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 Darrel Strikland  
 Douglas Stuke  
 William Summa  
 Kenneth Summerer  
 Lynn Tamizkar  
 Renee Van Vlack  
 Laura Ward  
 C. Robert Zelinger

\* Ex Officio

**Administration**

President  
 Executive Assistant to the President  
 Dean of Learning and Student Development  
 Dean of Administration  
 Dean of Continuing Education, Community and Economic Development  
 Associate Dean of Resource Development  
 Affirmative Action Officer

Richard L. Sanders  
 Roseann Tunila  
 Joseph V. Cistulli  
 Stephen M. Colwell  
 Larry J. Smotroff  
 Audrey Thompson  
 Kelly A. Masi

**College Support Services**

Business Manager  
 Campus Support Services  
 College Health Services and Students with Disabilities  
 College Marketing  
 Cooperative Education and Employment Services  
 Enrollment Services  
 Facilities Management  
 Fiscal Administration  
 Financial Aid  
 Graphic Services  
 Human Resources and Human Relations  
 Information Technology  
 Learner Services  
 Learning Resources Center  
 Multicultural Liaison  
 Public Relations  
 Registrar  
 Student Activities  
 Veterans' Affairs

Douglas Fichtel  
 Daniel J. Oliveira  
 Laurie Novi  
 Kathy Luria  
 Maritza Tiru  
 Lucretia Sveda  
 Lisa Calabrese  
 Casmier Zubrowski  
 Rodney Butler  
 Robert R. Henderson  
 Arthur J. DuBois, Jr.  
 Virginia Beetz  
 Barbara Williams  
 Rosalie C. Levinson  
 vacant  
 Janice Battista  
 Thomas Denne  
 vacant  
 Catherine Hardy

**Academic Division Directors**

Allied Health, Nursing and Physical Education  
 Arts and Humanities  
 Behavioral and Social Sciences  
 Business  
 Engineering Technologies  
 Mathematics/Science

Patricia Bouffard  
 Betsy Sharp  
 Austine S.O. Okwu  
 Mitchell Holmes  
 Raymond Castellani  
 Bonnie Simon

**Academic Program Coordinators/Chairpersons/Directors**

Academic Skills Development  
 Accounting  
 Automotive Technician  
 Aviation Science  
 Business Computer Applications  
 Business Office Technology  
 Communications  
 Computer-Aided Drafting/Design Engineering Technology  
 Computer Information Systems Technology  
 Criminal Justice/Public Safety  
 Drug and Alcohol Rehabilitation Counselor  
 Early Childhood Program  
 Electrical Engineering Technology  
 EMT-Paramedic  
 Engineering Technologies  
 English as a Second Language (ESL)  
 Environmental Sciences  
 Finance  
 Fine Arts  
 Fire Technology and Administration  
 Foodservice Management  
 Horticulture  
 Hospitality Management/Foodservices  
 Hospitality Management/Hotel Management  
 Human Services  
 Language, Literature and Philosophy  
 Legal Assistant/Paralegal  
 Management  
 Marketing  
 Mathematics  
 Mechanical Engineering Technology  
 Medical Insurance Specialist  
 Pathways  
 Physical Therapist Assistant  
 Psychology  
 Radiologic Technology  
 Respiratory Care  
 Science  
 Social Sciences/Sociology

Louise Myers  
 Michael Labet  
 Barry Groman  
 Gregory Erianne  
 Sandra Talbot  
 Sandra Talbot  
 Barbara Antonicka  
 Paul C. Kieffer  
 Cindi Nadelman  
 Joseph Ward  
 Sandra Valente  
 Cynthia Meo  
 Alan Moltz  
 Maureen Bruce  
 vacant  
 Melanie Majeski  
 Cynthia Donaldson  
 Donna Marotti  
 Stuart Gillespie  
 vacant  
 Karen Russo  
 Anthony Bleach  
 Karen Russo  
 Todd Jones  
 Kathleen LeBlanc  
 Diana Edwards  
 David Clough  
 William Verespy  
 Dennis Spector  
 Elaine J. Dinto  
 Arumugam Manoharan  
 Sandra Talbot  
 Donald Narducci  
 James Smith  
 Kim O'Donnell  
 James Pronovost  
 Sharon Baer  
 Dennis Rich  
 Thomas Hagymasi

**Continuing Education Program**

Business and Industry Training  
 Learning Enterprises  
 Nursing and Allied Health Continuing Education

vacant  
 Ingrid McGowen  
 Laurie Mariano

***CREDIT COURSES - FALL SEMESTER 2001***

Monday, September 3 .....	Labor Day - <i>College Closed</i>
Wednesday, September 5 .....	Credit Classes Begin
Friday, September 7 .....	Professional Staff Seminar
Tuesday, September 11 .....	Last Day for Add/Drop
Friday, September 21 .....	Professional Staff Day - <i>College Open - No Classes</i>
Monday, October 8 .....	Columbus Day - <i>College Open</i>
Monday, November 12 .....	Veterans' Day - <i>College Open</i>
Thursday, November 22 .....	Thanksgiving Day - <i>College Closed</i>
Friday, November 23 .....	Thanksgiving Recess - <i>College Open - No Classes</i>
Saturday, November 24 .....	Thanksgiving Recess - <i>No Classes</i>
Friday, November 30 .....	Last Day Student Initiated Withdrawal
Saturday, December 15 .....	Last Day of Credit Classes
Mon.-Sat., Dec. 17 - 22 .....	Examination Period
Tuesday, December 25 .....	Holiday - <i>College Closed</i>
Wednesday, December 26 .....	Final Grades Due 9:00 am

***CREDIT COURSES - SPRING SEMESTER 2002***

Tuesday, January 1 .....	New Year's Day - <i>College Closed</i>
Monday, January 21 .....	Martin Luther King Day Observed - <i>College Closed</i>
Wednesday, January 23 .....	Credit Classes Begin
Friday, January 25 .....	Professional Staff Seminar
Tuesday, January 29 .....	Last Day for Add/Drop
Tuesday, February 12 .....	Lincoln's Birthday Observed - <i>College Open</i>
Monday, February 18 .....	Presidents' Day - <i>College Open</i>
Mon.-Sat., March 18 -23 .....	Spring Break - No Credit Classes - <i>College Open</i>
Monday, March 25 .....	Classes Resume
Friday, March 29 .....	Holiday - <i>College Closed</i>
Saturday, March 30 .....	<i>College Closed</i>
Friday, April 26 .....	Last Day Student Initiated Withdrawal
Saturday, May 11 .....	Last Day of Credit Classes
Mon.-Sat., May 13 - 18 .....	Examination Period
Tuesday, May 21 .....	Final Grades Due 9:00 am
Monday, May 27 .....	Memorial Day - <i>College Closed</i>
Saturday, June 1 .....	Commencement 11:00 am

***CREDIT COURSES - SUMMER SEMESTER 2002***

Tuesday, May 28 .....	General Session Begins
Thursday, July 4 .....	Holiday - <i>College Closed</i>
Friday, July 19 .....	General Session Ends

# NVCC Academic Calendar\* Fall 2001, Spring & Summer 2002 5

		FALL and SPRING CLASSES: Once a week - 2hrs./54 mins. each. Twice a week - 1 hr./20 mins. each. Three times a week - 50 mins. each.					
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
F A L L  2 0 0 1	<b>AUG</b>	13 20 27	14 21 28	15 22 29	16 23 30	17 24 31	18 25
	<b>SEPT</b>	<span style="border: 1px solid black; padding: 2px;">3</span> Holiday (closed) 10 17 24	4 <span style="border: 1px solid black; padding: 2px;">11</span> Last day add/drops 18 25	<span style="border: 1px solid black; padding: 2px;">5</span> Credit classes begin 12 19 26	6 13 20 27	<span style="border: 1px solid black; padding: 2px;">7</span> Staff Seminar 14 <span style="border: 1px solid black; padding: 2px;">21</span> Professional Staff Day College Open -No classes 28	1 8 15 22 29
	<b>OCT</b>	1 <span style="border: 1px solid black; padding: 2px;">8</span> Holiday Obs. (open) 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27
	<b>NOV</b>	5 <span style="border: 1px solid black; padding: 2px;">12</span> Holiday Obs. (open) 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 <span style="border: 1px solid black; padding: 2px;">23</span> College open-(no classes) <span style="border: 1px solid black; padding: 2px;">30</span> Last day student initiated withdrawal	3 10 17 24
	<b>DEC</b>	3 10 17 24 31	4 11 18 <span style="border: 1px solid black; padding: 2px;">25</span> Holiday (closed)	5 12 19 <span style="border: 1px solid black; padding: 2px;">26</span> Final grades due 9AM	6 13 20 27	7 14 21 28	1 8 <span style="border: 1px solid black; padding: 2px;">15</span> Credit classes end 22 29
	<b>JAN</b>	7 14 <span style="border: 1px solid black; padding: 2px;">21</span> Holiday Obs.(closed) 28	<span style="border: 1px solid black; padding: 2px;">1</span> Holiday (closed) 8 15 22 <span style="border: 1px solid black; padding: 2px;">29</span> Last day add/drops	2 9 16 <span style="border: 1px solid black; padding: 2px;">23</span> Credit classes begin 30	3 10 17 24 31	4 11 18 <span style="border: 1px solid black; padding: 2px;">25</span> Staff Seminar	5 12 19 26
	<b>FEB</b>	4 11 <span style="border: 1px solid black; padding: 2px;">18</span> Holiday Obs.(open) 25	5 <span style="border: 1px solid black; padding: 2px;">12</span> Holiday (open) 19 26	6 13 20 27	7 14 21 28	1 8 15 22	2 9 16 23
	<b>MAR</b>	4 11 <span style="border: 1px solid black; padding: 2px;">18</span> Spring Break Week 25	5 12 <span style="border: 1px solid black; padding: 2px;">19</span> (no classes - College open) 26	6 13 <span style="border: 1px solid black; padding: 2px;">20</span> Spring Break Week 27	7 14 <span style="border: 1px solid black; padding: 2px;">21</span> (no classes - College open) 28	1 8 15 <span style="border: 1px solid black; padding: 2px;">22</span> Spring Break Week <span style="border: 1px solid black; padding: 2px;">29</span> Holiday (closed)	2 9 16 <span style="border: 1px solid black; padding: 2px;">30</span> College closed
	<b>APR</b>	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 <span style="border: 1px solid black; padding: 2px;">26</span> Last day student initiated withdrawal	6 13 20 27
	<b>MAY</b>	6 13 20 <span style="border: 1px solid black; padding: 2px;">27</span> Holiday (closed)	7 14 <span style="border: 1px solid black; padding: 2px;">21</span> Final grades due 9AM Summer General Session Begins <span style="border: 1px solid black; padding: 2px;">28</span>	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 <span style="border: 1px solid black; padding: 2px;">11</span> Credit classes end 18 25
	<b>JUNE</b>	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	<span style="border: 1px solid black; padding: 2px;">1</span> Commencement Class of 2002 11:00am 8 15 22 29
	<b>JULY</b>	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	<span style="border: 1px solid black; padding: 2px;">4</span> Holiday (closed) 11 18 25	5 12 <span style="border: 1px solid black; padding: 2px;">19</span> Summer General Session Ends 26	6 13 20 27

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SUMMER SESSION CLASSES run 2 days, 4 days and 5 days a week.  
SPECIAL SESSIONS will be published.

This calendar is subject to change.

*\*This calendar is intended for credit student use.*

## 6 ROLE AND SCOPE STATEMENT

### OVERVIEW

Naugatuck Valley Community College resulted from the merger in 1992 of Mattatuck Community College and Waterbury State Technical College by the Connecticut General Assembly. The College's Role and Scope Statement flows from the October 1992 comprehensive Mission Statement established by the Board of Trustees. The College is also part of the Central Naugatuck Valley Region Higher Education Center which includes The University of Connecticut at Waterbury. The location also serves as one of the regional offices of Charter Oak State College, Connecticut's external degree program.

The College, conveniently located at the crossroads of state highway 8 and Interstate 84, is accessible by public transportation, and is one of the larger community colleges in the state. It serves the people of the 25 plus towns and cities in the west central part of the State of Connecticut. Waterbury, with a population of over 110,000, and Danbury with a population of over 65,500 are considered the anchor cities in a region flanked by small, rural and suburban communities. Area residents are employed in small or medium-size service and industrial organizations.

The College is comprehensive in its offerings of over 90 associate degree and credit certificate programs in such fields as aviation science, engineering technology, health and human services, business, liberal arts and sciences, and a variety of computer programs. In addition, the College supports a large Continuing Education operation that offers thousands of non-credit learning activities that are customized including industry specific training, job skills upgrading, and personal enrichment opportunities. Technical and technological education is a key component of our programs and services. Our specialized training programs serve the needs of the people and the industries of the State of Connecticut. Such diversity makes the institution a social, cultural and intellectual environment for people of all ages.

The population served is a diverse one comprised of youth in elementary and middle school, young adults just out of high school and mature adults returning for employment, retraining or leisure time activities. Businesses and industries of the region look to the college as a place where they can access additional training, learning resources, and cultural enrichment for their employees. Programs for English as a Second Language students and services for students with learning and physical disabilities are offered by the College.

The buildings of the institution are designed for the physically challenged and house large and small classrooms; specialized types for science, art, and engineering; computer and technology labs; a learning resources center, a student center, and a fine arts center which provides spaces for music and drama productions. Satellite dishes and a television studio permit the College to access programs of interest to all populations of the state.

### INSTRUCTION

The College's instructional component provides services by a highly qualified full-time faculty complemented by a talented pool of adjunct instructors and trainees. Outstanding learner-centered instruction is central to our programs that prepare students for transfer to other institutions or for the world of work. The College's degree programs are intended to provide proficiency in special areas and more. A strong core of general education gives students a broad background which prepares them to change or modify career direction or transfer to other institutions of higher education.

The College is justifiably proud of its programs in Nursing and Allied Health, Information Technology, Engineering Technology, Environmental Sciences, Hospitality Management, Disabili-

ties Specialist, Automotive Technician, Cooperative Education, Horticulture, Business, Human Services, and many more. High quality instruction is a hallmark of NVCC.

Most components of the degree programs include computer training, writing and research in order to prepare students for work and to provide them with the ability to apply technologies to all aspects of their education. A comprehensive Cooperative Education Program allows students to blend conceptual with experiential learning and to apply theory in everyday job situations. For those who come to the College unprepared for its rigors, a developmental program in thinking, writing, and math skills helps students succeed in their collegiate-level courses.

The College involves all students in mathematics, reading, and writing and provides students with the supportive services of counseling, tutoring, testing, and individualized assistance to help them succeed. The College uses a variety of learning activities including self-paced instruction, and individualized learning through television and interactive video. Additionally, the Prior Learning Assessment Program recognizes the varied backgrounds of students by providing formalized methods whereby experiences can be evaluated.

The College has a number of liaisons with area elementary and secondary schools. Its 2+2 Tech Prep Program, which is one of the largest in the state, prepares students in high school for direct entry into college curricula. The Connecticut Pre-Engineering Program for middle school students and the Kids-on-Campus Summer Program for elementary and secondary students enrich both the College and the community.

There are a number of cooperative system initiatives in which the College participates including the Center for Teaching, the College of Technology, the Drug and Alcohol Rehabilitation Counselor Degree Program, the Basic Skills Testing and Placement Program, and the Business and Industry Services Network.

The College offers a wide variety of other supportive student services including counseling, advising, financial aid, health services, peer tutoring, services for veterans, minority student services, a bookstore, Student Government, student organizations and activities, and intercollegiate and intramural sports.

### RESEARCH

The statutory mandate for the Connecticut Community-Technical College System does not call for research activities. Research activities center on the assessment of student achievement, educational programs and services, and the needs of students. Research activities conducted by faculty tend to be directed towards the application of technologies to learning and to the businesses and industries of the region.

### PUBLIC (COMMUNITY) SERVICE

The College has much to offer the community because of its outstanding faculty and staff, facilities, and unique programs.

The faculty is comprised of individuals of unique interests which translate into diverse activities for the community. For example, a resident astronomer opens up other worlds through the College's 14-inch celestial observatory, which is the most powerful in the geographic area. The engineering technology faculty provide a ready resource of technology transfer to area companies by providing the use of technology laboratories to solve their manufacturing problems.

## ROLE AND SCOPE STATEMENT & COLLEGE FOUNDATION

Art, dance, drama, film and music presentations are regular offerings at the institution as the instructors develop student and community potential in the fine arts. The magnificent stages, workshops, and dance/music studios provide the faculty, students, and community with settings that make the classrooms come alive with sight and sound.

The Learning Resources Center provides the citizens of the region with one of its best libraries with an on-line patron access catalog and electronic access to numerous databases including WESTLAW, Academic Index, NEWSBANK, Applied Science and Technology Index, and the Connecticut Occupational Information Service, a program which provides information on colleges and regional job opportunities.

The lecture series in environmental science, quality assurance, legal systems, business and world affairs are open to all. Intercollegiate chorus presentations and world tours by the chorus are held annually. Kindergarten and nursery school are special services to students, faculty and the community.

The dynamics of the community will determine the ever-changing role and scope of Naugatuck Valley Community College.

### **THE NAUGATUCK VALLEY COMMUNITY COLLEGE FOUNDATION, INC.**

Redefined by an act of the Connecticut State Legislature in 1989, the NVCC Foundation, Inc. provides resources which enable the College to fulfill its mission of educating students to accomplish individual learning goals and become productive members of society.

Governed by a Board of Directors drawn from the College and the community, the Foundation, because of its tax exempt status, provides a structure and mechanism for student groups and other members of the College community to acquire resources and develop programs. The Foundation administers various scholarships and responds to needs identified by staff, students and others by providing technical assistance and seed money for new programs.

The College's Office of Resource Development works closely with the Foundation to plan and implement development activities. Its Associate Dean serves as liaison to the Foundation, plans and implements the College's fundraising and grantwriting activities, and oversees the College's strategic planning and institutional data collection analysis, alumni affairs and assessment activities.

**STRATEGIC PLAN —  
SEPTEMBER 1997 TO AUGUST 2002****INTRODUCTION**

Naugatuck Valley Community College operates in close collaboration with the citizens of this region, the Connecticut Departments of Labor and Economic & Community Development and other community development agencies, as well as secondary school districts and public and independent institutions of higher education, in order to develop and sustain excellent programs which respond to the economic development needs of the state and the short and long range educational needs of individual citizens. Through its degree, certificate and credit-free programs and its student and community services, NVCC is the place where:

- Challenges are welcomed
- Special needs are addressed
- Friends are made
- Parents, children, spouses and associates take classes together
- Retirees make new beginnings
- Success is celebrated

As we look forward to the next five years, broad, general goals have been established in order to facilitate the achievement and realization of the College's mission. Implementation and specificity are filled out on a year-by-year basis. Under the direction of the college president and working through deans, divisions/departments, the College will annually establish specific operational objectives related directly to the goals, mission and vision set forth in the Strategic Plan (9/97 to 8/02) approved by the Professional Staff on October 28, 1997.

**MISSION STATEMENT**

Naugatuck Valley Community College provides educational opportunities that enable citizens of the region to accomplish their individual goals, thus contributing to the economic, academic, social and cultural development of the region. We provide quality, affordable education and career preparation that are responsive to the ever-changing needs and interests of the community.

Our mission means that we:

- Create a learning environment which integrates knowledge and technology and contributes to the development and cultural enrichment of the whole person;
- Provide an education which requires all learners to master the skills and competencies necessary for productive living and life-long learning;
- Offer vocational and technical education leading to marketable job skills and competencies needed to thrive in a dynamic global economy;
- Offer programs and related courses which transfer to four-year institutions;
- Present developmental/remedial studies which contribute toward upgrading student skills to the levels necessary for successful collegiate work;
- Provide support services to help learners explore their learning goals and reach their maximum potential;
- Provide access to the College and support within the College for under-represented groups;
- Reach out to both traditional and non-traditional College populations and encourage them to use the College's resources and opportunities;
- Become proactively involved in alliances and programs that foster the economic development of our state and region;
- Encourage and support learners to become active and contributing citizens;
- Provide and apply financial and human resources to support programs of the College.

**OUR VISION FOR THE COLLEGE**

As Naugatuck Valley Community College operates in the 21st Century, the College will continue to be a community-based learning environment rich in human resources, demanding and encouraging excellence in all areas, and regarding the development and success of learners as the primary objective.

**COLLEGE GOALS**

- To assure students a quality education by means of academic best practices that foster student success and life-long learning.
- To provide workforce-focused education and training in response to employment needs and the state's interest in business development and technology transfer.
- To define and communicate the college and system missions of fulfilling the lifelong learning needs of the state and its people, and to enhance the visibility and public perception of the community colleges.
- To promote student success, optimum efficiency in operations, and effectiveness in service delivery by providing appropriate and adequate resources, funding, and facilities.
- To enhance capacity and use of technology to support teaching, learning, and services to students.
- To enhance the management of human resources and labor relations within the system.

## COLLEGE INFORMATION

### ACCREDITATION STATEMENT

Naugatuck Valley Community College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:



NEW ENGLAND  
ASSOCIATION  
OF SCHOOLS  
AND COLLEGES  
ACCREDITED MEMBER

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, MA 01730-1433  
(617) 271-0022  
E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

The College is also accredited by the Connecticut Board of Governors for Higher Education.

In addition to comprehensive accreditation by the New England Association of Schools and Colleges, some degree and certificate programs have the following specialized accreditations:

- Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
- American Bar Association
- Association of Collegiate Business Schools and Programs
- Committee on Allied Health Education Accreditation
- Joint Review Committee on Education in Radiologic Technology
- Committee on Accreditation in Physical Therapy Education
- Committee on Accreditation for Respiratory Care
- National Association for the Education of Young Children
- National League for Nursing Accrediting Commission

### STATUTORY MANDATE

The legislative mandate for community-technical colleges, as provided in Public Act 92-126, Section 27(a) states:

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

### NONDISCRIMINATION STATEMENT

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

Any person having inquiries concerning Naugatuck Valley Community College's compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact the College's Affirmative Action Officer at (203) 575-8110.

**AIDS AND OTHER COMMUNICABLE DISEASES POLICY**

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

1. People with AIDS and other communicable diseases shall be accorded the same rights as all other students and employees. State and federal laws and regulations prohibit discrimination against and harassment of individuals solely because of disability. No individual shall be discriminated against in any college programs, services, or employment solely because of his or her status as AIDS- or HIV-infected or having any other communicable disease.
2. Each college shall provide information and educational programs and activities concerning AIDS and other communicable diseases for students and employees. Such information and programs shall rely on the most current knowledge about such diseases and shall focus on how such diseases are and are not transmitted, how they can be prevented, and the rights of persons with such diseases.
3. Each college president shall designate an individual responsible for coordination, delivery, and evaluation of the college's AIDS education program. A committee representative of the college community should be involved in formulating educational and information activities.
4. Restrictions shall not be placed on admission, programs, services, or employment offered to an individual on the basis of a diagnosis of AIDS, HIV infection, or other communicable disease, except in individual cases when it has been medically determined that there is risk of infection or danger to others or in programs from which individuals with specific communicable diseases are excluded by law or regulation.
5. Colleges shall not require testing of students or employees for AIDS, HIV infection, or other communicable diseases for participation in employment, programs, or services of the college, except as required by law or regulation. Where possible, colleges shall maintain a listing of local referral sources for such testing and shall publish such listing with other educational information.
6. All student or employee information related to inquiries, testing, and disclosure of AIDS, HIV, or other infection status shall be treated confidentially as all other health records. All reasonable steps shall be taken to protect the identity of an individual with AIDS.
7. Students and employees involved in the direct delivery of health care services and those who might otherwise come in contact with blood and other body fluids (such as in science laboratories or allied health practica) shall at all times follow the guidelines regarding precautions to be taken in the handling of such fluids disseminated by the Department of Health Services (January 1987, provided as Appendix A) or other approved guidelines.

8. Violations of any part of this policy shall be dealt with under the appropriate disciplinary procedures for students or employees.
9. This policy shall be published in all college catalogs and student handbooks and shall be made available to all employees.

*All questions about this policy may be directed to the Coordinator of College Health Services and Students with Disabilities.*

**COMPUTER RESOURCES POLICY**

The Community-Technical College System offers computing service to faculty, staff, and students for instructional and administrative use through the system data center and local campus computer centers. The availability and use of these resources carry with it a set of responsibilities for all the users of these resources. All accounts for the usage of these resources are allocated on the condition that their use is governed by the following policy. Colleges shall post the policy in all student computer laboratories and other areas that contain computer resources (e.g., libraries) and shall include the policy in either their catalogs or student handbooks. Further, this policy statement shall be distributed to all faculty and staff involved with college computing resources and be reviewed in all pertinent classes at the first meeting each semester.

**CONDUCT AND PROCEDURES FOR USE OF COMPUTER RESOURCES**

All resources and facilities of the system data center, including the computer center and campus computing sites, shall be used solely for legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not limited to the loss of computing privileges, disciplinary action, and/or legal action. Users may be subject to criminal prosecution in accordance with section 53a-250 *et seq.* of the general statutes. Faculty members shall distribute instructional accounts only to those students enrolled in the specified classes for which the account applications have been approved. Students are limited to the use of that specific account number. It is the instructor's responsibility to review the proper usage of these accounts. Any student found utilizing accounts other than his or her own will be subject to disciplinary action.

Administrative accounts are distributed to staff upon application to the system data center. It is the user's responsibility to secure his or her account from unauthorized access through the use of passwords and file protection measures. All accounts, including programs and data, may be monitored by the system data center to ensure proper and efficient system usage, to identify possible software problems, or to check for security violations.

Users shall not attempt to access or make use of any other user's programs or data. Users shall not copy system files, computer center software components, or computer management programs; nor shall users attempt to access such programs except for the purposes for which they are intended. In addition, users shall not attempt to modify or repair any equipment belonging to or under the control of the computer center unless expressly authorized to do so.

Many of the software programs on the data center's computer systems or local campus-based computers, including microcomputers, are copyrighted or proprietary in nature, and have been purchased or leased by the community-technical colleges for use on a single computer system. No employee or student shall copy

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or modify this software or utilize this software on computer systems other than those designated in the license agreement. Violation of software agreements may result in disciplinary or legal action. Public domain software or software purchased under site license agreements from which multiple copies can be made shall be identified by the system data center or college data centers, as appropriate.

No person shall use the community college computer resources for monetary gain, development of software intended for sale, or to copy public domain software for other than personal use. Any copies of public domain software must contain the same limitation notices as the originals.

### DRUGS AND ALCOHOL POLICY

The Board of Trustees of Community-Technical Colleges endorses the Statement of the Network of Colleges and Universities committed to the elimination of drug and alcohol abuse, which is based on the following premise:

American society is harmed in many ways by the abuse of alcohol and other drugs — decreased productivity, serious health problems, breakdown of the family structure, and strained social resources. Problems of illicit use and abuse of substances have a pervasive effect upon many segments of society — all socio-economic groups, all age levels, and even the unborn. Education and learning are especially impaired by alcohol abuse and illicit drug use.

The Board recognizes that education regarding alcohol and substance abuse is an appropriate and even necessary part of contemporary college life. Since the unauthorized use of controlled substances, in addition to the potential harmful effect it may have on students and employees, is contrary to state and federal law and regulation, it must be prohibited in any college activity, on or off the college campus. The conditions of alcohol and drug dependency may be considered disabilities or handicaps under state and federal law and regulation, and under Board of Trustees policy, and employees and students will not be discriminated against because they have these disabilities. All students and employees, however, are considered to be responsible for their actions and their conduct.

These provisions shall apply to all colleges under the jurisdiction of the Board:

1. No student or employee shall knowingly possess, use, distribute, transmit, sell, or be under the influence of any controlled substance on the college campus, or off the college campus at a college-sponsored activity, function or event. Use or possession of a drug authorized by a medical prescription from a registered physician shall not be a violation of this provision.
2. All colleges shall develop and enforce policies regarding the sale, distribution, possession, or consumption of alcoholic beverages on campus, subject to state and federal law. Consistent with previous Board policy, the consumption of alcoholic beverages on campus may be authorized by the president subject to the following conditions, as appropriate:
  - a. when a temporary permit for the sale of alcoholic beverages has been obtained and dram shop act insurance has been purchased;
  - b. when a college permit has been obtained;
  - c. when students bring their own beverages;
  - d. when alcoholic beverages are provided by a student organization and no fee is charged for attendance or for said beverages.
3. All colleges shall provide educational programs on the abuse of alcohol and other drugs and referral for assistance for students and employees who seek it. Colleges are encouraged to establish campus-wide committees to assist in development of these programs in response to particular campus needs and identification of referral resources in their respective service planning regions.
4. This policy shall be published in all college catalogs, faculty/staff manuals, and other appropriate literature.
5. Failure to comply with this policy will result in invocation of the appropriate disciplinary procedure and may result in separation from the college and referral to the appropriate authorities for prosecution.

### INTOLERANCE POLICY

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

Such Constitutionally-protected expression can contribute to an unwelcoming and even offensive social and educational environment for some individuals in the college community, particularly when it concerns race, sex, sexual orientation, or disability, and the First Amendment does not preclude colleges from taking affirmative steps to sensitize the college community to the effects of creating such a negative environment. Therefore, the Community-Technical Colleges recognize that they have an obligation not only to punish proscribed actions, but also to provide programs which promote pluralism and diversity, and encourage the college community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, hostility, and violence, but supportive of individual academic, personal, social, and professional growth.

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

### FINANCIAL DISCLOSURE

Individuals can request a copy of the college's most recent audited financial statement or a fair summary thereof by submitting a request in writing to the dean of administration.

### PERSONS WITH DISABILITIES POLICY

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

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

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

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

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

### SEXUAL HARASSMENT POLICY

Each member of the Naugatuck Valley Community College community — student or employee — has the right to study and work in an environment free of sexual harassment. Common decency requires this, but in addition Title VII of the 1964 Civil Rights Act as amended makes sexual harassment unlawful, and further states that the student and employer are responsible for enforcing the law.

Sexual harassment is also forbidden by State law. Section 31-126 of the General Statutes characterizes sexual harassment as an unfair labor practice. Both Federal and State law essentially defines sexual harassment as "any unwelcome sexual advances, or requests for sexual favors, or any conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of any individual's status in the NVCC community,
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individuals, or
- such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive academic working environment."

As part of its prohibition the Board of Trustees revised its policy in March of 1998 to prohibit romantic/sexual liaisons between a faculty member or a professional staff member and a student for whom that staff member has a teaching, advisory or other supervisory responsibility.

Complaints of sexual harassment will be addressed according to our established affirmative action internal complaint procedures. Any inquiries should be directed to the Affirmative Action Officer, telephone (203) 575-8110.

### WEAPONS ON CAMPUS POLICY

The use or possession of weapons, as defined in section 53-206 of the Connecticut General Statutes, is prohibited on college campuses or at college activities except as authorized by Board or College policies. Colleges are hereby authorized to develop policies which allow for specific exemptions to the extent permitted by law. Sec. 53-206 defines a weapon as "slung {sic} shot, air rifle, BB gun, black jack, sand bag, metal or brass knuckles, or any dirk knife, or any switch knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, or stiletto, or any knife the edged portion of which is four inches or over in length, or any martial arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument." Sec. 53a-3(6) adds "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, bill, blackjack, bludgeon, or metal knuckles."

#### NVCC Policy Exemptions

*(Clarified by College President, July 1998)*

The NVCC Policy follows the Board of Trustees' Policy, 4.23 with these specific exemptions that allow the following individuals to use or possess weapons under the specific conditions described:

1. On-duty peace officers with jurisdiction\* on campus, in uniform with proper carry device (holster).
2. On-duty police officers with jurisdiction\* on campus, in civilian clothing, with proper concealment from view.  
\*Jurisdiction is to be recognized as the officer being on official business and having the statutory right of carrying out that business on NVCC properties.
3. The use or possession of a weapon may be approved to illustrate in an educational class, lecture, demonstration, or as part of an approved ceremony or program. This third exemption must have the prior written approval of the Dean of Learning & Student Development, the Dean of Administration and the Director of Public Safety. Forms to be used in seeking this approval are available in the Public Safety Department. The Public Safety Department will not take the responsibility of storing, caring for or handling personal weapons in any manner, except in cases of confiscation for a criminal offense or policy violation.

### POLICY ON VIOLENCE PREVENTION AND RESPONSE

In accordance with Governor Rowland's Executive Order No. 16 signed on August 4, 1999, which instituted a "zero tolerance" policy for workplace violence and in an effort to provide a safe environment for employees, students, visitors and guests while on the premises of the Community Colleges, the Board of Trustees of Community-Technical Colleges has adopted and expanded the application of the Governor's policy. Executive Order No. 16 is fully incorporated herein.

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For the purposes of this policy, “violence” is defined as an overt act or threat of harm to a person or property, or any act that poses a substantial threat to the safety of any person or property. “Premises” is defined as any space owned or leased by the Community Colleges or any of its constituent units, including vehicles and any location where college or system business or activities are conducted. Conduct that may violate this policy includes, but is not limited to, the following:

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

### Reporting Threats or Violent Acts

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

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

### Enforcement of this Policy

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

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

### Use of Cellular Phones

Students are hereby notified that cellular phones and beepers are allowed in class only if they are turned off or turned to a silent mode. Under no circumstances are telephones to be answered in class. Students who ignore this Policy may be asked to leave class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement concerning the device.