

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

Revised August 2020

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**

The university’s Title IX coordinator manages the university’s compliance with Title IX. The Title IX coordinator is a resource available to anyone seeking 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 they have been subjected to discrimination on the basis of sex in any university program or activity, including without limitation being subjected to sexual harassment, they 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.

The University Title IX Coordinator is:

Don Sawyer
Interim Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
don.sawyer@qu.edu
203-582-8964

Deputy Title IX coordinators are designated and trained to address Title IX concerns and investigations.

Deputy Title IX Coordinator for faculty, staff and vendors:

Joanna Wayton
Talent Acquisition & HR Projects Specialist
554 Mount Carmel Avenue, MC-7, OF-HMN
Hamden, CT 06518
joanna.wayton@qu.edu
203-582-7738

Deputy Title IX Coordinator for athletics:

Shanna Kornachuk
Senior Associate Director of Compliance & Student Development
275 Mount Carmel Avenue, ACC 204
Hamden, CT 06518
shanna.kornachuk@qu.edu
203-582-7332

**Amendment of Title IX Policies and Procedures**

Where appropriate and with prior notice where applicable, these policies and grievance procedures may be modified or amended by the university Title IX coordinator.

**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 for Students**

- Counseling Services — 203-582-8680
- Student Health Services — 203-582-8742
- Religious Life — 203-582-8257
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
- The Umbrella Center for Domestic Violence Services — 203-736-2601

Students who wish for the university to conduct a formal investigation into an allegation under Title IX must sign a formal complaint with the Title IX Office. Reports that are made anonymously or by third parties may not formally initiate grievance procedures as such.

The university reserves the opportunity to undertake an investigation where appropriate, even in cases where the university received an anonymous report or 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 the following: a risk of future acts of sexual violence; whether the reported sexual violence was allegedly 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’s Department of 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

- Peter C. Herald House for Jewish Life — 203-582-8206
- 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.

Amnesty

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. The university will not pursue disciplinary action against students for disclosure of personal consumption of alcohol or other drugs where the disclosure is made in connection with a good faith report or investigation of sexual misconduct. The university may initiate an assessment or educational discussion or pursue other non-disciplinary options regarding alcohol or other drug use.

Responsible Employees and Reporting

The university deems the Title IX coordinator, 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 required to report any incidents of sexual violence, harassment or discrimination 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 respond.

When reporting sexual harassment or discrimination, the Title IX coordinator or deputy coordinator will guide you in providing an initial report.

Privacy and Confidentiality

The university will make every effort to maintain the privacy of those involved in Title IX complaints and related processes. Only people who have a legitimate need to know about the matter will be informed, and materials and information prepared or acquired under Title IX procedures will be shared only as required and/or necessary with investigators, witnesses and other relevant parties.

Disclosure of such information also may be made if the university’s Title IX coordinator determines that such disclosure is necessary to protect the health, safety or well-being of the community. While the university’s Title IX coordinator will take into account any requests made by a party for confidentiality or that a Title IX matter not be investigated, the university’s 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.

The university does not require, allow, rely upon, or otherwise use questions or evidence that constitute information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
Retaliation
The university will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination.

Neither the university nor other person may intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding or hearing related to this policy.

Intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination may constitute retaliation. Similarly, a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured this policy or related policies, may constitute retaliation.

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 equity in athletics, or that they have been subjected to 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.

Formal Complaints
Upon receipt of a report related to this policy, the Title IX coordinator must promptly contact complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to complainant the process for filing a formal complaint.

A formal complaint must be made in writing by complainant or signed by the Title IX coordinator. The formal complaint must contain both an allegation of sexual harassment against a named respondent and a request that the university investigate the allegation of sexual harassment. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in an education program or activity of the university.

A formal complaint may be filed with the Title IX coordinator in person, by mail or by electronic mail.

The university may consolidate formal complaints where the allegations arise out of the same facts.

Dismissal of a Formal Complaint
If the conduct alleged in a formal complaint would not constitute sexual harassment as defined under the federal law and reflected in this policy, the university must dismiss the formal complaint.

The university must also dismiss a formal complaint that did not occur within the scope of the university’s programs or activities, including complaints brought by individuals who are not currently participating in or attempting to participate in university programs or activities and complaints alleging conduct that did not occur against a person in the United States.

Such a dismissal does not preclude the university from responding to the allegation under other applicable university policies.

The university may dismiss the formal complaint or any allegations, if at any time during the investigation or hearing: a complainant notifies the
Title IX coordinator in writing that complainant would like to withdraw the
formal complaint or any allegations therein, the respondent is no longer
enrolled at or employed by the institution, or specific circumstances
prevent the university from gathering evidence sufficient to reach a
determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the university must promptly send
written notice of the dismissal and reason(s) therefor simultaneously to
the parties. Either party can appeal from the university’s dismissal of a
formal complaint or any allegations therein using the Appeals procedure
in this policy.

Informal Resolution

At any time prior to reaching a determination regarding responsibility,
the university may suggest to the parties the possibility of facilitating
an informal resolution process, such as mediation, to resolve the formal
complaint without the need for a full investigation and adjudication. If it
is determined that an informal resolution may be appropriate, the Title IX
coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX
coordinator must provide the parties with written notice disclosing
the sexual harassment allegations, the requirements of an informal
resolution process, and any consequences from participating in the
informal resolution process. Upon receipt of this document, complainants
and respondents have five days to determine whether they consent to
participation in the informal resolution.

The Title IX coordinator must obtain the parties’ voluntary, written
consent to the informal resolution process Prior to agreeing to any
resolution, any party has the right to withdraw from the informal
resolution process and resume the grievance process with respect to
the formal complaint. If a satisfactory resolution is reached through this
informal process, the matter will be considered resolved. If these efforts
are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student from filing a complaint
of retaliation for matters related to an informal resolution, nor does it
preclude either party from filing complaints based on conduct that is
alleged to occur following the university’s facilitation of the informal
resolution.

An informal resolution is not permitted to resolve allegations that an
employee sexually harassed a student.

Complaints Regarding Allegations of
Gender Inequity in a University Program
or Activity, including Athletics

NOTE: Claims of sexual harassment are addressed separately.
A separate grievance procedure is set forth for claims of sexual
harassment and other related misconduct. See section on sexual
harassment. (https://catalog.qu.edu/university-policies/titleix-policy/
#harassmentanddiscriminationcontext)

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,
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
275 Mount Carmel Avenue, ACC 204
Hamden, CT 06518
shanna.kornachuk@qu.edu
203-582-7332

Complaints relating to other university programs and activities will be
addressed by the Title IX coordinator:
Don Sawyer
Interim Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
don.sawyer@qu.edu
203-582-8964

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. 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 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 complainant may notify the university Title IX coordinator
of an intent to appeal the decision within five business days of learning
of the determination. The complainant must submit an appeal letter from
their university email. The appeal letter should specify the grounds upon
which the appeal is based and should include any supporting materials. The complainant must submit the appeal letter within five business days of receiving the initial decision. The Title IX coordinator has the discretion to extend these deadlines.

The accepted grounds for an appeal are:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- the sanction(s) assigned by the hearing officer did not adhere to the sanction guidelines stated in this policy.

Upon receipt of a request for appeal, the Title IX coordinator will designate 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 deputy coordinator’s decision. In this case, the initial decision is final; or
- Modify the deputy coordinator’s decision and present a report with findings and recommendations to the provost or a designee. Upon receipt of the appeal officer’s report and recommendations, the provost, or designee, will take appropriate action to ensure that any violation is remedied.

**Definitions and Scope of Sexual Misconduct**

Quinnipiac prohibits any form of sexual harassment and sexual misconduct, as defined by this policy.

**Sexual Harassment:** conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the university conditioning the provision of an aid, benefit, or service of the university on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or

**Sexual Assault:** An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent. Sexual assault includes forcible rape, forcible sodomy, sexual assault with an object, forcible fondling, incest and statutory rape.

**Forcible Rape**—The carnal knowledge of a person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.

**Forcible Sodomy**—Oral or anal sexual intercourse with another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**Forcible Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**Incest**—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**Statutory Rape**—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

**Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

**Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

**Statement on Consent**

**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 a person lacks the capacity to understand or appreciate the fact, nature or extent of a sexual encounter.

- Sexual activity with a person who is demonstrably 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.

**Jurisdiction**

Quinnipiac University is legally required to investigate formal complaints of sex discrimination, including sexual harassment, occurring in the university's educational programs or activities, against a person in the United States. Educational programs or activities include locations, events or circumstances over which the university exercised substantial control over both respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a post-secondary institution.

These policies and procedures shall be read to apply to any student, faculty, staff member or third party who is presently participating or attempting to participate in a university program or activity. While complaints received will be investigated in accordance with this policy, complaints against students who have already withdrawn or graduated from Quinnipiac or against individuals who are no longer employed by the university will not be subject to Title IX grievance procedures.

Quinnipiac reserves the right to address, through the Student Code of Conduct or through university policies and procedures, 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.

**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:

- **Don Sawyer**, Interim Title IX Coordinator
  274 Mount Carmel Avenue, CCE-180
  don.sawyer@qu.edu
  203-582-8964

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:

- **Joanna Wayton**, Talent Acquisition HR Projects Specialist
  554 Mount Carmel Avenue, MC-7, OF-HMN
  Hamden, CT 06518
  joanna.wayton@qu.edu
  203-582-7738

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, Faculty, Staff or third parties involved in Quinnipiac programs or activities should bring any protective orders to the Department of Public Safety. The university will assist in making any necessary accommodations.
Rights of Parties in a Title IX Process

- The 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.

Rights of Parties in a Title IX Process

- The right to a prompt, thorough, and equitable Title IX process.
- The right to be treated with respect by university staff throughout the process and the right to a Title IX coordinator, investigator, decision-maker and facilitator of an informal resolution process that does not have a conflict of interest or bias.
- The right to receive sufficiently detailed written notice of the allegations, upon the university's receipt of a formal complaint.
- The right to confidentiality in any Title IX process, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.
- The right to discuss the allegations under investigation or to gather and present relevant evidence.
- The right to be notified of available counseling, mental and physical health services, and the availability of reasonable supportive measures.
- The right to receive written notice of any investigative interviews, meetings or hearings.
- 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 choice present in a support or advisory role during the investigation and the administrative hearing.
- The right to report any incident to off-campus authorities and/or law enforcement and to be assisted by university staff in doing so.
- The right to have a live hearing, presided over by a trained and impartial hearing officer.
- The right to review all evidence gathered during the investigation, subject to limitations provided by law, including a draft copy of the report for at least 10 days, and to provide a response prior to the finalization of the report.
- The right to review all evidence that will be provided to the hearing officer, including the final report and the names of all known witnesses who may be called to provide statements during the administrative hearing, for 10 days prior to the hearing.
- The right to have the university request attendance and accommodate individuals called as witnesses for a hearing.
- The right to inspect the hearing script, upon request.
- The right to be present and participate in the administrative hearing.
- The right to participate in the administrative hearing remotely, upon request.
- The right to ask relevant questions of the other party and of witnesses during the administrative hearing, through an adviser of choice.
- The right to be informed of the outcome and sanction of any administrative 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 hearing officer, in accordance with the appeal guidelines established in this policy.

Complainants in Title IX processes have 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. Respondents have the right to be presumed “not responsible” throughout the Title IX process.

Standard of Evidence

The standard of evidence to be used to determine respondents’ responsibility is the preponderance of the evidence standard. This standard shall be used for formal complaints against both students and employees, including faculty, and to all formal complaints of sexual harassment.

Formal Investigation

If the Title IX coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. The university has the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility; the responsibility is not on the complainant or respondent. During the formal investigation, the Title IX coordinator or designated investigator will:

- identify at least one investigator to conduct the investigation. The Title IX coordinator may serve as an investigator if necessary;
- provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 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 Respondent;
- provide parties with sufficiently detailed written notice of alleged conduct, including the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- provide parties whose participation is invited or expected with written notice of the date, time, location, participants, and purpose of all

Grievance Procedures

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.
hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

• complete the investigation in a reasonably timely manner, without unnecessary deviation from the intended timeline;

• document and communicate to parties the source of any reasonable delays, including absence of a party, a party’s adviser, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

• compile a comprehensive summary of evidence, including both incriminating and exculpatory evidence;

provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the university does not intend to rely in reaching a determination regarding responsibility and incriminating or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation;

• maintain communication with complainant and respondent on the status of the investigation and overall process.

Upon completing a draft investigative report, the investigator shall provide a copy to complainant, respondent, and each party’s respective advisers. Copies of the report must be delivered simultaneously. Complainant and respondent may review the report for a period of up to 10 days and may provide the investigator with additional documentation, including but not limited to, a written response to the contents of the report.

At the end of the review period or upon receipt of confirmation that parties are prepared to move forward, the investigator must incorporate any provided information into a final report.

Upon completing the final investigative report, the investigator must simultaneously provide copies to the complainant, respondent, and each party’s respective advisers.

Following the delivery of the reports, the Title IX coordinator or designee must schedule an administrative hearing for no less than 10 days after the date of delivery. Additional information, including responses to the report’s content, may be presented at any time prior to the commencement of an administrative hearing or at designated times during the hearing.

Supportive Measures

All parties in a Title IX process have a right to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the university’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the university’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Emergency Removal of Students and Employees

The university may, in emergency circumstances, limit or prohibit a respondent from accessing campus during the Title IX investigative process. Prior to issuing an interim removal of a respondent, the Title IX coordinator or designee must:

• undertake an individualized safety and risk analysis, which determines whether the presence of respondent poses an immediate threat to the physical health or safety of any individual within the Quinnipiac community;

• provide respondent with notice of alleged conduct; and

• provide respondent with notice of removal and information about how to challenge the removal.

Respondents may challenge a removal in writing within 3 days of the removal. The Title IX coordinator or designee shall evaluate the emergency removal by considering 1) the possible threat to the physical health or safety to individuals within the Quinnipiac community and b) the reliability of the available information about the reported incident.

Administrative Leave of Employees

The university may place a non-student employee respondent on administrative leave during the pendency of a Title IX investigative process.

Title IX Administrative Hearing

Upon dissemination of the final report, The Title IX coordinator or designee will schedule an administrative hearing.

A single trained and impartial hearing officer shall review all evidence and conduct a hearing pursuant to this policy. The hearing officer is responsible for determining whether, under a preponderance of the evidence standard, the respondent is responsible for the alleged conduct. If respondent is found responsible, the hearing officer shall assign appropriate sanctions in accordance with this policy and with other related conduct processes, as described in the student Code of Conduct or in the Employee Handbook. The goal of the hearing is to provide a resolution through an equitable process, respecting the rights of all participants.

Requirements for the Hearing Officer

The hearing officer is an independent decision maker who serves at the request of the Title IX coordinator. The hearing officer is responsible for conducting an administrative hearing, pursuant to an established hearing script. Through the administrative hearing, the hearing officer is required to objectively evaluate all relevant evidence, both incriminating and exculpatory.

Any individual who serves as a hearing officer shall be trained annually pursuant to the training requirements under applicable state and federal law. The hearing officer is expected to serve impartially, avoid prejudgment of facts at issue avoiding prejudgment of the facts at issue, and be free of conflicts of interest, and bias. Additionally, the hearing officer must avoid credibility determinations based on a person’s status as a complainant, respondent or witness.
Scope of Hearing Officer’s Authority

The hearing officer has the authority to adjudicate alleged violations of the Student Code of Conduct or the Employee Handbook 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 the grievance procedures and can assist with meeting preparation. Advisors are not permitted to advocate for a student or speak on their behalf during a hearing, except for the purpose of conducting a cross examination on relevant evidence. Parties who are witnesses to the incident or are otherwise involved in the matter before the hearing officer cannot serve as advisers.

Parties who intend to conduct a cross examination of the opposite party or any witnesses must bring an advisor to the hearing. If a party does not have an advisor, the university will, upon request, provide a trained adviser to conduct any cross examinations.

A party who requires that the university provide an adviser should notify the Title IX coordinator in writing at least 48 hours before the hearing. The university reserves right to establish restriction regarding the extent to which the adviser may participate in the proceedings, so long as the restrictions apply equally to both parties.

Hearing Process

The Title IX coordinator or designated investigator will meet with both complainant and respondent prior to the hearing to outline the hearing process and answer questions. Prior to the hearing, the Title IX coordinator or designated investigator will:

- prepare a final copy of the investigative report, including any evidence gathered during the course of the investigation, to be disseminated to the hearing officer, complainant, respondent, and each party’s adviser 10 days before the hearing;
- be available to both complainant and respondent to answer questions and address concerns with the process;
- schedule the administrative hearing, and select a hearing officer from the pool of eligible members based on availability and lack of conflict;
- contact witnesses and work to ensure their availability for the administrative 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);

At the administrative hearing, the following individuals may be present:

- Hearing Officer
- Adviser for Complainant(s)
- Adviser for Respondent(s)
- Witnesses (only one at any one time)
- Title IX Coordinator and/or Deputy Coordinator (if not an investigator)
- University Counsel

The hearing officer will conduct the hearing in accordance with the hearing script. The script ensures that the parties have an opportunity to give opening statements, that the hearing officer has the opportunity to ask questions of all parties and witnesses, and that both parties have an opportunity to ask relevant questions through cross examination.

Additionally, the hearing script ensures:

- all parties are introduced;
- all allegations are read; and
- Respondent is provided an opportunity to plead “responsible,” “not responsible,” or decline to make a plea, for each allegation.

If any individual should become disruptive during the hearing, including witnesses and advisors, the hearing officer maintains the discretion to remove that individual from the hearing.

Once the hearing officer has heard all evidence, including opening statements and cross examinations, and has had an opportunity to ask questions of parties, witnesses, and the investigator(s), the hearing officer will deliberate privately to determine whether respondent is responsible for the alleged conduct.

After the hearing officer has made a decision, the hearing officer will reconvene with the hearing participants and will announce their conclusion. If respondent is found responsible for the alleged conduct, the hearing officer will commence the sanction phase of the hearing. If respondent is found not responsible for the alleged conduct, the hearing will end.

During the sanction phase of the hearing, the hearing officer will:

- accept optional impact statements from both parties, verbally and/or in writing;
- ask the Title IX coordinator or designee to disclose respondent’s past violations of the Code of Conduct or of the Employee Handbook, if any;
- ask the Title IX coordinator or designee for sanction parameters, as defined by university policy.

At the conclusion of the sanction phase, the hearing officer will deliberate privately. After a sanction decision is made, the hearing officer will reconvene with the participants of the hearing to announce the sanction decision and close the hearing.

After the conclusion of the hearing, the Title IX coordinator or designated investigator will meet with both parties separately and will answer any questions about the sanctions or any post-hearing requirements.

The hearing officer has two business day from the close of the hearing to produce a written decision letter to both parties. Once completed, the decision letter is delivered to the Title IX coordinator for simultaneous delivery to both parties.

Students needing accommodations may make requests through the Office of Student Accessibility. Employees needing accommodations may make requests through Human Resources.

Neither parties nor witnesses may use Audio or video recording devices during a hearing. The university shall make an audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.
Sanctions-only Hearing
Should respondent accept responsibility for alleged violations but disagree with the sanctions proposed by the Title IX coordinator, a sanctions-only hearing will be conducted. For a sanctions-only hearing, the hearing officer shall introduce the parties, read the charges, and ask any questions necessary for determining an appropriate sanction. Once the hearing officer has asked any necessary questions, the hearing officer will advance directly to the sanction portion of the hearing.

Cross Examination
The hearing officer must permit each party’s adviser to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party’s adviser of choice and never by a party personally.

At the request of either party, the university will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions.

Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent or witness answers a cross-examination or other question, the hearing officer must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party does not have an adviser present at the live hearing, the university will provide an advisor of the university’s choice to conduct cross-examination on behalf of that party.

Questions and evidence about complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the live hearing, the hearing officer must not rely on any statement of that party or witness in reaching a determination regarding responsibility. The hearing officer cannot draw an inference about the determination regarding responsibility based solely on a party’s or witness’s absence from the live hearing or refusal to answer cross-examination or other questions.

Sanctions
All sanctions shall be designed to maintain complainant’s equal access to education programs or activities.

Sanctioning Guidelines for Students
• Students found responsible for violating this policy in regard to fondling, dating violence, domestic 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.

• The hearing officer 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.

Sanctioning Guidelines for Employees
• Employees found responsible for violating this policy in regard to fondling, dating violence, domestic violence, or stalking will likely receive a sanction ranging from a written warning to termination, depending upon the severity of the incident and any previous violations of the Employee Handbook.

• Employees found responsible for violating this policy in regard to sexual assault that meets the definition of rape will likely be terminated from the university.

• Employees found responsible for violating this policy in regard to sexual harassment that creates a hostile environment will likely receive a sanction ranging from a written reprimand to termination, depending upon the severity of the incident and any previous violations of employment policies.

• The hearing officer may, at the discretion of Human Resources, issue sanctions for violations of the employment policies not related to this policy.

The hearing officer reserves the right to increase or decrease the recommended sanction guidelines listed above in the case of significant mitigating or aggravating factors. Neither the hearing officer nor the appeal officer will deviate from the guidelines listed above unless significant mitigating or aggravating factors exist. The hearing officer also reserves the rights to include additional sanctions, educational or otherwise.

Parental Notification of Students
Quinnipiac reserves the right to communicate with a parent or guardian of a student regarding any student conduct action taken by the university, in accordance with FERPA.

Appeals
After receiving notification of the hearing officer’s decision, or after receiving notification that the university dismissed a formal complaint or any allegation therein, both complainant and respondent have five business days to notify the Title IX coordinator of their intent to appeal the decision. A formal letter of appeal specifying the grounds upon which the appeal is based and supporting information must be submitted within five days of notification of the hearing officer’s decision or notification of dismissal. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal.

Sanction(s) imposed by the hearing officer 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 party’s Quinnipiac University email.
account. The appeal officer may request follow up information from the investigator(s) or from either party, as necessary to make a fair determination.

Complainants or respondents who fail to attend the administrative hearing forfeit the right to request an appeal.

Both parties may appeal regarding the determination of responsibility, and from the dismissal of a formal complaint or any allegations therein, on the following bases:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.; or
- the sanction(s) assigned by the hearing officer 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 university staff member to serve as the appeal officer. Both parties shall be given equal opportunity to submit a written statement in support of, or challenging, the outcome. If the appeal letter(s) does not bring forward sufficient grounds for appeal, the officer will deny the appeal.

If the appeal officer determines that the appeal should be considered, the appeal officer may:

- affirm the decision of the hearing officer. In this case, the initial decision is final;
- remand the matter for re-investigation or re-hearing, depending on which is necessary to absolve the grievance process of error or irregularity; and/or
- initiate a new Title IX administrative hearing.

Compliance with Sanctions and Accommodations

At the conclusion of the Title IX grievance process, the Title IX coordinator will be responsible for ensuring compliance with all assigned sanctions.

Graduate Student Handbook

- Campus Offices (p. 110)
- Campus Resources (p. 116)
- Campus Facilities (p. 121)
- Student Affairs (p. 124)
- Graduate Student Organizations (p. 129)
- Recreation (p. 134)
- Student Code of Conduct Process (p. 136)
- Quinnipiac University Policies (p. 143)

COVID-19 Assumption of Risk

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the student agrees to abide by all university policies and procedures related to COVID-19. The student voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The student also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions or negligence of the student, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Campus Offices

- Registrar (p. 110)
- Libraries (p. 111)
- Office of Cultural and Global Engagement (p. 111)
- Albert Schweitzer Institute (p. 112)
- Auxiliary Services (p. 112)
- QCard Office (p. 113)
- Admissions (p. 113)
- Bursar (p. 113)
- Facilities (p. 113)
- Athletics (p. 113)
- Department of Public Safety (p. 114)

Registrar

The Office of the Registrar is dedicated to providing service of the highest caliber to all of our constituents — current and former students, faculty, federal and state agencies, administrative staff and the general public.

The mission of the Office of the Registrar is to support the instructional activities of the university by providing essential enrollment, curricular and student record services to the entire campus community with the highest degree of accuracy. We accomplish this by serving as custodian of all student records in accordance with university policies and government statutes as well as managing the student information system for all areas related to enrollment/registration, course information and scheduling, grading/transcript production, and ultimately degree clearance and certification. The Office of the Registrar strives to utilize technology-based solutions when possible to increase efficiencies and
data integrity in these critical areas as well as support the overall needs of the academic community and the university's strategic initiatives.

The Registrar's Office is located in the Arnold Bernard Library, with offices in S101 and N102.

Libraries

- Arnold Bernhard Library (p. 111)
- Edward and Barbara Netter Library (p. 111)

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.

Department of Cultural and Global Engagement

DCGE

Quinnipiac University fosters respect for everyone 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 role of the Department of Cultural and Global Engagement (DCGE) is to engage the campus and surrounding community and to help define, enable and foster an inclusive campus culture that embraces the diversity of identities, ideas and values. For more information, please contact the office at 203-582-7987.

The Department of Cultural and Global Engagement promotes and sustains multicultural and global education by mentoring and advising students, facilitating transformative cultural experiences, preparing students to be responsible global citizens and enhancing creative and critical thinking through local and global academic engagement.

We believe in working in the intersection of internationalization and multicultural education, which provides intentional opportunities for faculty, staff and administrators to:

- Help students understand diversity, equity and social justice in a global context.
- Develop cultural humility.
- Broaden attitudes and experiences for students such as study abroad, community-based global learning and courses with a travel component.
- Examine values, attitudes and responsibilities for local/global citizenship.
- See how power and privilege are shifting the local/global context.
- Prepare students to cooperate and compete in a multicultural and global workplace.
Multicultural Education
Multicultural education provides advocacy for the cultivation of a sustainable campus environment that is supportive of a diverse student body. This area:

- Works collaboratively with academic and administrative units to foster intercultural dialogue and programming.
- Delivers academic and social mentorship for underrepresented students to live, work, lead and succeed in a multicultural and global world.
- Assists cultural student organizations in leadership development, program planning and advising to enhance their active engagement and participation in the University and local community.
- Offers programming and training that enhances the Quinnipiac community’s understanding and appreciation of various social identities including race, sexual orientation, socioeconomic class and other cultural identities.
- Provide space for high impact learning around issues of diversity, equity and justice through intergroup dialogues.
- Offers transitional support for incoming students of color, first generation and international students through programs such as the QUEST Mentoring Program.
- Provides opportunities for students and faculty to learn about, embrace and celebrate diverse ethnic, racial and cultural identities through trainings, workshops and programming.

Global Education
At Quinnipiac University, we feel a sense of obligation to work toward a more diverse environment. We do this by increasing intentional global engagement opportunities for students, faculty and staff to learn both in and outside the classroom. We envision a diverse university community that develops responsible and engaged citizens by cultivating the cultural awareness and sensitivity, skills and knowledge necessary to participate respectfully in the global community.

The following opportunities are available:

Semester abroad – Students have an opportunity to study for a full semester (ranging from 4 to 6 months) at an international institution. Depending on the student’s major, they can participate as early as spring semester of their first year or any semester from sophomore through senior year.

Intersession – Short-term programs are offered during the winter or summer breaks. There are opportunities for faculty-led programs abroad, or programs offered through partner institutions.

Clinicals – Students from certain majors can fulfill some of their clinical affiliation or fieldwork with international partners.

Internships and experiential learning – These opportunities integrate the knowledge and theory learned in the classroom with practical application and skills development in a professional setting.

Community engagement – Students can participate in community-driven learning experiences by living with host families and engaging with long-term global partners.

Research – Students partner with Quinnipiac or international faculty to conduct and participate in independent or capstone research projects.

Exchange – This program involves a direct exchange of faculty and/or students between international partners for a semester or short-term period.

The Department of Cultural and Global Engagement supports students throughout their global education experiences by offering the following services:

- Pre-departure workshops
- Re-entry workshops
- Advising and mentorship
- Opportunities for students to take on leadership roles

International Students
The Department of Cultural and Global Engagement supports the international student population at Quinnipiac University. The department organizes on- and off-campus programs and events that are open to both international and domestic students. From the time of acceptance through completion of the program and beyond, the department provides timely information about immigration benefits along with practical guidance about living as a student in the U.S. Additionally, the department hosts a comprehensive orientation program each semester to prepare newly arrived international students and scholars for life and study at Quinnipiac University. The DCGE partners with Residential Life to host Global Living, a first-year, Living-Learning Community for domestic and international students.

For more information, contact the Department of Cultural and Global Engagement at 203-582-8425 or via email at international.student@qu.edu.

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 action and 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:

- Work on campus, in the Hamden community and globally around food security and environmental justice;
- Speakers and conferences on peace and development globally (the World Summits of Nobel Peace Laureates, for one example), at the United Nations and on campus;
- Global learning and community engagement opportunities in Peru, Guatemala, India and elsewhere in the U.S. aimed at 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 203-582-7875 or schweitzer@qu.edu (schweitzer@quinnipiac.edu).

Auxiliary Services
The Office of Auxiliary Services 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 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/) 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. For specific program information, email athletics@qu.edu.

**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, lacrosse, soccer, tennis, rugby, softball and volleyball.

Quinnipiac has full memberships in the following NCAA Division I conferences:

- Metro Atlantic Athletic Conference (MAAC)
- ECAC Men’s and Women’s Ice Hockey
- Big East (Field Hockey)
- 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 and Ice Cats perform at a variety of athletic events. The university dance teams are often regular performers and crowd favorites as well!

**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’s and women’s basketball and ice hockey teams. The two arenas at the sports center are connected by a three-story structure featuring a common lobby and ticket box office, the University Club, administrative and team offices, professional-style locker rooms with student athlete lounges, conference and meeting rooms, athletic training and equipment rooms, and a strength and conditioning center. The People’s United Center is located on Quinnipiac’s 250-acre York Hill Campus on Sherman Avenue, less than a mile from the Mount Carmel 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 home volleyball games. The gymnasium also is occasionally used for intramurals and “open recreation.”

**Recreation Center**

The Recreation Center on Mount Carmel Campus has four multipurpose courts that are used for tennis, basketball and volleyball. 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 (AMT)
- 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. Please review the online waiver rules and regulations located in your WebAdvisor account to initiate your usage of the facilities. A validated Quinnipiac ID must be presented for entrance to the facility at all time.

**Dance Studios**

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 and video systems. Equipment for all scheduled activities and classes is provided. Mats, steps, power bars and hand weights usually are available in the 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 while games and practices are being conducted downstairs. 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. Additionally, 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 athletic fields for softball, baseball and women’s intercollegiate rugby, six lighted tennis courts and two state-of-the-art artificial turf stadiums. One is dedicated to field hockey and the other to both men’s and women’s soccer and lacrosse.

A hitting wall and basketball court are adjacent to the Recreation Center.

**Sports Equipment**

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

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**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, Connecticut. 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 email 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 noncompliance.

**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
In the event that a student is determined to be missing from the residence halls or campus, the person (or persons) discovering this fact should immediately report it to the Department of Public Safety. Public Safety will notify Residential Life, Student Affairs and the Hamden Police Department without delay, and an investigation will be immediately 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 “missing person” points of contact with Student Affairs annually. This “missing person” point of contact will be notified when the student is determined to be missing. Students are made aware that their “missing person” point of contact information will be registered confidentially. Only authorized university officials and law enforcement officers acting 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 “missing person” point of contact listed by the student and local law enforcement officials.

Specific Procedures
When a member of the university community becomes aware that a student is missing, it is critically important to notify Public Safety immediately. 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 Department of Public Safety radio system. A photograph of the missing student will be broadcasted from the Colleague Department of Public Safety radio 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.adirondackssolutions.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**
- Financial Aid (p. 117)
- Campus Recycling (p. 117)
- CARE (p. 117)
- Career Development (p. 117)
- Learning Commons (p. 117)
- Technology Resources (p. 119)
- Banking (p. 120)
- Bookstore (p. 120)
- Commuter Lockers (p. 120)
- Food Service (p. 120)
- Post Office (p. 120)
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/)). To be considered for University grant funds, completion of the Quinnipiac University Grant application at 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 76 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

Quinnipiac is dedicated to supporting students through highly responsive practices from CARE (Community, Assessment, Response and Evaluation). The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors.

Guided by university values of a student-oriented environment and a strong sense of community, the CARE chairperson manages this multidisciplinary team. The CARE team meets weekly to review and discuss new referrals, ongoing cases and the best course of action to support students of concern. CARE utilizes best practices from national organizations such as Higher Education Case Managers Association (HECMA) and the Association for Student Conduct Administration (ASCA). CARE team members receive training from 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. CARE referrals are submitted by faculty, staff, students and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one, when a student needs support for their physical, emotional, mental, spiritual or financial health and/or when experiencing social challenges with roommates, friends and/or peers.

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://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmyq.quinnipiac.edu%2FStudent%2520Life%2FCARE%2FPages%2Fdefault.html%3Fdata=02%7C071%7CJill.Bassett%40quinnipiac.edu%7C66fcd0bcebc34247de0008d75d52ea7e7C0940985869b4de9987990db2b52%7C0%7C0%7C63721297315465656&data=W6sL1eELi7YHd2Jhgm1yK0K2%2FC%2FoY18PHMJMz0%3D%reserved=0) on MyQ. Concerned about a student? Let us know: CARE and Conduct Incident Reporting Form (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcmx.maxient.com%2Fpreformingform.php%3FQuinnipiacUniv%26layout_id=3%26data=02%7C071%7CJill.Bassett%40quinnipiac.edu%7C34f7712e57b6453529bc0876c654cad9%7C0940985869b4de9987990db2b52%7C0%7C0%7C637195940079730466&data=wx8CIUspok4aw7WDEFLXjaTeE1%2F%3D%reserved=0).

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 and 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: 203-582-8258.

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:

- Student Council Office (p. 120)
- Alumni Association (p. 120)
- Parents (p. 121)
Peer Academic Support
At Quinnipiac, the work a student does with their 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 and supported by an associate director as well as 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 equal access for academic excellence and the development of self-advocacy skills. Reasonable 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.

Academic Development and Outreach
Academic Coaches
Our academic coaches work specifically with first-year students, starting at orientation and carrying through their entire first year. A consistent point of contact for first-year students, academic coaches connect individually with first-year students over the summer to welcome them and to address any questions that may have arisen after their orientation. They provide developmental advising, addressing topics such as self-regulatory behaviors, appropriate autonomy, future focus, and the nature of self-efficacy, one’s perceptions of one’s abilities and values. Academic coaches are very aware transitional challenges faced by new members of our intellectual community and work to engage students in meeting them successfully.

Academic coaches:
- connect individually with first-year students early, during orientation and throughout the entire first year
- help new students address Quinnipiac’s academic expectations.
- engage in developmental advising
- discuss, model and encourage evidence-based learning strategies
- address transitional challenges faced by new members of our intellectual community

Academic Specialists
The academic specialists offer a similar set of resources as academic coaches, but their audiences are students beyond their first year, faculty members and programs. Academic specialists, by virtue of the breadth of their work, help students continue to develop the skills and mindsets introduced to them by our academic coaches. The specialists also work with faculty and programs, collaborating on student support initiatives. Academic specialists are full-time, professional staff members that generally work during business hours.

Academic specialists:
- help students continue to develop the skills and affects introduced to them by our academic coaches
- re-contextualize the evidence-based learning strategies and developmental work begun in the first year
- help students adjust to and address the increasing demands of cognition and affect, often through metacognition
- their experience and the data collected through Learning Commons support activities is shared with faculty and programs, identifying opportunities for support and development

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. 119)
- Computing Services (p. 119)
- Technology Center (p. 119)
- TSA Program (p. 119)
- Technology Knowledge Base (p. 119)
- Computer Facilities (p. 119)
- Computer Skills Classroom (p. 120)

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/mylaptop (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/mylaptop (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 500 computers in various computer laboratories and public areas 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

TSA Program

Student employees known as TSAs (technology support assistants) augment the full-time staff and provide technical support to Quinnipiac faculty, staff and students. TSAs are specially trained and possess superior communication, problem-solving and critical thinking skills. TSAs 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/?/) or select it from the Applications Tab on the home page of MyQ.

Computer/Printer Facilities

In the Arnold Bernhard Library, the Cyber Cafe (second floor), reference and circulation areas are publicly accessible 24 hours a day and 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 throughout the
Mount Carmel and North Haven campuses as well as Zoom-based (video conferencing) meeting rooms.

There are 22 publicly accessible MFDs (multi-function devices) throughout all three Quinnipiac campuses. MFDs provide printing, copying and scanning features to all faculty, staff and students who have an active university ID (QCard). All devices are accessible from student computers, support printing through email and scanning to network storage (OneDrive). Five of these devices also support color printing as well.

All faculty, staff and currently enrolled students have 1TB of network storage available to them via Microsoft’s OneDrive.

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

**Computer Skills Classrooms and Labs**

There are over 500 computers in 40 various classrooms, labs and public locations throughout the Quinnipiac campuses that 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, 9 a.m. to 5 p.m. and Friday from 9 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 bkstr.com/quinnipiacstore (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 (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 student 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. 121)
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- Faculty Office Building (FOB) (p. 121)
- Dean Robert W. Evans College of Arts and Sciences Center (p. 121)
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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 Perlofth 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 Communications Center

The Lender School of Business Center also contains the Ed McMahon 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. 122)
- Rocky Top Student Center (p. 123)

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
labeled 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
- Recreation
- Public Safety
- Health Services

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

- dining facilities
- On the Rocks Pub & Grill
- 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. 123)
- School of Education (p. 123)
- School of Health Sciences (p. 123)
- School of Law Center (p. 123)
- Frank H. Netter MD School of Medicine (p. 123)
- School of Nursing (p. 123)

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. 123)
- Quinnipiac University Theatre Arts Center (p. 124)
- Quinnipiac University Online (p. 124)
- Quinnipiac University Polling Institute (p. 124)

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.
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 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.

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 also provides new, incoming graduate students with information sessions during the Graduate Pathway to Success (GPS) program, welcoming and preparing students for academic success. In addition to assisting with graduate Commencement ceremonies, GSA oversees medical leave of absence requests, graduate student conduct and advises the Graduate Student Council and Graduate Student Organizations.

The handbook was edited in August 2020 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.

Graduate Student Affairs serves as the central resource for all graduate students. The office is staffed by Gina Frank, dean of graduate student affairs, and Stefano Fasulo, associate director of graduate student affairs. Students are always welcome to visit the office on the North Haven Campus in MNH-276, or to contact the office at 203-582-GRAD (4723) or GradAffairs@qu.edu.

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 Campus 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 first-year students. 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
Resident assistants serve as paraprofessional staff members in the Office of Residential Life. These 90+ student leaders develop a sense of community among residents and assist students with their personal, interpersonal and academic development.

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 officers.

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 kitchens. 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. Incorporated into the housing contract, 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 the 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 MyQ. Work requests are handled as quickly as possible, usually within 24–48 hours. A facilities work request form is available under quick links on 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. The Office of Residential Life reserves the right to charge $25 for each additional lockout.

Roommates
One of the most important experiences you have in college involves your relationship with your roommate(s). Incoming students can select one roommate when signing up for housing or will be matched with a roommate according to the information provided in the lifestyle survey. As returning students, you have the opportunity to choose your roommate(s). All first-year residents are required to complete a room and/or suite contract within the first three weeks of the fall semester. Successful group living is built upon mutual respect and respect for the rights of the individual. As guidelines, we offer the Roommate Bill of Rights. Violation of the Bill of Rights is handled by the residential life staff and may result in student conduct action or a new room assignment. This decision is made at the discretion of the director of residential life or designee.

Room Selection
Room selection is done through a lottery process in the spring semester (fall semester for rising juniors and seniors). Information and materials regarding this process will be distributed to all resident students in advance. Students participating in the process must have paid their housing deposit and complete the housing contract on time to be eligible to return to the residence halls. Students studying abroad for a semester are eligible to live in housing upon their return. Residential Life cannot hold a room during the fall semester or reserve a space for an entire year.

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 need to meet with their resident assistant and/or suite contract within the first three weeks of the fall semester. Vacant Rooms

If a student visits your room or contacts you about moving into a vacancy in your room, it is our expectation that you will be welcoming and kind. Unless you are assigned to a designated single room, any vacancies can be filled by the Office of Residential Life at any time.

Medical Accommodations
Students who request housing accommodations must complete a housing accommodations form, which is available online on MyHousing. Individual student requests will be reviewed by staff members in the Office of Student Accessibility. Questions may be directed to the office at 203-582-7600. New students needing accommodations must complete paperwork by July 1; 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. The Office of Residential Life reserves the right to charge students who arrive early or stay late during break periods.

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 roommate agreement:
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.

• 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. Please refer to the Animals on Campus Policy (p. 66) for additional information.

• 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.

• Maximum Occupancy—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 +1, except where designated in certain QU-owned houses.

• 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 last, and how many members of the living unit will be moved.

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

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
• 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 Contract—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, which is available on MyHousing.

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 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 and opportunities:
• 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 Trips that engage students in direct service to meet community needs.  
• 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 activity.  
• Develops and manages the Community Work Study program that offers students with work study awards the opportunity to work in local schools, nonprofits and municipal agencies.  
• 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 and world.

Office of Student Conduct and Community Standards

The Office of Student Conduct and Community Standards helps students and student organizations to make positive decisions, define their values, and demonstrate responsible behavior on and off campus.

The Office of Student Conduct and Community Standards:
• advises and assists parties involved in conduct proceedings  
• trains and advises student conduct officers and student leaders  
• reviews decisions of the code of conduct process  
• maintains all student disciplinary records  
• collects and disseminates research and analysis concerning student conduct  
• provides educational outreach programs for students

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 psychiatric providers 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  
• medication management  
• group therapy  
• 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 York Hill Health Center and at the North Haven Campus by appointment.

Students wishing to schedule an appointment can complete a confidential counseling request form through MyQ or the Quinnipiac App. In addition, they can also call Counseling Services at 203-582-8680, choose option #1, and schedule an appointment by talking with the counseling center secretary.

Students can speak to a licensed mental health provider in the event of a mental health crisis 24/7, by calling 203-582-8680 and choosing option #3.

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’s insurance. 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 conjugate (A, C, Y, W) immunization is required of anyone living in university-owned housing and must be administered within five years of enrollment. Meningitis B vaccine is strongly recommended.
- 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/) for additional information regarding the plan.

A nominal fee is charged for gynecological exams. Most routine services and supplies are provided without charge. Prescriptions ordered by a health center provider may be sent to local pharmacies to be filled at the usual and customary fee. Students have the option to purchase some prescribed medications through Student Health Services.

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.

**Graduate Student Organizations**

- Graduate Student Organizations Overview (p. 129)
- Student Organization Policies (p. 132)

**Graduate Student Organizations Overview**

The Office of Graduate Student Affairs advises and supports graduate student organizations. Graduate student organizations, open to all enrolled Quinnipiac graduate students, are committed to enriching the learning environment through extracurricular engagement. To remain
active and in good standing, all graduate student organizations and members must adhere to the university policies outlined in this handbook, as well as requirements and standards set 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 was formed by students 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 students voicing concerns and serving as the official representatives of the graduate student population. The Graduate Student Council organizes, sponsors and promotes activities and/or 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 gradstudentcouncil@qu.edu or call 203-582-GRAD. Council meetings are held every other Sunday from 5 to 6 p.m. on the North Haven Campus. The schedule and location of each meeting will be issued to all graduate students prior to the start of the fall and spring semesters.

**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 raise money for a cure. This group participates 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 MBA Society (QUMBA)
The Quinnipiac University MBA Society 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 alumnai to interact with one another to gain invaluable skills and knowledge as well as contacts for support.

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.
- Student organizations must maintain a minimum of five active members (graduate or undergraduate) to retain recognition by the Office of Graduate Student Affairs.
- Undergraduate students may not serve in an executive role or board positions of an organization.

- Membership of a student organization cannot be limited based on 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 a designee each semester to review membership and budgetary needs.
- The organization must provide members with meaningful opportunities that enhance and develop leadership skills and abilities.

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. 132)
- Alcohol and Drugs (p. 132)
- Event Management (p. 132)
- Off-Campus Events (p. 133)
- Competing (p. 133)
- Finance (p. 133)
- Fundraising/Raffles (p. 133)
- Marketing/Advertising/Privacy Rights (p. 133)
- Communication (p. 134)

**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 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, semiformals and/or formals, 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

• To receive a budget, student organizations must meet at least once per semester with a professional staff member from Graduate Student Affairs.
• Student organization member(s) may be required to meet with staff at the discretion of GSA.

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 work with the Office of Graduate Student Affairs, which can be contacted by email (GradAffairs@qu.edu), phone or visiting the office.

Recreation

Campus Recreation

Quinnipiac University campus recreation encompasses a variety of activities: club sports, intramural sports, three fitness centers, aerobic classes, open recreation and special events on all three campuses.

Club Sports

The 2020-21 Quinnipiac University calendar year will be the second year of club sports. The university recognizes 10 club sport teams, which may compete against other universities without the time commitment of an NCAA Division I team.

Current offerings: dance, figure skating, men’s ice hockey, men’s lacrosse, women’s lacrosse, men’s rugby, women’s soccer, softball, tennis and women’s volleyball.

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 and on their Instagram accounts.

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%7CMatthew.Kurz%40quinnipiac.edu%7C0%7C0%7C637214366390964718&sdata=3CQU6DHR5pgOsVFImoHw2zochKzUp%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 imleagues.com/quinnipiac (https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.imleagues.com%2Fquinnipiac%2Fdata%3D%2BjGtmXhGrjb2EWr33nUdlREg%3D&reserved=0) to:
- View the sport leagues and tournaments offered.
- Review league rules, deadlines 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
- E-Sports
- Flag football
- Ice hockey
- Kickball
- Soccer
- Steps Challenge
- Tennis (singles)
- Ultimate Frisbee
- Volleyball (4-on-4 and 6-on-6)

Fitness Classes and Programs

The Department of Health & Wellness 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 barre.

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 you can reserve your spot 24 hours in advance using imleagues.com. Class size on the North Haven Campus is small due to space. We advise you to utilize the online sign up to ensure your space in the class.

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.
Procedures
Fitness Center Policies and
event reservations. Reservations are on a first-come, first-served basis and subject to prior number in case they need to change or cancel the reservation.
6441; John Somers, coordinator of campus life for recreation (ext. 701 QCard reader at each facility to gain entry. Failure to bring your QCard will result in being denied entry to the facility.
• Appropriate workout clothing is required; closed toe athletic shoes, athletic style bottoms with no buttons or zippers, tops that cover the full torso and midriff, the fitness center staff reserves the right to render final judgement on if something complies with the dress code posted at all facilities.
• Fitness Center staff members are available to assist with fitness equipment needs and maintain a safe and sanitary environment for all patrons—however, they are not personal trainers.
• Users are responsible for wiping 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.
• All dumbbells and plates should be returned to their original location after use.
• The use of chalk is prohibited.
• Weight clamps/ clips are required for all barbell lifts and can be loaned out in exchange for a QCard at the front desk.

Fitness Center Policies and Procedures
(Appplies 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 tapped on the QCard reader at each facility to gain entry. Failure to bring your QCard will result in being denied entry to the facility.
• Appropriate workout clothing is required; closed toe athletic shoes, athletic style bottoms with no buttons or zippers, tops that cover the full torso and midriff, the fitness center staff reserves the right to render final judgement on if something complies with the dress code posted at all facilities.
• Fitness Center staff members are available to assist with fitness equipment needs and maintain a safe and sanitary environment for all patrons—however, they are not personal trainers.
• Users are responsible for wiping 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.
• All dumbbells and plates should be returned to their original location after use.
• The use of chalk is prohibited.
• Weight clamps/ clips are required for all barbell lifts and can be loaned out in exchange for a QCard at the front desk.

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 or email John Somers, coordinator of campus life for recreation (ext. 6441; john.somers@qu.edu). 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.

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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. Users must sign up for all cardio equipment (limit: 30 minutes per piece).
• Users must attend to sign up; no phone reservations.
• Users may not sign up more than two hours in advance.
• Use of the facility is at your own risk. Users should request help if they are unfamiliar with the equipment.
• Any injury or facility/equipment irregularity should be reported immediately 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.

Mount Carmel Campus Hours
Monday–Thursday: 7 a.m. – 11 p.m.
Friday: 7 a.m. – 9 p.m.
Saturday: 8 a.m. – 8 p.m.
Sunday: 10 a.m. – 11 p.m.

York Hill Campus Hours
Monday–Thursday: 7 a.m. – 11 p.m.
Friday: 7 a.m. – 9 p.m.
Saturday: 8 a.m. – 8 p.m.
Sunday: 10 a.m. – 11 p.m.

North Haven Campus Hours
Monday–Thursday: 7 a.m. – 4 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. 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.
For long-term locks, please email john.somers@qu.edu (john.somers@quinnipiac.edu)

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

The Office of Recreation may review all policies for exceptions, changes or updates at any time and where applicable.

**Student Code of Conduct Process**

**Student Code of Conduct Process**

The purpose of the Student Code of Conduct process at Quinnipiac University (“Quinnipiac” or “university”) is to review potential violations of Quinnipiac policies and community standards. The legal responsibilities and liabilities of Quinnipiac reside with the Board of Trustees. The Board of Trustees vests in the president or their designee the authority to hear and resolve final appeals in any matter.

The Student Code of Conduct process should be an educational experience that fosters responsibility for individual actions and how those actions impact the community.

The Division of Student Affairs is responsible for managing the Student Code of Conduct process. The associate dean of student affairs is responsible for advising the chief experience officer and 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 immediately address serious violations of the university’s Student Code of Conduct.

The director of student conduct and community standards, whose office falls under the Division of Student Affairs, or a designated conduct officer reviews all other conduct cases. Students that are alleged to have violated the Student Code of Conduct will be apprised of the allegations and afforded the opportunity to participate in a conduct meeting. After a determination/decision has been made regarding the alleged violation(s), students may request an appeal so long as they (i) attended their original conduct meeting, (ii) have grounds for an appeal as stated in the Student Code of Conduct process, and (iii) submit the required documentation. At the end of the appeal, a final decision will be issued. The process is concluded after the final decision is rendered.

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 their 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 values inclusive excellence, and expects our members to exercise personal responsibility and community accountability. 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**

A student accused of violating the Student Code of Conduct may have an adviser attend the conduct meeting and/or appeal meeting. A Quinnipiac faculty member, staff member (excluding any relative employed by the university) or student may attend the conduct meeting and/or appeal meeting in the role of an adviser. Advisers serve as a moral and emotional support for students during conduct and/or appeal 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 and/or appeal meeting. Students who are witnesses to an incident or are involved in the same student conduct matter cannot serve as advisers. Please note legal counsel/attorneys, parents and/or family members are not permitted to participate in any conduct or appeal meeting.

**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, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information, veteran status or any other characteristic protected by law may be assessed enhanced sanctions. Additional information regarding bias-related incidents can be found in the university’s Discrimination, Discriminatory Harassment, and Bias-Motivated Acts and Behavior Policy.

**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 will be required to 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 Division of Student Affairs 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 (e.g., residence hall director, public safety officer, resident assistant) 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. Quinnipiac also reserves the right to address, through the Student Code of Conduct process, speech and conduct that occurs or is posted online, via social media or via other electronic communications. Each student, and admitted but not yet matriculated 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. This access is allowed to preserve the health and safety of the university community, including inspection or repair, 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.

Standard of Information/Evidence
The Student Code of Conduct process uses a preponderance of the evidence standard in adjudicating conduct cases. A conduct officer will review the evidence and determine if it is more likely than not that the student is responsible for violating the Student Code of Conduct. For admitted but not yet matriculated students, the university will notify individuals of any incidents under review and afford such individuals an opportunity to respond, but they will not be entitled to all of the procedures identified in the Student Code of Conduct process. The university will make a determination as to whether an individual is responsible for a Student Code of Conduct violation and, if so, whether to rescind an offer of admission, based on the information it has gathered from all sources.

Student Conduct Holds
Students who fail to complete student conduct sanctions by the assigned deadline may have a hold placed on their student account. Conduct holds may impact a student’s ability to see the student’s grades online, obtain a copy of the student’s 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 tuition refund based upon Quinnipiac’s Undergraduate Refund Policy, which outlines the applicable refund percentage, for the first five weeks, in effect at the time of the student’s separation from the university. After the first five weeks of the semester, students are not entitled to refunds. 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 Quinnipiac’s Undergraduate Refund Policy (https://catalog.qu.edu/university-policies/titleix-policy/). 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 #7 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 (https://catalog.qu.edu/university-policies/titleix-policy/).

Victim Information
Community members who are victims of a reported crime against their person or property may be entitled to certain information, upon written request, about university disciplinary proceedings related to that crime pursuant to Section 493 of the Higher Education Opportunity Act of 2008. Under certain circumstances, the final results of a disciplinary proceeding can be non-consensually disclosed under an exception to the Federal Educational Rights and Privacy Act. Such information can be disclosed to alleged victims of a sexual offense or one of the following crimes of violence, as defined by the U.S. Department of Education:

- 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. Any information regarding the final results of the disciplinary proceeding provided by the director of student conduct and community standards will be provided upon written request and in accordance with federal law and will be given directly to the alleged victim or the alleged victim’s next of kin, if the victim is deceased as a result of such crime or offense. 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. Students must be aware of the added responsibility associated with these opportunities for networking and communicating. Community members must exercise care and diligence when communicating via such platforms.

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 accessible communications.
Messages between individuals—instant messages, direct messaging, 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**

**1. Alcohol**

Students should review and are expected to abide by Connecticut state laws and Quinnipiac’s Policy Statement on the Prevention of Alcohol Abuse and Other Drug Use or Abuse, as published in the Student Handbook, or otherwise distributed or published by Quinnipiac. In addition:

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 (e.g., beer bongs, beer-pong tables, funnels, empty alcohol containers) 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**

Students should review and are expected to abide by Connecticut state laws and Quinnipiac’s Policy Statement on the Prevention of Alcohol Abuse and Other Drug Use or Abuse, as published in the Student Handbook, or otherwise distributed or published by Quinnipiac. In addition:

A. The possession and/or use of illegal or harmful drugs is prohibited.

B. The manufacture, distribution, sharing, storage, 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. conduct that violates the Good Neighbor Policy;

C. conduct that violates the Residential Life Quiet Hours Policy; and

D. conduct that violates the Policy Statement on University Shuttles. Misconduct on the university shuttle and/or shuttle stop (including, but not limited to, damage, vandalism, verbal and/or physical abuse and intoxication) is prohibited.

**4. Complicity**

Quinnipiac prohibits students, through act or omission, from assisting another student or group in committing a violation of the Student Code of Conduct. Students who are present when the Student 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;
The university prohibits:

B. the threat to inflict physical harm, physical abuse, or injury to any person;
C. acts of physical aggression, or 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;
H. failure to comply with university directives designed to limit the spread of, or exposure to contagions, including viruses, bacteria, fungi, parasites, etc.

6. Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behavior

Quinnipiac University is committed to providing an environment free from discrimination, discriminatory harassment, and misconduct based on race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. Students should review and are expected to abide by Connecticut state laws and Quinnipiac's Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behavior Policy (http://catalog.qu.edu/university-policies/harassment-discrimination-policy/), as published in the Student Handbook, or otherwise distributed or published by Quinnipiac. Students are also required to complete any university-mandated training related to this policy.

7. Gender-Based Discrimination and Harassment

Quinnipiac University is committed to providing an environment free from gender-based or sexual discrimination and misconduct. As reflected in the statement on jurisdiction, 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.

The university prohibits:

A. Sexual harassment, as defined by the Title IX Policy (http://catalog.qu.edu/university-policies/titleix-policy/)
B. Gender-based discriminatory harassment, as defined in the Discrimination, Discriminatory Harassment and Bias Motivated Acts and Behavior Policy (http://catalog.qu.edu/university-policies/harassment-discrimination-policy/)  
C. Sexual assault, as defined by the Title IX Policy
D. Dating violence, as defined by the Title IX Policy
E. Domestic violence, as defined by the Title IX Policy
F. Stalking, as defined by the Title IX Policy
G. Sexual exploitation, as defined within this policy

Under these policies, sexual exploitation is defined as 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;
- involvement in the trafficking of another person for sexual purposes

Allegations containing any element of sex discrimination or sexual misconduct, including sexual exploitation or gender based discriminatory harassment, shall be investigated and adjudicated pursuant to the procedures outlined in the Title IX Policy.

Students who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact the Title IX coordinator.

Catlin Wells, Title IX Coordinator  
275 Mount Carmel Avenue, CCE-180  
Hamden, CT 06518  
catlin.wells@qu.edu  
203-582-7327

8. Hazing

Students should review and are expected to abide by Quinnipiac's Policy Statement on Hazing (https://catalog.qu.edu/handbooks/graduate/university-policies/policy-statement-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.

9. 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.

10. 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.

11. 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, distribution 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 (https://catalog.qu.edu/handbooks/undergraduate/university-policies/computer-information-resources/) is prohibited.

12. 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.

13. 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.

14. 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.

15. Gambling

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

16. Smoking and Tobacco

Students should review and are expected to abide by Quinnipiac's Policy on Smoking and Tobacco (https://catalog.qu.edu/handbooks/undergraduate/university-policies/smoking-tobacco/). Violation of this policy may subject a student to disciplinary action.

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

Students should review and are expected to abide by Quinnipiac's Residential Life Policies (https://catalog.qu.edu/handbooks/undergraduate/university-policies/computer-information-resources/) as listed in the Residential Life section of the Student Handbook. A violation of these policies may subject a student to disciplinary action.

19. Visitor and Guest Policy

Students should review and are expected to abide by Quinnipiac's Policy Statement on Visitors and Guests (p. 92). Violation of this policy may subject a student to disciplinary action.

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

Students should review and are expected to abide by Quinnipiac's Policy Statement on Risk Management (p. 28) as listed in the Organizations section of the Student Handbook. Violation of this policy may subject a student to disciplinary action.

22. Student Organizations

Students should review and are expected to abide by Quinnipiac's General Policy Statement for Student Organizations (p. 28) as listed in the Organizations section of the Student Handbook. Violation of this policy may subject a student to disciplinary action.

23. Expressive Activities and Speech
Students should review and are expected to abide by Quinnipiac’s Expressive Activities and Speech Policy (p. 63). Violation of this policy may subject a student to disciplinary action.

24. Animals

Students should review and are expected to abide by Quinnipiac’s Policy Statement on Animals (p. 66). Violation of this policy may subject a student to disciplinary action.

25. Noise

Students should review and are expected to abide by Quinnipiac’s Policy Statement on Noise (p. 92). Violation of this policy may subject a student to disciplinary action.

26. Unmanned Aircraft Systems (UAS)/Drones

Students should review and are expected to abide by the Quinnipiac University Unmanned Aircraft System (UAS)/Drone Policy (p. 98). Violation of this policy may subject a student to disciplinary action.

27. 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.

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 Student Code of Conduct, university policy and/or other university rules, regulations or community standards 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 Student 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 a 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, but not limited to, physical contact (with person or property), telephone calls, voicemail, text and email messages, all electronic communications, letters, parcels and notes. Failure to comply with the directive may result in a violation of the Student Code of Conduct. Students will be notified if there is 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 a designee. All decisions rendered during this interim period must conform to the spirit of the Student 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 vice president/provost and vice president and dean of students may or may not allow a student to complete their course work for credit if such arrangement can be practically accomplished without the student returning to campus and if such an accommodation is merited, in their sole discretion, 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 coursework and, except for the possibility of a senior in their last three weeks of school, an expelled student will not receive a Quinnipiac diploma.

Conduct Procedures

An initial incident report describes the alleged behavior and relevant 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.

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.

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 accounts 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’s withdrawal from the university.

Upon review of an incident, speech or conduct involving an admitted but not yet matriculated student, the university will offer the student an opportunity to respond and will decide, in its sole discretion, whether to rescind the student’s offer of admission. However, students who
have been admitted but not yet matriculated will not be afforded the opportunity to attend a conduct meeting or appeal meeting.

**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:

- **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 necessary. Character statements are not considered valid witness statements.

**Conduct Meeting**

The conduct officer, the student and their adviser, 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, except that the university reserves the right to have university counsel present at any conduct meeting.

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 they are responsible for any of the alleged violations.

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 university does not permit the release of any recordings or disciplinary records to parties outside the university.

**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 their 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 co-curricular activity or athletic event.
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 them 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 decisions may be appealed. Requests for an appeal will be reviewed by an appeal officer who is appointed by the director of student conduct and community standards. To request an appeal, 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 relevant information has been discovered that was 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 Request for Appeal Form 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 and 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 and community standards 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 that the sanction is to be held in abeyance, it is not official until the formal letter of appeal is filed and the director of student conduct and community standards has issued such a determination in writing. 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, they may conduct a formal appeal meeting. Similar to the conduct meeting, students may bring an adviser to the appeal meeting, but legal counsel/attorneys, parents and/or family members are not permitted to attend. Parties from the initial conduct meeting, involved in the investigation and/or identified in the 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 the student 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 Good Standing Policy for Undergraduate Students (p. 143)
- Academic Integrity Policy (p. 145)
- Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behaviors Policy (p. 155)
- Expressive Activities and Speech (p. 154)
- Good Neighbor Policy (p. 154)
- Grievance Policy (p. 155)
- Leaves of Absence (p. 157)
- Photography and Recording (p. 158)
- Policy Statement on Animals (p. 158)
- Policy Statement on Disabilities (p. 163)
- Policy Statement on Hazing (p. 184)
- Policy Statement on Noise (p. 185)
- Policy Statement on Parental Notification (p. 185)
- Policy Statement on Posting (p. 186)
- Policy Statement on Smoking and Tobacco (p. 188)
- Policy Statement on Student Exposure to Bloodborne Pathogens (p. 188)
- Policy Statement on the Prevention of Alcohol Abuse and Other Drug Use or Abuse (p. 186)
- Policy Statement on the Use of Computer and Information Resources (p. 189)
- Policy Statement on University Shuttles (p. 188)
- Policy Statement on Visitors and Guests (p. 185)
- Policy Statements Regarding Student Organization Use of Media (p. 190)
- Quinnipiac University Unmanned Aircraft System (UAS)/Drone Policy (p. 190)
- Student Records Policy (p. 191)
- Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (p. 192)

**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 (GPA) 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 first-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 101I. The first time a student fails to complete EN 101 or EN 101I successfully, a grade of “U” is issued. Each additional unsuccessful attempt at EN 101 or EN 101I results in a grade of "F". For more information, please review the course description.

**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

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 life as a whole, and to understand how their actions 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 themselves 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 another, 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 the coursework of any other student
• 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. 150).)

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. 152).)

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 must 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, a Summer session or when circumstances require operation via a distance learning platform, 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, a designee of or the vice president of academic innovation & effectiveness and a designee of or the director of academic integrity 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 must 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 must 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. 153).)

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 that within 48 hours/two business days of such notice the student is obligated to respond on the response form (see form in MyQ (https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx)). 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 they accept responsibility for the violation and how they wish to proceed. If a student accepts responsibility, they are 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 members 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. 148)).

7. A student who did not initially accept responsibility may, at any time before a final board decision, change their response to accept responsibility in order to participate in the joint resolution process.

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 they are not responsible for the alleged violation, the case will proceed to a case review (see Case Review (p. 148)).

10. If the student has been found responsible for an academic integrity violation and accepts responsibility for the subsequent violation, the case will 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. 148)). If a second report is filed against the student 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 course 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.

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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. If a student earns a final course grade and later is found responsible for academic integrity violation(s) in that same course, the academic integrity sanctions will take precedence over the initial course grade and stand as a matter of course.

14. 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 the case review team finds by clear and convincing evidence that the student committed an academic integrity violation, the case review team will determine the appropriate sanction(s) to be issued in the case. In order to meet the clear and convincing evidence standard, the board must find it highly probable that the student committed the violation(s). 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, the sanctions imposed and the appeal process.

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 the student 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 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 email at least 48 hours/two business days prior to the meeting. This letter will also provide notice that the student 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. In order to meet the clear and convincing evidence standard, the board must find it highly probable that the student committed the violation(s).

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 rights and options presented herein are forfeited by the student. 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.

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.

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 may 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 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.

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 an extension for compliance can be requested, in writing, to the director. No more than one extension will be granted by the director. If the student requests an extension for compliance, the director will notify the student 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 proceed to a hearing (joint resolution) or the student will be subject to a one-semester suspension (case review or hearing).

   c. Appeal of the suspension will occur in the same manner as all other suspensions. (See Appeal (p. 149) 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 a designee of or the vice president of academic innovation & effectiveness.
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 effective presentation of the student's case.
   b. Additional or new relevant information has been discovered.
   c. The sanction was not consistent or appropriate with the nature of the violation.

3. A designee of or the vice president of academic innovation & effectiveness may meet with the individual involved and with any witnesses. A designee of or the vice president of academic innovation & effectiveness 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 effective presentation of the student’s case and order a new hearing to be held using proper procedures.
   d. Overturn the decision on responsibility.

4. A designee of or the vice president of academic innovation & effectiveness 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 their hearing.

5. Evidence: The right to know the nature of the evidence against them and to present relevant evidence on their behalf.

6. Witnesses: The right to present evidence and witnesses on their behalf.

7. Adviser: The right to have a member of the university community, other than a Quinnipiac University School of Law student or faculty member, act as an adviser and attend the case review interview and/or 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.

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 not 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 coursework.
- 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.
- Falsifying one’s GPA, Dean’s List status or academic achievement to secure a letter of recommendation, referral, committee letter, internship or approval to participate in an academic exercise/program or experiential opportunity.

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) or the assistance of an unauthorized person in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor to gain an unfair advantage on the test or assignment. 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 to gain an unfair advantage on 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 course materials including, but not limited to, lectures, computer software, exams, assignments, notes, problem sets, homework, papers/essays, research for papers/essays, and/or any other instructional materials.

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 sign a statement or login to the integrity website during first-year student and transfer orientation to attest to understanding 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 practices 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 adhered 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 must 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 the coordinators of academic integrity initiatives.

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 their 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:

• May choose to communicate with the student suspected of violating the policy about the suspicions.
• 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, they 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 to the director of academic integrity on the report form provided on the MyQ site (https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx). Reports must be submitted 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 submitted to the director of academic integrity 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 submitted to the director of academic integrity, 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/documentation. The reporter will be required to revise the report/documentation 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.

**Expressive Activities and Speech Policy**

**Purpose of this policy**

The purpose of this policy is to support and encourage the thoughtful and meaningful expression and exchange of ideas at Quinnipiac University ("Quinnipiac" or "university"). As a private institution, Quinnipiac University is not bound by the First Amendment. However, the university supports students and others who seek to organize and participate in expressive activities, such as peaceful assembly, vigils, protests and other speech on campus, as long as such speech is consistent with the Student Code of Conduct and other university policies, including the Discrimination, Harassment, and Bias-Related Acts and Behaviors policy.

This policy also exists to support the Quinnipiac University Speaker Policy, which is intended to protect opportunities for the expression and exchange of ideas while ensuring the safety of the campus community.

**Expressive Activities and Speech Policy**

Quinnipiac University students are generally free to express their views, and such expression may take many forms, including the right to peaceful assembly, vigils, protests, demonstrations and the use of signs, banners, and posters. However, such expressive activities and speech will not be tolerated if it violates the Student Code of Conduct or any other university policy, interferes with the rights of others or disrupts the operations of the university. Additionally, Quinnipiac University reserves the right to restrict access to and/or remove any person from its campus at any time.

Any student or student organization seeking to organize, schedule or plan an event involving expressive activities and speech on campus is highly encouraged to consult with the Dean of Students, or designee, to ensure the safety and success of the event.

Students engaging in expressive activities and speech on campus may not:

- Obstruct the free movement of persons and vehicles in any way.
- Disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings, or interfere with any other person’s ability to express their views, including invited speakers.
- Enter and/or remain in any building or facility for any purpose other than its authorized uses, remain in any building or facility after it is normally closed, or refuse to leave any building or facility after being asked to do so by a Quinnipiac official or other authorized official.
- Display items on residence halls or other campus buildings, windows and balconies such that they are visible to passers-by.
- Violate any other policies established in the Student Code of Conduct, any other Quinnipiac University policy, or federal, state or local law.
- Engage in any behavior that may pose a risk to the mental or physical health and safety of any individual or group.
- Use amplified sound devices such as bullhorns, PA systems or air horns without prior approval.
- Engage in such activities between the hours of 10 p.m. and 8 a.m.
- Engage in such activities within 100 feet of any residence hall.

**Scope of this policy**

This policy applies to all members of the Quinnipiac University community.

**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.

**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 (p. 10) and Graduate Student Handbook (p. 110))
- Appeal of the decision to return after an involuntary medical leave of absence (http://catalog.qu.edu/university-policies/leave-absence/)
- Grievance procedure for issues regarding disabilities (http://catalog.qu.edu/university-policies/disability-policy/)
- Complaints of inappropriate noise (Undergraduate Student Handbook (p. 92) and Graduate Student Handbook (p. 185))
- Title IX Discrimination and Harassment (Title IX Policy (http://catalog.qu.edu/university-policies/titleix-policy/))

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 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 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.shtm (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

**Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behaviors Policy**

**Purpose of this policy**

The purpose of this policy is to promote an environment of mutual learning and respect at Quinnipiac University (“Quinnipiac” or “university”), and to clearly define prohibited behaviors that are contradictory to the university’s commitment to inclusive excellence.

**Discrimination, Discriminatory Harassment, and Bias-Motivated Acts and Behavior**

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, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. Students, faculty and staff are expected to adhere to a standard of conduct that is respectful of the rights of all parties.

Accordingly, the following behaviors are prohibited and will not be tolerated at Quinnipiac:

**Discrimination:** Conduct or speech that denies an individual participation in or access to the benefits of a university program or activity, or adversely affects an individual in the terms, conditions or privileges of the individual’s employment, because of the person’s race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law.

**Discriminatory Harassment:** Conduct or speech that is:

1. based on race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual
orientation, gender identity or expression, genetic information or any other characteristic protected by law; and

2. sufficiently serious that it unreasonably interferes with an individual's work performance, terms or conditions of employment, or participation or ability to benefit from a university program, or creates an intimidating, hostile or offensive environment for study, work or social living.

To qualify as harassment under this policy, the speech or conduct must be considered to be harassment by the listener/observer(s) and be objectively severe or pervasive enough that a reasonable person would agree that the speech or conduct constitutes harassment. In determining whether reported speech or conduct qualifies as harassment under this policy, the university will consider all circumstances surrounding the reported incident(s), including, without limitation, the frequency, location, severity, context and nature of the speech or conduct, including whether the speech or conduct is physically threatening or humiliating, rather than a merely offensive remark. The university may also consider the intent of the alleged party/parties.

**Bias-Motivated Acts and Behaviors:** An expression of hostility against the person or property of another, which reflects bias against a legally protected identity and contributes to or creates an unsafe or unwelcoming environment.

For the purpose of this policy, bias is defined as the personal, unreasoned judgment or attitude that inclines an individual to treat someone negatively because of the individual's actual or perceived race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information, or any other characteristic protected by law.

Bias-motivated acts and behaviors may be verbal, graphic and/or physical in nature. Incidents may qualify as bias-motivated acts or behavior even when delivered with humorous intent or presented as a joke or a prank.

**Examples of bias-motivated acts and behaviors may include:**

- Use of an identity-related slur in the presence of, or in communication with, one or more parties
- Mimicking or mocking an individual or group based on their legally protected identity (e.g., appearing in blackface)
- Creating derogatory graffiti or images/drawings related to a legally protected identity
- Imitating someone with a disability or imitating a cultural norm or practice
- Making jokes or using stereotypes when talking to someone

**Hate Crimes:** Hate crimes are a type of bias-motivated act or behavior in which the conduct constitutes a criminal offense against persons or property. Hate crimes are defined by Connecticut law and must be reported to the Quinnipiac University Department of Public Safety.

**Scope of this policy**

This policy applies to all members of the Quinnipiac University community, including students, faculty and staff, as well as applicants to any university program. This policy extends to all aspects of the university’s educational programs, including academic, nonacademic and extracurricular activities. This policy applies to speech and conduct that occur on-campus, off-campus or online, where such conduct may endanger the health, safety and welfare of the Quinnipiac University community and/or adversely affect the university and its goals and objectives.

**Protection Against Retaliation**

Quinnipiac University will not tolerate retaliation against persons who report or charge discrimination, harassment or bias-motivated acts or behavior, or against those who testify, assist or participate in any investigation, proceeding or hearing involving a report of discrimination, harassment or bias-motivated acts or behavior.

Retaliation is speech or conduct that targets an individual or group because of their participation in a procedure related to this policy, where such conduct adversely impacts participation in a university program or activity and/or terms or conditions of employment.

**Reporting Discrimination, Harassment and Bias-Motivated Acts or Behavior**

Quinnipiac University encourages the reporting of all perceived incidents of discrimination, harassment or bias-motivated acts or behavior. Upon receiving a complaint of discrimination, harassment or bias-motivated acts or behavior, the university will conduct a prompt, thorough and impartial investigation into the allegations.

Complaints of discrimination, harassment or bias-motivated acts or behavior against students or registered student organizations will be addressed pursuant to the Student Code of Conduct.

**Individuals reporting incidents pertaining to this policy should contact:**

Don Sawyer  
Interim Title IX Coordinator  
275 Mount Carmel Avenue, CCE-180  
Hamden, CT 06518  
don.sawyer@qu.edu  
203-582-8964

Complaints of discrimination, harassment or bias-motivated acts or behavior against employees will be addressed by the Office of Human Resources or designee, pursuant to established policies and procedures.

**Individuals reporting incidents pertaining to this policy should contact:**

Anna Spragg  
Office of Human Resources  
554 Mount Carmel Avenue  
Hamden, CT 06518  
anna.spragg@qu.edu  
203-582-7722

Upon completing the investigation, the university will take appropriate action, consistent with the results of the investigation. Disciplinary action may be taken against students, faculty or staff who violate this policy, up to and including dismissal from the university or termination of employment.

Quinnipiac University reserves the right to investigate circumstances that may involve discrimination, harassment or bias-motivated acts or behavior in situations where evidence suggests that discrimination, harassment or bias-motivated acts or behavior may have occurred, regardless of whether or not a formal complaint has been made.
Complaints of Discrimination and Harassment

This policy addresses speech and conduct that may be the subject of a disciplinary investigation.

The university complies with all federal and state laws regarding non-discrimination. The university does not discriminate on the basis of race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information, or any other characteristic protected by law.

If a student, faculty or staff member or other participant in a university program feels they have been discriminated against or harassed on the basis of sex or gender, they are encouraged to contact the Title IX coordinator. Complaints of sex or gender-based discrimination will be addressed pursuant to Quinnipiac’s Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct.

If a student, faculty or staff member or other participant in a university program feels they have been discriminated against or harassed on the basis of another protected characteristic, they are encouraged to contact

Don Sawyer
Interim Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
don.sawyer@qu.edu
203-582-8964

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 their treating physician to the executive 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 executive 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 they are 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 themself or another, and that the risk cannot be eliminated or reduced to an acceptable level through reasonable accommodations. The director of counseling 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 counseling 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 their 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 their 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 counseling 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 counseling 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 their 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 their 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 counseling 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 counseling 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 their classes while continuing to seek treatment. If the student is permitted to return, the director of counseling 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 their 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 Photography and Recording**

Quinnipiac University reserves the right to photograph and record (by use of still, video, audio or other medium) students, staff and faculty members on campus, at university-sponsored functions and events, and wherever university business is taking place. Quinnipiac University reserves the right to use, broadcast, distribute and/or publish any part of such images, likenesses, voices, appearances and/or performances for promotional, advertising, educational, social media or other purposes via printed materials and/or digital media.

**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 (p. 66)), 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/protection 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.

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**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%202019-20.pdf), 2.14; Student Handbook: Residential Life (p. 42)), animals, including pets of any kind (except fish, as noted in the Student Handbook), 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.

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/protection 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: Residential Life (p. 42).

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;
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 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 associate dean of students will attempt to provide the accommodation to the extent possible under the circumstances.
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.

### 1.06 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 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.

### 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 student's 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
a learning disability must include, but is not limited to: documentation for students requesting accommodations on the basis of problems in adolescents and/or adults (e.g., clinical or educational training and has relevant experience in the assessment of learning documentation from a professional who has undergone comprehensive. Students requesting accommodation on the basis of a specific 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. 169).)

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 (KB/IT-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-II: 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.

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 kind of information necessary to make accommodation decisions.

**Academic Achievement**
- **Wechsler Individual Achievement Test - Third Edition (WIA-T-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.

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 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 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. 175)) 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
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);
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.

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 inattention) 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).
Introduction

Disabilities

A psychological disability must include:

- 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. 177)).

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:

a. 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.

b. 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.

c. 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.

d. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.

e. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.

f. 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. 177) 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.

**Reency 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
Acceptable instruments include, but are not limited to:

- 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
- Million Adolescent Personality Inventory
- Million 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 Inventory
- 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 - II; 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 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 (203-582-5339). 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. Once the complaint is filed, the status of the aggrieved individual changes to that of “complainant.” The vice president of academic innovation and effectiveness may assist the complainant in properly filing a complaint; however, it is important that the vice president of academic innovation and effectiveness 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 provost. 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 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 provost for good cause. The decision of the 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 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

[cecsped.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)**
4156 Library Road
Pittsburgh, PA 15234-1349
412-341-1515 voice
412-344-0224 fax

[lldaamerica.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](http://www.ncld.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/), 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
Patricia Carlton, The Ohio State University
Cyndi Jordan, Hutchison School, University of Tennessee Center for Health Sciences
Nancy Pompian, Dartmouth College
Louise H. Russell, Harvard University
Deborah E. Taska, Arizona State University
The Connecticut Association on Higher Education and Disability (CT AHEAD) Disability Documentation Guidelines Ad Hoc Committee

Patricia Anderson, University of Connecticut-Storrs;
Evette Corujo-Aird, Naugatuck Valley Community College;
Maureen Crowley, University of Connecticut-Storrs;
Jane Currie, Farmington Public Schools;
Lauri DiGalbo, Bureau of Rehabilitation Services;
Linda Domenitz, Capital Community College;
Susan Duques, Connecticut College;
Cathy Felice, Tunxis Community College;
Gail Hammond, Manchester Community College;
Karen Halliday, Connecticut State Department of Education;
Joan M. McGuire, University of Connecticut-Storrs;
Louise Myers, Naugatuck Valley Community College;
Laurie Novi, Naugatuck Valley Community College;
Pamela Starr, Eastern Connecticut State University;
Angelo Vespe, Stratford School District;
Carol Young, Central Connecticut State University

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 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 Visitors and Guests

Visitor Policy

Quinnipiac has established the following expectations regarding visitors to campus. Outside visitors are defined as anyone who is not a Quinnipiac student, faculty or staff member. The university is taking a wide range of measures to create — and sustain — a healthy Quinnipiac student, faculty or staff member. The university is taking a wide range of measures to create — and sustain — a healthy Quinnipiac student, faculty or staff member. The university is taking a wide range of measures to create — and sustain — a healthy Quinnipiac student, faculty or staff member. The university is taking a wide range of measures to create — and sustain — a healthy Quinnipiac student, faculty or staff member. The university is taking a wide range of measures to create — and sustain — a healthy Quinnipiac student, faculty or staff member. The university is taking a wide range of measures to create — and sustain — a healthy Quinnipiac student, faculty or staff member. 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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 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 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. For more information about prevention programs and resources, contact the Prevention and Wellness Educator at 203-582-7436.

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 in this Student Handbook. Additionally, policies that outline expectations for student organizations as they relate to alcohol and/or other drugs can be found in the Student Organizations and the Fraternity and Sorority Life sections of the Student Handbook.

Good Samaritan/Medical Amnesty

The health, safety and well-being of our students are of primary importance. Therefore, Quinnipiac University ("Quinnipiac" or "university") encourages students to look out for their own health and safety as well as the health and safety of other members of the university community.

Whenever a student seeks assistance from university staff, local police, or emergency medical services for themselves or for another person due to concerns about alcohol or other drug intoxication, neither the intoxicated individual nor the individual who calls for assistance will be subject to disciplinary action through the Quinnipiac University Student Code of Conduct Process.

Under the terms of this provision:

1. Students who seek assistance for themselves, another student or students, a guest or any other individual in medical need will not be subject to discipline for a violation of any alcohol or controlled substances violation, as described in the Student Code of Conduct.
2. Medical amnesty does not apply in cases where a student is discovered to be intoxicated by university staff or other local authorities, or if the university is made aware of the student's intoxicated condition by means other than a student-initiated report or communication.
3. Students involved in an incident for which amnesty is granted may be required to meet with one or more university staff members for education, assessment and possible referral for treatment.
4. If a student fails to attend the meeting(s) referenced above, chooses not to participate in the steps recommended by university staff, or exhibits repeated concerning behavior with alcohol and/or other drugs, the student may be subject to formal disciplinary action.

This policy does not preclude disciplinary action regarding other violations of the Quinnipiac University Student Code of Conduct that may be discovered at the time of the incident, such as causing or threatening physical harm, sexual misconduct, damage to property, disorderly conduct, etc.
In addition, this policy affects university discipline only and does not prohibit action by local, state and federal authorities as may be applicable.

**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 in the student conduct section 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 (21a 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:** Connecticut state law permits the use of medical marijuana, however, in accordance with federal law and as a recipient of federal funding, the university does not permit the possession, use or distribution of marijuana. As such, students in possession of medical marijuana (issued in Connecticut or any other state) are not permitted to use or possess marijuana in any form on university owned or leased property, or at any university sponsored programs, internships, externships, or clinical assignments.

**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.


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 drug 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: 203-582-8680 or Request an appointment at myq.quinnipiac.edu/counseling

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, 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 the Student Consumer Information (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.qu.edu%2Fabout-quinnipiac%2Fstudent-consumer-information.html&data=02%7C0%7C0%7C7974f6ef074973ebb308deb691cebe49%7C0%7C0%7C0%7C7940958569fb4be987990db22592eaf&reserved=0) page under the Health and Safety section.

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 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 University Shuttles

Quinnipiac University provides complimentary 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 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 N012hrd?.

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/mypassword (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.

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.

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/?token=eyJhY2NvdW50SWQiOjY5MzIyNCwidGFza0Zvcm1JZCI6Njc1MDh9CTQ2NzQ3MjQ4MDU2NzQJNDJhNTg0ZTJjMjFjN2U0OGJkYTA2MTFhOWE2ODMzZWUwNzM4NGFmYTI1OTYzOGM0MjFiYjEzNGVhN2MzODc5Mw==) 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.

Organization Use of Media

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.
- 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/?token=eyJhY2NvdW50SWQiOjY5MzIyMCwidGFza0Zvcm1JZCI6Njc1MDh9CTQ2NzQ3Mi04MDU2NzQJNDJhNzg0ZTZtliMiJG1zUQJkYTA2MTFhOGE2ODMzZjE2OTAwMDIyY2U2MzI1MjIwZmYwOGQ4ZmY5NzdiZDEyODg=) 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

**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 request the university to amend a record should write to the Quinnipiac official responsible for the record, clearly identifying 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.

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

Revised August 2020

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

The university’s Title IX coordinator manages the university’s compliance with Title IX. The Title IX coordinator is a resource available to anyone seeking 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 they have been subjected to discrimination on the basis of sex in any university program or activity, including without limitation being subjected to sexual harassment, they 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.

The University Title IX Coordinator is:

Don Sawyer
Interim Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
don.sawyer@qu.edu
203-582-8964

Deputy Title IX coordinators are designated and trained to address Title IX concerns and investigations.

Deputy Title IX Coordinator for faculty, staff and vendors:

Joanna Wayton
Talent Acquisition & HR Projects Specialist
554 Mount Carmel Avenue, MC-7, OF-HMN
Hamden, CT 06518
joanna.wayton@qu.edu
203-582-7738

Deputy Title IX Coordinator for athletics:

Shanna Kornachuk
Senior Associate Director of Compliance & Student Development
275 Mount Carmel Avenue, ACC 204
Hamden, CT 06518
shanna.kornachuk@qu.edu
203-582-7332

Amendment of Title IX Policies and Procedures

Where appropriate and with prior notice where applicable, these policies and grievance procedures may be modified or amended by the university Title IX coordinator.

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 for Students

• 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
• The Umbrella Center for Domestic Violence Services — 203-736-2601

Students who wish for the university to conduct a formal investigation into an allegation under Title IX must sign a formal complaint with the Title IX Office. Reports that are made anonymously or by third parties may not formally initiate grievance procedures as such.

The university reserves the opportunity to undertake an investigation where appropriate, even in cases where the university received an anonymous report or 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 the following: a risk of future acts of sexual violence; whether the reported sexual violence was allegedly 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’s Department of 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
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.

Amnesty

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. The university will not pursue disciplinary action against students for disclosure of personal consumption of alcohol or other drugs where the disclosure is made in connection with a good faith report or investigation of sexual misconduct. The university may initiate an assessment or educational discussion or pursue other non-disciplinary options regarding alcohol or other drug use.

Responsible Employees and Reporting

The university deems the Title IX coordinator, 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 required to report any incidents of sexual violence, harassment or discrimination 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 respond.

When reporting sexual harassment or discrimination, the Title IX coordinator or deputy coordinator will guide you in providing an initial report.

Privacy and Confidentiality

The university will make every effort to maintain the privacy of those involved in Title IX complaints and related processes. Only people who have a legitimate need to know about the matter will be informed, and materials and information prepared or acquired under Title IX procedures will be shared only as required and/or necessary with investigators, witnesses and other relevant parties.

Disclosure of such information also may be made if the university’s Title IX coordinator determines that such disclosure is necessary to protect the health, safety or well-being of the community. While the university’s Title IX coordinator will take into account any requests made by a party for confidentiality or that a Title IX matter not be investigated, the university’s 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.

The university does not require, allow, rely upon, or otherwise use questions or evidence that constitute information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Retaliation

The university will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination.

Neither the university nor other person may intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding or hearing related to this policy.

Intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination may constitute retaliation. Similarly, a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured this policy or related policies, may constitute retaliation.

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 university will make every effort to complete this process within 90 days of receiving a complaint.

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’s 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 or designee will provide information about how to file a formal complaint, a summary of grievance procedures, and information about supportive measures. A student is not required to file a formal complaint in order to access supportive measures.

Complainants who are considering bringing a formal complaint may at any time meet with the university’s Title IX coordinator, deputy coordinator, or designee who will discuss the matter and describe the grievance process.

The university Title IX coordinator has the authority to investigate allegations of discrimination prohibited by Title IX even absent the filing of a formal complaint, 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.

**Formal Complaints**

Upon receipt of a report related to this policy, the Title IX coordinator must promptly contact complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to complainant the process for filing a formal complaint.

A formal complaint must be made in writing by complainant or signed by the Title IX coordinator. The formal complaint must contain both an allegation of sexual harassment against a named respondent and a request that the university investigate the allegation of sexual harassment. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in an education program or activity of the university.

A formal complaint may be filed with the Title IX coordinator in person, by mail or by electronic mail.

The university may consolidate formal complaints where the allegations arise out of the same facts.

**Dismissal of a Formal Complaint**

If the conduct alleged in a formal complaint would not constitute sexual harassment as defined under the federal law and reflected in this policy, the university must dismiss the formal complaint.

The university must dismiss the formal complaint or any allegations, if at any time during the investigation or hearing: a complainant notifies the Title IX coordinator in writing that complainant would like to withdraw the formal complaint or any allegations therein, the respondent is no longer enrolled at or employed by the institution, or specific circumstances prevent the university from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the university must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Either party can appeal from the university's dismissal of a formal complaint or any allegations therein using the Appeals procedure in this policy.

**Informal Resolution**

At any time prior to reaching a determination regarding responsibility, the university may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX coordinator must provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five days to determine whether they consent to participation in the informal resolution.

The Title IX coordinator must obtain the parties’ voluntary, written consent to the informal resolution process. Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the university’s facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

**Complaints Regarding Allegations of Gender Inequity in a University Program or Activity, including Athletics**

NOTE: Claims of sexual harassment are addressed separately. A separate grievance procedure is set forth for claims of sexual harassment and other related misconduct. See section on sexual harassment. (https://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, 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
275 Mount Carmel Avenue, ACC 204
Hamden, CT 06518
shanna.kornachuk@qu.edu
203-582-7332

Complaints relating to other university programs and activities will be addressed by the Title IX coordinator:

Don Sawyer
Interim Title IX Coordinator
275 Mount Carmel Avenue, CCE-180
Hamden, CT 06518
don.sawyer@qu.edu
203-582-8964

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. 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 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 complainant may notify the university Title IX coordinator of an intent to appeal the decision within five business days of learning of the determination. The complainant must submit an appeal letter from their university email. The appeal letter should specify the grounds upon which the appeal is based and should include any supporting materials. The complainant must submit the appeal letter within five business days of receiving the initial decision. The Title IX coordinator has the discretion to extend these deadlines.

The accepted grounds for an appeal are:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- the sanction(s) assigned by the hearing officer did not adhere to the sanction guidelines stated in this policy.

Upon receipt of a request for appeal, the Title IX coordinator will designate 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 deputy coordinator's decision. In this case, the initial decision is final; or
- Modify the deputy coordinator's decision and present a report with findings and recommendations to the provost or a designee. Upon receipt of the appeal officer's report and recommendations, the provost, or designee, will take appropriate action to ensure that any violation is remedied.

Definitions and Scope of Sexual Misconduct

Quinnipiac prohibits any form of sexual harassment and sexual misconduct, as defined by this policy.

Sexual Harassment: conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the university conditioning the provision of an aid, benefit, or service of the university on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or


Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Any sexual act directed against another person,
without the consent of the victim including instances where the victim is incapable of giving consent. Sexual assault includes forcible rape, forcible sodomy, sexual assault with an object, forcible fondling, incest and statutory rape.

**Forcible Rape**—The carnal knowledge of a person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.

**Forcible Sodomy**—Oral or anal sexual intercourse with another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**Sexual Assault With an Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**Forcible Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**Incest**—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**Statutory Rape**—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

**Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

**Statement on Consent**

**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 a person lacks the capacity to understand or appreciate the fact, nature or extent of a sexual encounter.

- Sexual activity with a person who is demonstrably 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.

**Jurisdiction**

Quinnipiac University is legally required to investigate formal complaints of sex discrimination, including sexual harassment, occurring in the university’s educational programs or activities, against a person in the United States. Educational programs or activities include locations, events or circumstances over which the university exercised substantial control over both respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a post-secondary institution.

These policies and procedures shall be read to apply to any student, faculty, staff member or third party who is presently participating or attempting to participate in a university program or activity. While complaints received will be investigated in accordance with this policy, complaints against students who have already withdrawn or graduated from Quinnipiac or against individuals who are no longer employed by the university will not be subject to Title IX grievance procedures.

Quinnipiac reserves the right to address, through the Student Code of Conduct or through university policies and procedures, 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.

**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:

Don Sawyer, Interim Title IX Coordinator  
274 Mount Carmel Avenue, CCE-180  
don.sawyer@qu.edu  
203-582-8964

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:

Joanna Wayton, Talent Acquisition & HR Projects Specialist  
554 Mount Carmel Avenue, MC-7, OF-HMN  
Hamden, CT 06518  
joanna.wayton@qu.edu  
203-582-7738

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, Faculty, Staff or third parties involved in Quinnipiac programs or activities should bring any protective orders to the Department of Public Safety. The university will assist in making any necessary accommodations.

**Grievance Procedures**

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.

**Rights of Parties in a Title IX Process**

- The right to a prompt, thorough, and equitable Title IX process.
- The right to be treated with respect by university staff throughout the process and the right to a Title IX coordinator, investigator, decision-maker and facilitator of an informal resolution process that does not have a conflict of interest or bias.
- The right to receive sufficiently detailed written notice of the allegations, upon the university’s receipt of a formal complaint.
- The right to confidentiality in any Title IX process, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.
- The right to discuss the allegations under investigation or to gather and present relevant evidence.
- The right to be notified of available counseling, mental and physical health services, and the availability of reasonable supportive measures.
- The right to receive written notice of any investigative interviews, meetings or hearings.
- 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 choice present in a support or advisory role during the investigation and the administrative hearing.
- The right to report any incident to off-campus authorities and/or law enforcement and to be assisted by university staff in doing so.
- The right to have a live hearing, presided over by a trained and impartial hearing officer.
- The right to review all evidence gathered during the investigation, subject to limitations provided by law, including a draft copy of the report for at least 10 days, and to provide a response prior to the finalization of the report.
- The right to review all evidence that will be provided to the hearing officer, including the final report and the names of all known...
Complainants in Title IX processes have 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. Respondents have the right to be presumed "not responsible" throughout the Title IX process.

**Standard of Evidence**

The standard of evidence to be used to determine respondents' responsibility is the preponderance of the evidence standard. This standard shall be used for formal complaints against both students and employees, including faculty, and to all formal complaints of sexual harassment.

**Formal Investigation**

If the Title IX coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. The university has the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility; the responsibility is not on the complainant or respondent. During the formal investigation, the Title IX coordinator or designated investigator will:

- identify at least one investigator to conduct the investigation. The Title IX coordinator may serve as an investigator if necessary;
- provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 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 Respondent;
- provide parties with sufficiently detailed written notice of alleged conduct, including the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- provide parties whose participation is invited or expected with written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- complete the investigation in a reasonably timely manner, without unnecessary deviation from the intended timeline;
- document and communicate to parties the source of any reasonable delays, including absence of a party, a party's adviser, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
- compile a comprehensive summary of evidence, including both inculpatory and exculpatory evidence;
- provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the university does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation;
- maintain communication with complainant and respondent on the status of the investigation and overall process.

Upon completing a draft investigative report, the investigator shall provide a copy to complainant, respondent, and each party's respective advisers. Copies of the report must be delivered simultaneously. Complainant and respondent may review the report for a period of up to 10 days and may provide the investigator with additional documentation, including but not limited to, a written response to the contents of the report.

At the end of the review period or upon receipt of confirmation that parties are prepared to move forward, the investigator must incorporate any provided information into a final report.

Upon completing the final investigative report, the investigator must simultaneously provide copies to the complainant, respondent, and each party's respective advisers.

Following the delivery of the reports, the Title IX coordinator or designee must schedule an administrative hearing for no less than 10 days after the date of delivery. Additional information, including responses to the report's content, may be presented at any time prior to the commencement of an administrative hearing or at designated times during the hearing.

**Supportive Measures**

All parties in a Title IX process have a right to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the university's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the university's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or
housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Emergency Removal of Students and Employees

The university may, in emergency circumstances, limit or prohibit a respondent from accessing campus during the Title IX investigative process. Prior to issuing an interim removal of a respondent, the Title IX coordinator or designee must:

• undertake an individualized safety and risk analysis, which determines whether the presence of respondent poses an immediate threat to the physical health or safety of any individual within the Quinnipiac community;

• provide respondent with notice of alleged conduct; and

• provide respondent with notice of removal and information about how to challenge the removal.

Respondents may challenge a removal in writing within 3 days of the removal. The Title IX coordinator or designee shall evaluate the emergency removal by considering 1) the possible threat to the physical health or safety to individuals within the Quinnipiac community and b) the reliability of the available information about the reported incident.

Administrative Leave of Employees

The university may place a non-student employee respondent on administrative leave during the pendency of a Title IX investigative process.

Title IX Administrative Hearing

Upon dissemination of the final report, The Title IX coordinator or designee will schedule an administrative hearing.

A single trained and impartial hearing officer shall review all evidence and conduct a hearing pursuant to this policy. The hearing officer is responsible for determining whether, under a preponderance of the evidence standard, the respondent is responsible for the alleged conduct. If respondent is found responsible, the hearing officer shall assign appropriate sanctions in accordance with this policy and with other related conduct processes, as described in the student Code of Conduct or in the Employee Handbook. The goal of the hearing is to provide a resolution through an equitable process, respecting the rights of all participants.

Requirements for the Hearing Officer

The hearing officer is an independent decision maker who serves at the request of the Title IX coordinator. The hearing officer is responsible for conducting an administrative hearing, pursuant to an established hearing script. Through the administrative hearing, the hearing officer is required to objectively evaluate all relevant evidence, both inculpatory and exculpatory.

Any individual who serves as a hearing officer shall be trained annually pursuant to the training requirements under applicable state and federal law. The hearing officer is expected to serve impartially, avoid prejudgment of facts at issue avoiding prejudgment of the facts at issue, and be free of conflicts of interest, and bias. Additionally, the hearing officer must avoid credibility determinations based on a person’s status as a complainant, respondent or witness.

Scope of Hearing Officer’s Authority

The hearing officer has the authority to adjudicate alleged violations of the Student Code of Conduct or the Employee Handbook 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 the grievance procedures and can assist with meeting preparation. Advisers are not permitted to advocate for a student or speak on their behalf during a hearing, except for the purpose of conducting a cross examination on relevant evidence. Parties who are witnesses to the incident or are otherwise involved in the matter before the hearing officer cannot serve as advisers.

Parties who intend to conduct a cross examination of the opposite party or any witnesses must bring an advisor to the hearing. If a party does not have an advisor, the university will, upon request, provide a trained advisor to conduct any cross examinations.

A party who requires that the university provide an adviser should notify the Title IX coordinator in writing at least 48 hours before the hearing. The university reserves right to establish restriction regarding the extent to which the adviser may participate in the proceedings, so long as the restrictions apply equally to both parties.

Hearing Process

The Title IX coordinator or designated investigator will meet with both complainant and respondent prior to the hearing to outline the hearing process and answer questions. Prior to the hearing, the Title IX coordinator or designated investigator will:

• prepare a final copy of the investigative report, including any evidence gathered during the course of the investigation, to be disseminated to the hearing officer, complainant, respondent, and each party’s adviser 10 days before the hearing;

• be available to both complainant and respondent to answer questions and address concerns with the process;

• schedule the administrative hearing, and select a hearing officer from the pool of eligible members based on availability and lack of conflict;

• contact witnesses and work to ensure their availability for the administrative 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);

At the administrative hearing, the following individuals may be present:

• Hearing Officer
• Adviser for Complainant(s)
• Adviser for Respondent(s)
• Witnesses (only one at any one time)
• Title IX Coordinator and/or Deputy Coordinator (if not an investigator)
• University Counsel
The hearing officer will conduct the hearing in accordance with the hearing script. The script ensures that the parties have an opportunity to give opening statements, that the hearing officer has the opportunity to ask questions of all parties and witnesses, and that both parties have an opportunity to ask relevant questions through cross examination.

Additionally, the hearing script ensures:

- all parties are introduced;
- all allegations are read; and
- Respondent is provided an opportunity to plead “responsible,” “not responsible,” or decline to make a plea, for each allegation.

If any individual should become disruptive during the hearing, including witnesses and advisors, the hearing officer maintains the discretion to remove that individual from the hearing.

Once the hearing officer has heard all evidence, including opening statements and cross examinations, and has had an opportunity to ask questions of parties, witnesses, and the investigator(s), the hearing officer will deliberate privately to determine whether respondent is responsible for the alleged conduct.

After the hearing officer has made a decision, the hearing officer will reconvene with the hearing participants and will announce their conclusion. If respondent is found responsible for the alleged conduct, the hearing officer will commence the sanction phase of the hearing. If respondent is found not responsible for the alleged conduct, the hearing will end.

During the sanction phase of the hearing, the hearing officer will:

- accept optional impact statements from both parties, verbally and/or in writing;
- ask the Title IX coordinator or designee to disclose respondent’s past violations of the Code of Conduct or of the Employee Handbook, if any;
- ask the Title IX coordinator or designee for sanction parameters, as defined by university policy.

At the conclusion of the sanction phase, the hearing officer will deliberate privately. After a sanction decision is made, the hearing officer will reconvene with the participants of the hearing to announce the sanction decision and close the hearing.

After the conclusion of the hearing, the Title IX coordinator or designated investigator will meet with both parties separately and will answer any questions about the sanctions or any post-hearing requirements.

The hearing officer has two business day from the close of the hearing to produce a written decision letter to both parties. Once completed, the decision letter is delivered to the Title IX coordinator for simultaneous delivery to both parties.

Students needing accommodations may make requests through the Office of Student Accessibility. Employees needing accommodations may make requests through Human Resources.

Neither parties nor witnesses may use Audio or video recording devices during a hearing. The university shall make an audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

Sanctions-only Hearing
Should respondent accept responsibility for alleged violations but disagree with the sanctions proposed by the Title IX coordinator, a sanctions-only hearing will be conducted. For a sanctions-only hearing, the hearing officer shall introduce the parties, read the charges, and ask any questions necessary for determining an appropriate sanction. Once the hearing officer has asked any necessary questions, the hearing officer will advance directly to the sanction portion of the hearing.

Cross Examination
The hearing officer must permit each party's adviser to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's adviser of choice and never by a party personally.

At the request of either party, the university will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions.

Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent or witness answers a cross-examination or other question, the hearing officer must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party does not have an adviser present at the live hearing, the university will provide an advisor of the university's choice to conduct cross-examination on behalf of that party.

Questions and evidence about complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the live hearing, the hearing officer must not rely on any statement of that party or witness in reaching a determination regarding responsibility. The hearing officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness’s absence from the live hearing or refusal to answer cross-examination or other questions.

Sanctions
All sanctions shall be designed to maintain complainant's equal access to education programs or activities.

Sanctioning Guidelines for Students
• Students found responsible for violating this policy in regard to fondling, dating violence, domestic 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 sexual assault that meets the definition of rape will likely receive a sanction of suspension, dismissal or expulsion.
• Students found responsible for violating this policy in regard to sexual harassment that creates a hostile environment 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 hearing officer 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.

Sanctioning Guidelines for Employees
- Employees found responsible for violating this policy in regard to fondling, dating violence, domestic violence, or stalking will likely receive a sanction ranging from a written warning to termination, depending upon the severity of the incident and any previous violations of the Employee Handbook.
- Employees found responsible for violating this policy in regard to sexual assault that meets the definition of rape will likely be terminated from the university.
- Employees found responsible for violating this policy in regard to sexual harassment that creates a hostile environment will likely receive a sanction ranging from a written reprimand to termination, depending upon the severity of the incident and any previous violations of employment policies.
- The hearing officer may, at the discretion of Human Resources, issue sanctions for violations of the employment policies not related to this policy.

The hearing officer reserves the right to increase or decrease the recommended sanction guidelines listed above in the case of significant mitigating or aggravating factors. Neither the hearing officer nor the appeal officer will deviate from the guidelines listed above unless significant mitigating or aggravating factors exist. The hearing officer also reserves the rights to include additional sanctions, educational or otherwise.

Parental Notification of Students
Quinnipiac reserves the right to communicate with a parent or guardian of a student regarding any student conduct action taken by the university, in accordance with FERPA.

Appeals
After receiving notification of the hearing officer's decision, or after receiving notification that the university dismissed a formal complaint or any allegation therein, both complainant and respondent have five business days to notify the Title IX coordinator of their intent to appeal the decision. A formal letter of appeal specifying the grounds upon which the appeal is based and supporting information must be submitted within five days of notification of the hearing officer's decision or notification of dismissal. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal.

Sanction(s) imposed by the hearing officer 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 party's Quinnipiac University email account. The appeal officer may request follow up information from the investigator(s) or from either party, as necessary to make a fair determination.

Complainants or respondents who fail to attend the administrative hearing forfeit the right to request an appeal.

Both parties may appeal regarding the determination of responsibility, and from the dismissal of a formal complaint or any allegations therein, on the following bases:
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.; or
- the sanction(s) assigned by the hearing officer 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 university staff member to serve as the appeal officer. Both parties shall be given equal opportunity to submit a written statement in support of, or challenging, the outcome. If the appeal letter(s) does not bring forward sufficient grounds for appeal, the officer will deny the appeal.

If the appeal officer determines that the appeal should be considered, the appeal officer may:
- affirm the decision of the hearing officer. In this case, the initial decision is final;
- remand the matter for re-investigation or re-hearing, depending on which is necessary to absolve the grievance process of error or irregularity; and/or
- initiate a new Title IX administrative hearing.

Compliance with Sanctions and Accommodations
At the conclusion of the Title IX grievance process, the Title IX coordinator will be responsible for ensuring compliance with all assigned sanctions.
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