

**BOARD OF REGENTS FOR HIGHER EDUCATION  
CT STATE COLLEGES AND UNIVERSITIES (CSCU)  
MINUTES – REGULAR MEETING – THURSDAY, OCTOBER 24, 2019  
ADANTI STUDENT CENTER, SOUTHERN CT STATE UNIVERSITY, NEW HAVEN, CT**

<b>REGENTS – PARTICIPATING (Y = yes / N = no)</b>	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp <i>via teleconference</i>	Y
Holly Howery	N
David R. Jimenez	N
Pete Rosa	Y
JoAnn Ryan	Y
Elease E. Wright <i>via teleconference</i>	Y
Monica Maldonado, SAC Chair	N
Elena Ruiz, SAC Vice Chair	Y
*William Lugo, FAC Chair	N
*Del Cummings, FAC Vice Chair	N
*Kurt Westby, Labor Commissioner	Y
*Renee D. Coleman-Mitchell, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Miguel A. Cardona, Education Commissioner	Y
<i>*ex-officio, non-voting member</i>	

**CSCU STAFF**

Mark E. Ojakian, President  
 Alice Pritchard, Chief of Staff  
 Benjamin Barnes, Chief Financial Officer  
 Erin A. Fitzgerald, Associate Director, Board Affairs / Secretary of the Board of Regents  
 Jane Gates, Provost & Senior Vice President, Academic & Student Affairs  
 Michael Stefanowicz, Interim Vice President for Academic & Student Affairs  
 Ernestine Y. Weaver, Counsel

**UNIVERSITY PRESIDENTS/ COLLEGE PRESIDENTS/REGIONAL PRESIDENTS/CEOs**

Michelle Coach, Interim CEO, Asnuntuck Community College	Yes
Duncan Harris, President, Capital Community College	No
Paul Broadie, President - Gateway Community College & Housatonic Community College	Yes
Tanya Millner-Harlee, Interim CEO - Manchester Community College	Yes
Steven Minkler, Interim CEO - Middlesex Community College	No
Daisy Cocco De Filippis, President - Naugatuck Valley Community College	No
Michael Rooke, President - Northwestern CT Community College	Yes
Cheryl DeVonish, Interim CEO, Norwalk Community College	Yes
Rose Ellis, Interim CEO, Quinebaug Valley Community College	Yes
Mary Ellen Jukoski, President - Three Rivers Community College	Yes
Daryl Reome, Interim CEO, Tunxis Community College	Yes
Ed Klonoski, President - Charter Oak State College	Yes
Zulma Toro, President - Central CT State University	Yes
Elsa Núñez, President - Eastern CT State University	Yes
Joe Bertolino, President - Southern CT State University	Yes
John Clark, President - Western CT State University	Yes
Rob Steinmetz, Region One – Capitol-East <i>Capital, Manchester, Middlesex, Three Rivers, Quinebaug</i>	Yes
Jim Lombella, Region Two – North-West <i>Asnuntuck, Naugatuck, Northwestern, Tunxis</i>	Yes
Thomas Coley, Region Three – Shoreline-West <i>Gateway, Housatonic, Norwalk</i>	Yes

**CALL TO ORDER**

Chair Fleury called the meeting to order at 10:08 am and, following roll call, declared a quorum present.

**ADOPT AGENDA**

Chair Fleury called for a motion to adopt the meeting agenda as presented; **on a motion by Regent Cohen, seconded by Regent Ryan, the Agenda was unanimously adopted.**

**WELCOME TO SCSU – SCSU PRESIDENT JOE BERTOLINO**

President Bertolino welcomed the members of the Board to Southern Connecticut State University and spoke briefly on the following topics:

- Culmination of SCSU's 125<sup>th</sup> Anniversary Celebration with "A Night of Inspiration" where more than \$135,000 was raised for a fund to support students' basic needs by establishing an on-campus food pantry and student services center.
- Transformative nature of SCSU education.
- New Healthcare Studies degree program has more than 300 students enrolled.
- Next semester the College of Arts & Sciences will launch a new interdisciplinary major: the Bachelor of Science degree in Data Science.
- The School of Business has opened a Business Success and is implementing women's leadership and conscious capitalism student programs.
- In the Spring we launched a Young Women in Bio event – the first ever to run in Connecticut.

- Our Department of Nursing, which celebrates its 50th anniversary this fall, enhanced its status as one of the best programs in the state, if not the nation, with a 100 percent first-time pass rate on the national licensing exam for the traditional B.S.N. program.
- New grant award of over \$2M from the U.S. Department of Education for a project that will enhance our Academic Success Center and Student Advising
- New Health and Human Services building will break ground in late spring.
- Design is also beginning for a new, net-zero home for the School of Business.
- Obama Magnet University School will be complete and receive its first entering cohort in early spring.
- Offering a new portfolio of accelerated bachelor's and master's degree programs - that will allow students to complete both degrees in five years.
- With SCSU's trans-Atlantic partner, Liverpool John Moores University, Southern has formed a consortium with institutions in Kuala Lumpur, Malaysia and Shanghai, China, to promote international student exchange. Hosting in March.

### **OPPORTUNITY TO ADDRESS THE BOARD**

The following individuals addressed the Board

<b>Name</b>	<b>Dept./Group</b>	<b>Topic/Issue</b>
SCSU Student Alexis Zhitomi and SCSU Student Brook	SGA SGA EVP	Tuition & Fees / resources and impact of college consolidation on SCSU
SCSU Student Tamonda Griffiths	Southern News	Consolidation of CSCU

### **STUDENT ADVISORY COMMITTEE (SAC)**

SAC Chair Monica Maldonado offered the following remarks to the Board:

I am delighted to stand here in front of you in my role as the Vice Chair of Student Advisory Committee. I have served in this role for a little less than a year and have learned a tremendous amount on how the state and CSCU system work. This role has not only helped me develop as a leader, but also given me an opportunity to make a difference addressing the needs of the students being served under this system in Higher Education. Working in Hartford with other Board members and educators, it is clear to me that everyone genuinely cares about the future of the students being served under the system. I commend President Mark Ojakian and his team for always being visible at the individual institutions which shows he is dedicated to providing his support.

The Board of Regents takes seriously the needs and concerns of the students no matter how big or small they may be and over the past year they have really put into fruition the ideas of the Student Advisory Committee. For example, the student representatives felt as if tuition and college debt formed a huge part of the worry encountered by the students in this system of education. Everyone agreed that obtaining a degree should be economically feasible and that money should not be an obstacle as to why a student should not obtain a degree. In March of this year, students across the community colleges, the state universities, UConn, and myself included were given the opportunity to testify in the Appropriations Committee to persuade legislators on the importance of investing in higher education. Later this year too, Debt-free community college was introduced June 2019 in which like the title suggests, students will be allowed to consider debt free community college for the first two

years towards obtaining a degree. It will be in place Fall 2020. Also in 2020, the Board of Regents will start accepting applications for Institutional Aid benefiting hundreds of DACA students who graduated from a Connecticut High School. This speaks depths as undocumented students like myself are being considered into the grand equation of what it is like being a student in the State of Connecticut. Moreover, public safety was another concern that Student Advisory Committee felt strongly about as several students pointed out some needs and things to improve upon. The board made it a mission to reunite a task force composed of public safety experts, faculty, and staff to come up with a comprehensive plan on the safety at each individual campus. Ten recommendations were made that each campus could follow to better safeguard the safety of the students. With this in mind, it is safe to say that the students propose something and the Board delivers.

This year our focus lies on fomenting an early college opportunity to students even before ending high school. We will be exploring ways in which high school students can take advantage of college level courses and earn academic credit towards their degree. This is an important task as it will prepare students for the coursework ahead and it will save them time and money earning their degree. This initiative aligns with the goal in mind for students to be able to finish their degree from start to end in the four years allotted. We will also explore sustainability efforts for each individual campus and how these can be improved. With the Students First Plan coming into consolidation, Student Advisory Committee pledges to be another part of the puzzle piece at informing the students on this transformative initiative providing them access to more resources and guided pathways to name a few.

As 2019 comes to an end, I feel confident to say this year has been a win in education for the State of Connecticut; however, there is always something to be improved upon. I also feel confident that Student Advisory Committee has upheld its value to serving the students. We will continue this effort in making this education system stronger and better than when we got here.

Finally, on behalf of the Student Advisory Committee, the Student Government Associations, and the thousands of students across the state- “I’d like to thank you for allowing the voices of the students be heard and for dedicating your energy and effort towards benefiting our lives.”

### **BOR CHAIR MATT FLEURY**

Chair Fleury thanked Student Regent Monica Maldonado for the work of the SAC and collaborating so effectively with the Board.

### **CSCU PRESIDENT MARK OJAKIAN**

President Ojakian commented on and provided updates on the following topics:

- Expressed his appreciation to the SAC for the partnership and effective communication.
- Debt Free College – established a steering committee with representation from the universities and colleges to prepare for implementation. Submitting process and procedures to the Board is still on target for the December Board meeting to ensure timely submittal to legislature by January 1, 2020.
-

**CSCU PRESIDENT MARK OJAKIAN (cont.)**

- Efforts continue to ensure access and affordability for all students.
- Attended an October 16 meeting of the CT Higher Education & Consolidation Committee.
- Attended a signing ceremony between Northwestern CT Community College and Western CT State University allowing business students to earn a bachelor's degree from the university at Northwestern.

President Ojakian introduced the following individuals to provide background on the General Education Proposal (see Attachment A hereto):

Dr. Jane Gates, Provost & SVP for Academic & Student Affairs

Dr. Michael Stefanowicz, Interim Vice President for Academic & Student Affairs

**APPROVAL OF PREVIOUS MEETING MINUTES**

**On a motion by Regent Balducci, seconded by Regent Cohen, the September 19, 2019 meeting minutes were unanimously approved as submitted.** (Maldonado abstained).

**CONSENT AGENDA**

Chair Fleury called for a motion on the Consent Agenda. **On a motion by Regent Balducci, seconded by Regent Budd the Consent Agenda was unanimously adopted.**

**A. Academic Programs**

**i. Discontinuations**

- a. Human Services – AS – Northwestern CT CC
- b. Plastics Technology – C2 Certificate – Quinebaug Valley CC
- c. Technology Studies: Plastics Option – AS – Quinebaug Valley CC

**ii. Modifications**

- a. Advanced Manufacturing Machine Technology – C3 Certificate – Naugatuck Valley CC [Significant modification of courses]
- b. Fundamentals of Machine Technology – C2 Certificate – Naugatuck Valley CC [Significant modification of courses]
- c. Teaching English to Speakers of Other Languages (TESOL) – MS - CCSU [Change of Degree Title and Modification/Substitution of Courses]
- d. Advanced Practice: Adult Gerontology Nurse Practitioner – MS Nursing - Western CSU [New option in existing program]

**iii. New**

- a. Doctorate of Nursing Practice (DNP) – Doctorate – Western CSU
- b. Anthropology – BA – Eastern CSU

**B. BOR 2020 Meeting Schedule**

**C. Contracts and Procurement (Red Tape) Policy – CSCU**

**D. Update to Student Worker Pay Rate Schedule and Minimum Wage Compliance**

## **RESOLUTIONS APPROVED ON CONSENT**

### **ACADEMIC PROGRAMS**

#### **Discontinuations**

Human Services – AS – Northwestern CT CC

**RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of a program in Human Services (CIP Code: 51.1502 / OHE # 02520) leading to an Associate of Science degree at Northwestern Connecticut Community College, with a two-year phase out/teach out period ending Spring Semester 2021.

**Plastics Technology – C2 Certificate – Quinebaug Valley CC**

**RESOLVED:** That the Board of Regents for Higher Education approve the immediate discontinuation of Plastics Technology within the Technology Studies program (CIP Code: 15.0607 / OHE # 02840) leading to a Certificate at Quinebaug Valley Community College.

**Technology Studies: Plastics Option – AS – Quinebaug Valley CC**

**RESOLVED:** That the Board of Regents for Higher Education approve the immediate discontinuation of a degree option – Plastics in the Technology Studies program (CIP Code: 15.0000 / OHE # 14052) leading to an Associate of Science degree at Quinebaug Valley Community College.

#### **Modifications**

**Advanced Manufacturing Machine Technology – C3 Certificate – Naugatuck Valley CC**

**[Significant modification of courses]**

**RESOLVED:** That the Board of Regents for Higher Education approve the modification Advanced Manufacturing Machine Technology program (CIP Code: 48.0510 / OHE # 17041) leading to Certificate, specifically curriculum changes, at Naugatuck Valley Community College.

**Fundamentals of Machine Technology – C2 Certificate – Naugatuck Valley CC**

**[Significant modification of courses]**

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of Fundamentals of Machine Technology program (CIP Code: 48.0510 / OHE # 16964) leading to Certificate, specifically curriculum changes, at Naugatuck Valley Community College.

**Teaching English to Speakers of Other Languages (TESOL) – MS - CCSU [Change of Degree Title and Modification/Substitution of Courses]**

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a degree program – Teaching English to Speakers of Others Languages (CIP Code: 13.1401 / OHE # 00070) leading to a Master of Science degree; specifically both a name change and degree title change to Applied Linguistics leading to a Master of Arts degree, and curricular changes, at Central Connecticut State University.

**Advanced Practice: Adult Gerontology Nurse Practitioner – MS Nursing - Western CSU**

**[New option in existing program]**

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a degree program – MSN Advanced Practice (CIP Code: 51.3803 / OHE # 01902) leading to a Master of Science degree, specifically the addition of a degree option entitled Psychiatric Mental Health Practitioner, at Western Connecticut State University.

**New**

**Doctorate of Nursing Practice (DNP) – Doctorate – Western CSU**

**RESOLVED:** That the Board of Regents for Higher Education approve the licensure of a Doctor of Nursing Practice program (CIP Code: 51.3818) leading to a Doctor of Nursing Practice degree, requiring 40 course credits delivered via an online modality, at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

**Anthropology – BA – Eastern CSU**

**RESOLVED:** That the Board of Regents for Higher Education approve the licensure of an Anthropology program (CIP Code: 45.0201) leading to a Bachelor of Arts degree, requiring 120 course credits delivered via an on ground modality, at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

**[BOR 2020 Meeting Schedule](#) -**

**Contracts and Procurement (Red Tape) Policy – CSCU**

**WHEREAS,** Public Act 17-130 authorizes the Board of Regents for Higher Education (“BOR”) to adopt policies that would allow the Connecticut State Colleges and Universities to enter into certain qualified contracts for the purchase of goods and services or lease personal property using procurement procedures that comply specifically to Section 10a-151g of the General Statutes, after those policies have been posted on the internet for at least 30 days; and

**WHEREAS,** On August 23, 2018 the BOR approved the posting of a Notice of its Intention to Adopt Policy to Purchase Certain Goods and Services Under Public Act No. 17-130, which has since been codified as Section 10a-151g of the General Statutes, with the intention that if no comments were received, the Policy would be adopted by the BOR; and

**WHEREAS,** Said Notice was posted on August 27, 2018 for thirty (30) days and during that period no public comments or expressed views on the Policy to Purchase Certain Goods and Services under Public Act No. 17-130 were received; therefore be it

**RESOLVED,** The Board adopts the Policy for Contracts and Procurement subject to Connecticut General Statute Section 10a-151g (as may be amended from time to time) also known as the Red Tape Elimination Guidelines. See Attachment B hereto.

### **Update to Student Worker Pay Rate Schedule and Minimum Wage Compliance**

- WHEREAS,** The Connecticut General Assembly in the 2019 legislative session increased the minimum wage in Connecticut to \$11.00 per hour effective October 1, 2019, \$12.00 per hour effective September 1, 2020, \$13.00 per hour effective August 1, 2021, \$14 per hour effective July 1, 2022, and \$15.00 per hour effective June 1, 2023.
- WHEREAS,** Student workers who are classified in Class I of the Student Worker Pay Rate Schedule are paid within a range of \$11.00 to \$13.00 per hour, and
- WHEREAS,** Student workers who are classified in Class II of the Student Worker Pay Rate Schedule are paid within a range of \$11.00 to \$14.00 per hour,
- WHEREAS,** Student workers who are classified in Class III of the Student Worker Pay Rate Schedule are paid within a range of \$13.00 to \$17.00 per hour, now therefore, be it
- RESOLVED,** That the Board of Regents approves revisions to the Student Worker Pay Rate Schedule effective with the pay periods that include the effective dates in 2019, 2020, 2021, 2022, and 2023 as contained on Exhibit A, and be it further
- RESOLVED,** That all student workers compensated at a level below the minimum hourly wage or below the minimum rate for the student worker classification to which assigned when a change takes effect, receive an appropriate adjustment in pay to ensure compliance with the statutory minimum wage and revision in the pay rate schedule enacted pursuant to this resolution beginning October 1, 2019, and be it further
- RESOLVED,** That student worker pay rates shall be reviewed by the System Office at least once each fiscal year and the CSCU President shall approve rate adjustments as necessary and will advise the Board of Regents.

### **ACADEMIC & STUDENT AFFAIRS COMMITTEE**

Academic and Student Affairs Committee Chair Merle Harris provided a brief overview of the resolution **Animals on Campus Policy - CSCUs**. **On a motion by Regent Harris and a second by Regent Rosa, the resolution below was unanimously adopted**

#### **Animals on Campus Policy - CSCU**

- WHEREAS,** The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to the full-participation and equal access for qualified individuals with disabilities to the programs and activities of Connecticut State Colleges and Universities; and
- WHEREAS,** the Connecticut Fair Employment Practices Act and Connecticut public accommodations laws protect individuals with disabilities and impose obligations on public institutions to provide accommodations; and



- WHEREAS,** the Americans with Disabilities Act of 1990, as amended, the Fair Housing Act, and Section 504 of the Rehabilitation Act of 1973, prohibit discrimination based on disability, and impose distinct definitions of Service Animals and Emotional Support Animals (“ESAs”) and differing obligations for the utilization of such animals; and
- WHEREAS,** the Animals on Campus Policy, in accord with applicable federal and state laws, establishes guidelines for addressing issues pertaining to Service Animals and ESAs, and articulates a comprehensive approach to ensuring full-participation and equal access for qualified individuals with disabilities in CSCU programs and activities; and
- WHEREAS,** it is the intent of the BOR and each of its Colleges or Universities to maintain a safe and welcoming environment free from discrimination and to cultivate a diverse and inclusive environment by accommodating a broader range of individuals; therefore be it
- RESOLVED,** That the Board of Regents formally adopts the Animals on Campus Policy. (Attachment C hereto)

Academic and Student Affairs Committee Chair Merle Harris provided a brief overview of the resolution **Opioid Overdose Prevention and Awareness Policy**. **On a motion by Regent Harris and a second by Regent Rosa, the resolution below was unanimously adopted**

### **Opioid Overdose Prevention and Awareness Policy**

- WHEREAS,** The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to maintaining safe and substance-free campuses for all students, employees and visitors; and
- WHEREAS,** Connecticut Section 7 of Public Act 19-191 (the “Act”) requires the president of each institution of higher education to develop and implement a policy concerning the availability and use of opioid antagonists, submit the policy to the Department of Consumer Protection (“DCP”) for approval and post its DCP-approved policy on its website by no later than January 1, 2020; and
- WHEREAS,** It is the intent of the BOR and each of its Colleges and Universities to increase awareness regarding opioid addiction and prevention and to prevent overdose related death through the proper training, administration, and usage of naloxone hydrochloride, commonly known as Narcan® Nasal Spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA; and
- WHEREAS,** This policy directs each Connecticut State College and University to participate, together with other agencies, in a statewide initiative focused on public health issues regarding opioid-related overdose prevention; therefore be it
- RESOLVED,** That the Board of Regents formally adopts Opioid Overdose Prevention and Awareness Policy. Attachment D hereto

Academic and Student Affairs Committee Chair Merle Harris provided a brief overview of the resolution concerning the **2018-2019 Academic Program Review Submittal**. **On a motion by Regent Harris and a second by Regent Rosa, the resolution below was unanimously adopted**

### **2018-2019 Academic Program Review Submittal**

**RESOLVED:** That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institution for the 2018-19 academic year, with the requirement that further institutional recommendations regarding the dispositions of those programs deemed to be low completers be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy

### **Academic Program Review Summation**

#### **A. Status of External Accreditation**

Accreditation Status	Number of Programs
Accreditation Approved	1
Accreditation Denied	
Accreditation Pending	1
Accreditation Continued	25
<b>TOTAL</b>	<b>27</b>

#### **B. External Review's Recommendation(s)**

Categorization of Recommendation(s)	Number of Programs
Minor Revision(s)	24
Moderate Revision(s)	1
Substantive Change	
<b>TOTAL</b>	<b>25</b>

#### **C. Internal Review's Recommendation(s)**

Categorization of Recommendation(s)	Number of Programs
Continuation with Minor Revision(s)	<b>74</b>
Continuation with Moderate Revision(s)	<b>6</b>
Substantive Change	<b>1</b>
Termination	
Program Termination*	
Program Suspension*	
Program Consolidation*	<b>1</b>
Program Continuation*	
<b>TOTAL</b>	<b>82</b>

\*optional recommendations for academic program identified as Low Completer

### D. Program Assessment(s)

Assessment	Number of Programs
Assessment of Student Learning Outcomes	82
Assessment of General Education Competencies	1
<b>DUPLICATED TOTAL</b>	<b>83</b>

### E. Tabulation of Credentials Awarded (3-year averages) by Select Numerical Groupings

3-Year Average s Credenti als Awarde d	Number of Programs per Academic Credential							
	Undergrad uate Certificate	Associ ate Degree	Bachel or's Degree	Post- Bachel or's	Gradua te Certific ate	Maste rs' Degre e	Post- Maste rs	Docto ral
0								
1 – 3	5	5	1					2
4			2		1			
5 – 7	2	6	1			1		
8 – 9	1	8	2					
10 – 12	1	1	2			2		
13 – 15	1	2	1			1		
16 – 18		1	2			3		
19 – 22	1	3	4			1		
23 – 25		1	2					
26 – 30		1	1					
31 – 35		1						
36 – 40		2	1					
41 – 45	1		1					
46 – 50		1	4			1		
51 – 75		1	2			1		
76 – 100			3					
101 – 125			1					
126 – 150			2					
151 – 175			1					
176 – 200								
+200			1					
<b>TOTAL</b>	<b>12</b>	<b>33</b>	<b>34</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>2</b>

**NOTE:** Some CSCU programs confer both a certificate and a degree and some confer two degrees.

**Low Completers**

## **AUDIT COMMITTEE**

No report.

## **FINANCE & INFRASTRUCTURE**

Finance & Infrastructure Committee Chair Richard Balducci provided a brief overview of the **resolution concerning the CSCU – FY20/FY21 Biennial Budget Expansion Option**, noting that the requests included \$33 million in technical adjustments, covering Debt-free College, Advanced Manufacturing, wage increases and new CSU facilities. The request for expansion programming included \$3.3 million for Guided Pathways and \$5 million for advisors at the CSUs. These items have been submitted to OPM on a preliminary basis to meet their deadlines, subject to BOR approval. **On a motion by Regent Balducci and a second by Regent Budd, the resolution below was unanimously adopted**

### **CSCU – FY20/FY21 Biennial Budget Expansion Options**

**WHEREAS,** The Board of Regents for Higher Education (BOR) under its statutory authority reviews and approves the CSCU budget requests and prepares and submits a consolidated system request to the Secretary of the Office of Policy and Management (OPM), and

**WHEREAS,** OPM has provided the Board the opportunity to modify the baseline level of revenue or expenditures for possible inclusion in the Governor's final recommended mid-term budget adjustments, and

**WHEREAS,** The President of the Connecticut State Colleges and Universities has submitted preliminary requests to the Office of Policy and Management in order to comply with their deadlines, now therefore be it

**RESOLVED,** That the Board of Regents for Higher Education hereby approves and submits for review and recommendation to the Office of Policy Management the FY21 Technical adjustments totaling \$32,988,947, and Budget Expansion options totaling \$8,244,006, and be it further

**RESOLVED,** That these requests may be adjusted by the President of the Connecticut State Colleges and Universities as a result of guidelines issued by or discussions with the Secretary of the Office of Policy and Management or for other technical purposes.

Committee Chair Balducci also reported on System Office budget update and Fall 2019 enrollment and thanked CFO Ben Barnes and his staff for their outstanding efforts.

## **HUMAN RESOURCES & ADMINISTRATION COMMITTEE**

HR & Administration Committee Chair Naomi Cohen welcomed VP for Human Resources, Andrew Kripp. She further reported that the HR Committee would be discussing a number of issues in the coming months, including an updated policy concerning tuition and fee waivers for graduate students. Additionally, the System Office HR Office will begin reviewing and recommending an update of the existing classification and compensation system for the Committee's review.

## **EXECUTIVE COMMITTEE**

No report.

## **EXECUTIVE SESSION**

No Executive Session.

## **ADJOURNMENT**

**Chair Fleury declared the meeting adjourned at 11:43 pm.**

Submitted,

Erin A. Fitzgerald, Associate Director, Office of Board Affairs  
Secretary of the CT Board of Regents for Higher Education

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**CT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**REGULAR MEETING – September 19, 2019**  
CSCU System Office, 61 Woodland Street, Hartford, CT

# Attachments to Minutes and/or Meeting Handouts/ Presentations

Posted online at <http://www.ct.edu/regents/minutes>

- A.** General Education DRAFT Proposal
- B.** Contracts and Procurement (Red Tape) Policy – CSCU
- C.** Animals on Campus Policy – CSCU
- D.** Opioid Overdose Prevention and Awareness Policy

**General Education Proposal**  
**Approved motion from the General Education Work Group**  
**9/13/2019**

1	<b>Eng. 101</b> Composition	3 credits
2	<b>Math 100 or higher</b> (college level) – only courses with a MAT 137 prerequisite count for the Framework30 / Transfer Ticket Programs.	3- 4 credits
3	<b>Arts and Humanities:</b> Courses vetted for <u>TAP Arts and Humanities</u> (replaces Aesthetic Dimensions)  ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS , PHL, THR, Language and Culture	3-4 credits
4	<b>Choose one from:</b> <ul style="list-style-type: none"> <li>• <b>Scientific Reasoning</b> – AST, BIO, CHE, EAS, <b>ENV</b>,EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning</li> <li>• <b>Scientific Knowledge and Understanding</b> – AST, BIO, CHE, EAS, <b>ENV</b> EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes</li> </ul>	3-4 credits (lab optional)
5	<b>Choose one from:</b> <ul style="list-style-type: none"> <li>• <b>Social / Behavioral Science</b> – ANT, ECN, GEO, POL, PSY, SOC course vetted for TAP Social and Behavioral Science outcomes</li> <li>• <b>Historical Knowledge</b> – HIS course vetted for TAP Historical Knowledge outcomes</li> </ul>	3 credits
6	<b>Choose one from:</b> <ul style="list-style-type: none"> <li>• <b>Oral Communication</b> – COM courses vetted for TAP Oral Comm</li> <li>• <b>Written Communication II</b>– ENG course vetted for TAP Written Communication II outcomes</li> </ul>	3 credits
7	<b>Choose one from: (Program directed)</b> <ul style="list-style-type: none"> <li>• A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements: <ul style="list-style-type: none"> <li>○ Continued Learning/Info Literacy</li> <li>○ Scientific Knowledge</li> <li>○ Scientific Reasoning</li> <li>○ Social / Behavioral Science</li> <li>○ Historical Knowledge</li> <li>○ Written Communication II</li> <li>○ Oral Communication</li> </ul> </li> </ul> <p>Program alignment groups determine how this will be designated</p>	3-4 credit
<b>Total:</b>		<b>21-24 credits</b>



The TAP FRAMEWORK30 outcomes will serve for the proposed 21 credit core. TAP outcomes are in place for all categories except the two for which the general education work group recommends modification: **Arts and Humanities** to replace and augment Aesthetic Dimensions, and **Social / Behavioral Science** to replace Social Phenomena. FIRC is charged with making any revisions to the current outcomes. (**Outcomes currently exist for Aesthetic Dimensions and Social Phenomena.**)

This latest proposal for a 21 credit general education core allows each program to decide whether the College Career and Success course will be required in the general education core, if it is vetted as a Continued Learning/Information Literacy Course.

## Process

### Background:

- In June 2018, the **Board of Regents** approved the revised **Students First** plan that includes a common general education core for the community colleges.
- Also in June 2018, the **Board of Regents** charged Provost Jane Gates with developing a general education core for the consolidated community college and report in April 2019. Provost Gates charged the **(SF ASA CC)** with developing the core.

### Process thus far:

- The **SF ASA CC General Education Work Group** is composed of one elected representative from each of the 12 community colleges, 6 members appointed by the **Students First Academic and Student Affairs Consolidation Committee (SF ASA CC)**, and **two non-voting chairs: Mike Stefanowicz (non-voting) and Michael Stutz**. The work group met 8 times between May and September, 2018 and developed a proposed 21 credit general education core for the consolidated community college curriculum.
- A draft proposal of the core was approved by the **SF ASA CC** to be forwarded to all the colleges for a campus comment period between September 14 and December 1, 2018.
- The **General Education Work Group** met **twice during the Spring and Fall** after campus comments were submitted to the Co-chairs of **SF ASA CC** to review the feedback and revise the 21 credit core presented here in response.
- **The General Education Work Group worked with TAP FIRC during Spring 2019 to ensure alignment between the proposed 21 credit core and the FRAMEWORK30.**

### Process next steps:

- ~~Work with TAP FIRC to ensure alignment between the proposed 21 credit core and the FRAMEWORK30.~~
- Make final adjustments to the proposed core and submit to **SF ASA CC** and **College Consolidation Implementation Committee (CCIC)** with request for forwarding to colleges for endorsement votes.
- Dependent on the tally of endorsement vote **and the accompanying feedback, the General Education Workgroup will determine whether to continue working on the proposal or to will forward the proposed core to the first meeting of the Board of Regents Academic and Student**



Affairs Committee. ~~for a vote 3 months after the proposal enters the college endorsement process.~~

The SF ASA CC General Education Work Group developed the following notes and principles, subject to revision, to guide development of the proposed core:

#### Notes:

- The General Education Curriculum applies to Associate degrees, not certificates.
- The General Education Curriculum will be integrated in the degrees during the common program consolidation process.
- The proposed General Education Curriculum is limited to 21-23 credits to allow maximum flexibility for program coordinators to determine the other 37-39 credits of a degree.
- ~~Student Success: College and Career Planning is a newly designed course that ensures that all students develop an academic and career plan.~~
- Program coordinators can designate a course or a directed elective if there is an accreditation directive or programmatic need demonstrated.
- Pursuant to Public Act 12-31, Transfer Pathways, "liberal arts and sciences programs and any other degree program designated as a transfer program" will contain 30 credits of General Education courses. Nine credits of additional General Education courses will be identified in the program design.

#### Philosophy of the General Education Core Curriculum

The general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses. It cultivates student success by helping students acquire skills and knowledge to further their education and thrive in a complex, diverse, and changing world.

#### General Education Core Curriculum Outcome Categories

Upon completion of the General Education Core Curriculum, students will be able to demonstrate beginning competency in communication, critical thinking, and the foundational knowledge and methods of inquiry in multiple disciplines. These **discipline** competencies include at a minimum: **information literacy, quantitative literacy, scientific reasoning/understanding, understanding of the social world, and written communication. arts and humanities, understanding of the social world, scientific reasoning/understanding, quantitative literacy, and oral/written communication.**

### Guiding Principles for the Curriculum

#### **The General Education Curriculum will:**

- Follow NEASC/NECHE standards, Board of Regents policy, and state law
- Consist of categories that are based upon traditional disciplines with specific subject codes identified and outcomes defined
- ~~Consist of~~ Include categories that are based upon traditional disciplines with specific subject codes identified and outcomes defined, namely:
  - English
  - Fine Arts and Humanities
  - Historical Knowledge
  - Mathematics
  - Science (SK/SR)
  - Social/Behavioral Science
- Balance and reflect the needs and requirements for both transfer (to CSCU and non-CSCU schools) and career programs of study
- Align with TAP (Transfer and Articulation Policy) competency areas. This requires working with FIRC on modifying TAP to lead to bilateral alignment
- Limit designated specific courses or directed elective choices to compelling accreditation directive or programmatic need
- The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty (from NECHE standard 3.15)
- Courses or course areas not included in the Gen Ed may petition for inclusion in the Gen Ed through the curriculum revision process established by the one college

#### **A General Education course will:**

1. Ask students to demonstrate knowledge of the fundamental concepts, theories, primary works, skills, or ideas within the specific category discipline area. (should applicable disciplines be listed? )
2. Ask students to interpret and apply introductory methods of inquiry and analysis in the discipline category . (should applicable disciplines be listed? )
3. Have as its main objective, and 2/3 of its focus the category content and/or skills.
4. Be vetted in only one General Education category
5. Be vetted and approved by an appropriate discipline group

**Appendix: Previous Proposal circulated for campus comment (9/14/18)**

<b>Eng. 101</b> Composition	3 credits
<b>Math 100 or higher</b> (college level)	3- 4 credits
<b>Science</b> AST, BIO, CHE, EAS, ENV, GLG, MTR, OCEN, PHY, SCI courses that meet TAP Scientific Reasoning or Scientific Knowledge and Understanding outcomes*	3-4 credits (lab optional)
<b>Social / Behavioral Science</b> ANT, ECN, GEO, POL, PSY, SOC courses that meet TAP Social Phenomena outcomes*	3 credits
<b>Student Success: College and Career Planning</b> Newly designed course – see description (final course title to be determined)	3 credits
<b>Choose one from:</b> <ul style="list-style-type: none"> <li>• <b>Fine Arts</b> – ART, DGA, GRA, MUS, THR (excluding Art History, Film History, Music History)</li> <li>• <b>Oral Communication</b> – COM 173</li> <li>• <b>Written Communication</b> – ENG courses that meet TAP Written Communication outcomes*</li> </ul>	3 credits
<b>Choose one from:</b> <ul style="list-style-type: none"> <li>• <b>History</b> – HIS courses that meet TAP Historical Knowledge outcomes*</li> <li>• <b>Humanities</b> – ART (Art History, Film History), ENG (Literature), ESL (two top levels), World Languages, HUM, MUS (Music History), PHL, THR</li> </ul>	3 credits
<b>Total:</b>	<b>21-23 credits</b>

3.6	Contracts and Procurement Policy (Red Tape Guidelines)	19-106	2019-10-24
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### 3.6 CONTRACTS AND PROCUREMENT POLICY (RED TAPE GUIDELINES) - IMPLEMENTATION OF PUBLIC ACT NO. 17-130

#### **Statement of Policy**

The Board of Regents for Higher education permits its institutions to simplify certain procurements as detailed in Public Act No. 17-130, “An Act Authorizing Guidelines for Programs to Reduce Student Costs and Exempting Constituent Unit Qualified, Revenue and Non-monetary Contract From certain Statutory Requirements”.

#### **Purpose**

The purpose of this policy is to avail Connecticut State Colleges & Universities (CSCU) of simplified procedures when entering into agreement which are (1) revenue-generating contracts, (2) non-monetary arrangements, and (3) “certain other agreements”. Certain other agreements is defined as (excerpted from PA 17-130):

Any qualified contract entered into or amended on or after July 1, 2017, that: (A) Does not involve the expenditure of state and certain other institutional funds, (B) is for the purchase of equipment, supplies or services or the lease of personal property (i) to be used outside of the United States, and (ii) where the other party to the contract is located outside of the United States, or (C) is a collaboration with another entity and involves at least two of the following: (i) Philanthropic support, (ii) sponsored research, (iii) research collaboration, (iv) employment opportunities for students, or (v) some other substantial value to the constituent unit or the state.

"Qualified contract" means a purchase contract entered into (A) pursuant to subsection (a) of section 10a-151b of the general statutes, and (B) by the chief executive officer of a constituent unit of the state system of higher education or the chief executive officer of an institution within the jurisdiction of such a unit.

PA 17-130 was enacted to simplify these types of purchases made by public institutions of higher education by eliminating excessive contracting formality from low-risk agreements. This would accordingly take the fiscal burden off the cost of education borne by students.

#### **Implementation**

The policy will allow agreements listed above to be procured differently than general purchasing defined under Conn. Gen. Stat. § 10a-151b(b). Specifically, such purchases will not require a competitive bidding or competitive negotiation process, exemption from summary and affirmation requirements regarding state ethic law summary and permit an affirmation in lieu of representation requirements regarding nondiscrimination and affirmative action. Other purchases not defined above will follow requirements detailed in Conn. Gen. Stat. § 10a-151b(b).

### **Implementation** (cont.)

On an annual basis, CSCU will submit a report in accordance with the provisions of section 11-4a of the general statutes to the joint standing committees of the General Assembly having cognizance of matters relating to the joint standing committees of the General Assembly having cognizance of matters relating to higher education and government administration. Such report shall include, but need not be limited to, (1) any policies adopted pursuant to this section, (2) a description of any revisions or amendments made in the previous fiscal year to any previously adopted policies, and (3) a description of each contract entered into or amended in the previous fiscal year pursuant to such policies.

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<b>Policy #</b>	<b>Policy Name</b>	<b>BR #</b>	<b>Board Action Date</b>
5.10	Animals on Campus Policy	19-108	2019-10-24

## **ANIMALS ON CAMPUS POLICY**

The Board of Regents for Higher Education (“BOR”) recognizes the importance of service animals as defined by the Americans with Disabilities Act of 1990 (“ADA”) (See 42 U.S.C. § 12101, et seq.) and assistance animals<sup>1</sup> under the Fair Housing Act (“FHA”) (See 42 U.S.C. § 3601, et seq.) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”). Connecticut state law regarding Service Animals may be found under C.G.S. § 46a-44. This policy may be reviewed and revised, if and as necessary, as directed by the Board of Regents for Higher Education.

The BOR has established this policy regarding Service Animals and Emotional Support Animals to facilitate full-participation and equal access in the programs and activities of Connecticut State Colleges and Universities (“CSCU”). This policy applies to students, employees, visitors and members of the public attending, working at or visiting CSCU campuses, and sets forth specific requirements and procedures concerning the appropriate use of and protocols associated with Service Animals and Emotional Support Animals.

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<sup>1</sup> Under the Fair Housing Act and Section 504 of the Rehabilitation Act of 1973, the term “Assistance Animals” is an overarching term that encompasses Service Animals *and* Emotional Support Animals. To avoid confusion, the term “Assistance Animals” is not used in this policy, and instead, the terms “Service Animals” and “Emotional Support Animals” are used to separately address the practical implications of each term.

## **I. Definitions**

### **A. Service Animals**

A service animal (“Service Animal”) is any dog or miniature horse specifically trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other disability. The ADA limits Service Animals to dogs and miniature horses. Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department will assess requests for the use of a miniature horse by individuals with disabilities on a case-by-case basis and in accordance with ADA regulations. Other species of animals, whether wild or domestic, trained or untrained, are not Service Animals for the purposes of this definition. The work or tasks performed by a Service Animal must be directly related to the individual's disability.

### **B. Trainer and Service Animals in Training**

A trainer is an individual who is qualified to train Service Animals to aid and guide persons with disabilities (“Trainer”). A service animal in training is a dog or a miniature horse that is being trained as a Service Animal (“Service Animal in Training”).

Trainers must be employed and authorized to engage in training activities by a guide or assistance dog organization that complies with criteria for membership in a professional association of guide dog or assistance dog schools. The Trainer also must carry photographic identification indicating such employment and authorization.

In Connecticut, all dogs, including Service Animals, must be licensed, vaccinated against rabies and wear a license tag issued by the town clerk. All Service Animals and Service Animals in Training, including puppies, that are being trained to become a Service Animal, must wear an orange-colored bandana, leash, collar, harness, cape or coat that identifies the animal as a Service Animal or Service Animal in Training.

### **C. Emotional Support Animals**

An Emotional Support Animal (“ESA” or “ESAs”) is any animal specifically designated by a Licensed Medical Practitioner (see definition in Section I(K)) to provide companionship, therapeutic and emotional support, or passive comfort to an individual with a disability in order to alleviate or mitigate one or more identified symptoms or effects of that disability, but does not qualify as a Service Animal under Section 504 and the ADA. An ESA may provide an individual with a disability an equal opportunity to use and enjoy a dwelling, workplace, or other area, provided there is a nexus between the individual's disability and the assistance or support the animal provides. Some ESAs are professionally trained, but in other cases, ESAs provide the necessary support to individuals with disabilities without any formal training or certification. Dogs are commonly used as ESAs, but any animal may serve a person with a disability as an ESA. ESAs are not Service Animals.

#### **D. Pet**

For the purposes of this policy, a pet is any other animal that is not a Service Animal or an ESA.

#### **E. Handler**

A handler (“Handler”) is an individual with a disability who requires the use, support or service of an animal on CSCU property, workplace or campus housing.

#### **F. Controlled or Restricted Space**

Controlled spaces (“Controlled Space(s)”) are any indoor or outdoor areas owned or controlled by CSCU with limitations on use or access. Such areas may include, but are not limited to, classrooms, campus housing, workplace areas, libraries, cafeterias, practice fields, stadiums, lecture halls, etc.

Restricted spaces (“Restricted Space(s)”) are areas within the CSCU Controlled Spaces with additional health or safety restrictions as required by federal regulations, other applicable law, or CSCU policy, guidelines or procedures.

Areas open to the general public with no limitations on access are not Controlled or Restricted Spaces. Examples include sidewalks, lawns, parking lots, streets, etc.

#### **G. CSCU Property**

CSCU property includes all areas owned or controlled by CSCU or its constituent units.

#### **H. Authorized Staff**

For the purposes of this policy, “Authorized Staff” includes Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, Campus Law Enforcement or Security Personnel, Facilities Management, or CSCU Faculty.

#### **I. CSU Campus(es)**

For the purposes of this policy, Connecticut State Universities (“CSUs” or “CSU campuses”) within the Connecticut State Colleges and Universities system that provide campus housing.

#### **J. Disability Services Office, ADA/Section 504 Coordinator, Office of Diversity and Inclusion, and Human Resources Department**

Each CSCU campus may have a different term for the disability services office or its equivalent. The terms “Disability Services,” “ADA/Section 504 Coordinator” or its equivalent refer to the campus offices serving students. For purposes of this policy,



“Disability Services” includes “ADA/Section 504 Coordinator” or its equivalent. The “Office of Diversity and Inclusion” or the “Human Resources Department” are interchangeable terms and refer to the offices serving employees.

#### **K. Licensed Medical Practitioner**

A licensed medical practitioner (“Licensed Medical Practitioner”) professionally qualified to make a diagnosis of the condition and is familiar with the individual’s disability, and qualified to articulate the necessity for the accommodation and the nexus between the individual’s disability and the therapeutic relief of one or more symptoms of the individual’s disability provided by an ESA. A Licensed Medical Practitioner includes, but is not limited to, a professional in the appropriate area of specialization (e.g. psychologist, psychiatrist, therapist, or social worker) with whom the individual with a disability has an established or longstanding and current treatment relationship. Generally, the Licensed Medical Practitioner verifying the need for the ESA should be working and residing in Connecticut or in the same state as the individual requesting the accommodation. However, Disability Services or its equivalent, Office of Diversity and Inclusion, or the Human Resources Department must determine whether the documentation is satisfactory, whether the Licensed Medical Practitioner is professionally qualified to diagnose the disability, whether the therapeutic relationship is established and current, and whether the need for the accommodation is demonstrated by the supporting documentation.

#### **L. Office of Housing and Residence Life**

Each CSU campus may have a different term for housing and residence life office or its equivalent. For the purposes of this policy, the term “Offices of Housing and Residence Life” (“Residence Life”) refers to the campus offices providing housing. Residence Life oversees the student experience of living on campus, manages all room assignments and administers the facilities operations of all student residences on CSU campuses or within their control. These responsibilities include but are not limited to managing housekeeping and maintenance efforts, and ensuring that all residence options are welcoming, safe, inclusive, secure and well-maintained.

### **II. Controlled or Restricted Space**

With the exception of outdoor areas open to the general public and other approved exceptions to this policy, no one is permitted to bring animals onto CSCU Controlled or Restricted Spaces. However, individuals with disabilities may bring Service Animals and ESAs on or into CSCU Controlled or Restricted spaces as provided below.

#### **A. Service Animals**

Service Animals are generally permitted to accompany their Handlers at all times and all places throughout CSCU campuses where students, members of the public and other participants in services, programs or activities are permitted to go. Service Animals may also reside in campus housing.

Students with disabilities accompanied by a Service Animal are encouraged to contact Disability Services or its equivalent in advance of beginning classes. Such courtesy notification allows Disability Services or its equivalent to make appropriate arrangements, offer any necessary assistance prior to the Handler's arrival on campus, and to notify the campus law enforcement or security personnel office of the animal's presence in case of an emergency.

However, CSCU or its constituent units may prohibit the use of Service Animals in Controlled or Restricted Spaces due to health or safety restrictions, or when required by federal regulations or other applicable law. Restricted spaces may include, but are not limited to:

1. food preparation areas;
2. custodial closets, boiler rooms, and facility equipment rooms;
3. biologically sensitive or hazardous research laboratories;
4. classrooms that contain research animals;
5. motor pools, rooms with heavy machinery, wood and metal shops;
6. areas that require protective gear or clothing; or
7. any other areas outlined in federal, state or local laws as inaccessible to animals.

Prior to excluding a Service Animal from a particular space, CSCU and its constituent units must engage in an individualized analysis to determine whether significant risk exists and whether modifications to its practices would mitigate such risk and enable the individual with a disability to use the Service Animal.

If the individualized analysis determines that the Service Animal poses a health or safety risk, CSCU and its constituent units must ensure the individual with a disability has an opportunity to participate in the program or activity without the Service Animal.

## **B. Service Animals in Training**

Trainers are entitled to enter areas open to the public with a Service Animal in Training. However, Trainers with Service Animals in Training are not permitted in classrooms, campus housing, workplace, or other Controlled or Restricted Spaces.

## **C. Emotional Support Animals**

Generally, approved ESAs are not permitted in any CSU Controlled Space (e.g. libraries, dining halls, classrooms, academic buildings, labs, etc.) other than the assigned living accommodations within campus housing to which the Handler is assigned, except to the extent the Handler takes the ESA out for natural relief.

However, Disabilities Services or its equivalent on all CSCU campuses may consider requests for ESAs to accompany Handlers within non-campus housing Controlled Spaces, provided that, such requests are reviewed and approved through the reasonable accommodation process consistent with this policy and applicable laws.

#### **D. Workplace Reasonable Accommodation**

Approved Service Animals or ESAs assisting or supporting employees may be permitted within the individual's workplace as an accommodation or a modification for a disability, but must be reviewed and approved by the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, consistent with applicable laws and CSCU policies.

#### **E. Pets**

Except for fish in 20-gallon or smaller tanks, pets are not permitted in or on any Controlled or Restricted Spaces on CSCU property.

### **III. Information and Responsibilities for Students, Faculty and Staff**

Students, staff, and faculty members must maintain institutional standards of performance.

#### **A. Service Animals**

Faculty, staff and other students may not request documentation, such as proof that the Service Animal has been certified, trained, or licensed as a Service Animal. When the need for the Service Animal is obvious, specific questions about the Handler's disability are not permitted. When the individual's disability or the Service Animal's task or work is not obvious, only Authorized Staff (Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, Campus Law Enforcement or Security Personnel, Facilities Management, or Faculty) may make the following limited inquiry:

1. Is the Service Animal required because of a disability?
2. What work or task has the Service Animal been trained to perform to assist you with your disability?

An affirmative answer to the first question and a reasonable description in response to the second ends the permissible inquiry. However, if the Service Animal exhibits behavior inconsistent with a trained Service Animal, or the Handler fails to maintain control of the Service Animal, Authorized Staff should report the incident(s) to Disability Services or its equivalent, who may revisit the question of whether the animal is a Service Animal.

#### **B. Animals on CSCU Campuses Etiquette**

Faculty, staff and other students may not:

1. Pet, touch or feed Service Animals or ESAs without the Handler's permission;
2. Ask the Handler to make the Service Animal perform the work or task;
3. Deliberately startle or distract Service Animals or ESAs; or
4. Separate or attempt to separate a Handler from a Service Animal or an ESA.

### **C. Reporting Animals' Concerning Behavior**

If an animal has injured someone or another animal, is exhibiting aggressive or disruptive behavior, is posing a direct threat to the health or safety of others, or the Handler is unable to maintain control of the animal, faculty, staff or students should contact the law enforcement or security personnel office with a general description of the animal's concerning behavior, name of the Handler (if known), time, date, and location of the incident(s), and if circumstances require, request assistance with the removal of the animal. After filing the incident report, the faculty, staff, or student reporting the incident may also refer the incident to the campus Student Affairs Office, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable.

### **IV. Information for Visitors**

Visitors planning to bring their Service Animals or Service Animals in Training to public areas of CSU campuses are not required to request permission from CSU campuses prior to the visit. However, if the disability is not obvious, Authorized Staff may inquire whether the Service Animal is required because of a disability, and what work or task(s) the animal has been trained to perform to assist with the visitor's disability.

### **V. Animals in CSU Campus Housing**

#### **A. Process for Students with Service Animals**

Handlers are not required to seek permission prior to bringing a Service Animal onto CSU property where students, members of the public and other participants in services, programs or activities are permitted to go. The Handler's use of a Service Animal must not be handled as a request for a reasonable accommodation. Rather, the animal must only meet the ADA definition of a Service Animal to be permitted in campus housing. However, if the disability is not obvious, Authorized Staff may inquire whether the Service Animal is required because of a disability, and what work or task(s) the animal has been trained to perform to assist with the Handler's disability.

If a Handler with a disability plans to reside in campus housing, the Handler is encouraged to contact Disability Services or its equivalent and Residence Life to provide notice of the need for a Service Animal in advance of beginning residence. Such courtesy notification allows Disability Services or its equivalent and Residence Life to make appropriate arrangements, offer any necessary assistance prior to the Handler's arrival on campus, and to notify the campus law enforcement or security personnel office of the animal's presence in case of an emergency.

If a student needs other accommodations while attending classes, documentation of the disability and a separate request for accommodations must be made to Disability Services or its equivalent in accordance with campus ADA/Section 504 procedures.

## **B. Process for Students Requesting an ESA Accommodation**

Students who plan to reside in campus housing are responsible for identifying themselves as an individual with a disability(ies) to Disability Services or its equivalent when seeking a reasonable accommodation in campus housing.

A student must contact Disability Services or its equivalent to request an ESA accommodation under the established interactive process at each CSU campus and meet with Disability Services or its equivalent to discuss the need and the reasonableness of the ESA. This process must be completed each academic year during which the individual will be residing in campus housing. Campus housing accommodations depend on availability of space and are not guaranteed.

Each CSU campus has its own Disability Services or its equivalent and Residence Life accommodation processes. However, all CSU campuses must comply with the following general guidelines:

1. Before an ESA can move into campus housing, the student requesting an ESA accommodation must register with Disability Services or its equivalent prior to the start of the semester within the timeframe provided by each CSU campus by completing the appropriate intake form. Forms are generally available in the Disability Services or its equivalent offices and on campus websites. If the student requires assistance in completing the intake form because of disability, Disability Services or its equivalent can assist with completing the form. Disability Services or its equivalent is required to keep a record of all requests.
2. Students requesting a housing accommodation must contact Residence Life and follow the respective CSU campus housing accommodation request process within the timeframe provided by each campus.
3. Disability Services or its equivalent will evaluate the accommodation request and determine whether the presence of the ESA is necessary to assist, perform tasks or services, or provide emotional support that alleviates one or more of the identified symptoms or effects of a student's existing disability.
4. When a student's disability is not readily apparent or otherwise known, Disability Services or its equivalent may ask for credible information verifying the disability or disability-related need for the ESA. If a disability is known, but the need for an ESA is not readily apparent, Disability Services or its equivalent may request disability-related documentation for the ESA. In evaluating such requests, Disability Services or its equivalent should request permission from the Handler to directly contact the Licensed Medical Practitioner and obtain the necessary information. Disability Services or its equivalent may confer with Residence Life, the Counseling Center, Health Services and other individuals on or off campus, as necessary, to determine whether the requested accommodation is necessary and reasonable. However, this documentation cannot be requested when the disability and need for the animal are readily apparent.

5. A Licensed Medical Practitioner professionally qualified to make a diagnosis of the condition and familiar with the student's disability, the necessity for the accommodation, and the nexus between the student's disability and the therapeutic relief of one or more symptoms of the student's disability provided by an ESA, must provide the requested information to Disability Services or its equivalent for evaluation. A Licensed Medical Practitioner's conclusion concerning the need for a requested accommodation may be probed, or ultimately rejected by the Disability Services or its equivalent, if the Licensed Medical Practitioner's expertise does not appear to be adequate, or the conclusion does not appear to be supported by the rationale provided. However, Disability Services or its equivalent must provide a well-documented justification for rejecting the Licensed Medical Practitioner's expertise or conclusion(s).

**IMPORTANT NOTE:** A significant amount of misinformation regarding ESAs exists online. ESA verification services purchased online may not be sufficiently reliable to verify an individual's disability and the disability-related need for an ESA. Many services claiming to provide registration or certification are not legitimate as they convey no legal protections for the animal or the Handler. Individuals with questions regarding what constitutes a Licensed Medical Practitioner should contact Disability Services or its equivalent for more information.

#### **6. Financial or Administrative Hardship or Fundamental Alteration of Campus Housing**

Based on the information provided, Disability Services or its equivalent will evaluate the housing accommodation request and determine whether the presence of the ESA is reasonable in CSU campus housing.

To ensure that the presence of an ESA is not an undue financial or administrative hardship or a fundamental alteration of campus housing, each CSU campus reserves the right to assign an individual with an ESA to a room with or without a roommate, as available housing accommodations permit.

Since ESAs are not required to be specifically trained to do work or perform tasks for the benefit of an individual with a disability, Disability Services or its equivalent may request the Handler to provide sufficient documentation regarding the ESA, including the ESA's temperament and any other relevant information to determine whether the accommodation request is reasonable.

Disability Services or its equivalent in consultation with Residence Life may consider the following factors, among others, in determining whether the presence of the animal is reasonable in the making of campus housing assignments:

- a. The size of the animal is too large for available assigned housing space;
- b. The animal's presence would force another student from campus housing (e.g. serious medical condition);

- c. The animal's presence otherwise violates individuals' right to peace and quiet enjoyment;
- d. The animal is not housebroken or is unable to live with others in a reasonable manner;
- e. The animal poses or has posed in the past a direct threat to the individual or others such as aggressive behavior towards or injuring individuals or other animals; or
- f. The animal causes or has caused excessive damage to housing beyond reasonable wear and tear.

A determination that an ESA poses a direct threat or harm to others or will behave disruptively, must be based on an individualized assessment that relies on objective evidence about the specific ESA's actual conduct. This determination cannot be based on mere speculation or fear about the types of harm or damage an animal may cause, and not on evidence about harm or damage that other animals have caused.

## **VI. Conflicting Disabilities or Other Special Circumstances**

### **A. Conflicting Disabilities**

The Handler must provide written consent to Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to disclose information regarding the request for and presence of an ESA or a Service Animal to those individuals who may be impacted by the presence of the animal, including but not limited to, Residence Life, potential or actual roommate(s), neighbor(s) or co-workers. Such information will be limited to information related to the animal and not include information regarding the Handler's disability.

Some individuals on campus may have severe allergic reactions or other medical conditions in response to animals that are substantial enough to qualify as a disability. When conflicting disabilities intersect, such individuals should contact Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to evaluate the needs of both individuals in meeting each campus' obligation to reasonably accommodate all individuals with disabilities and resolve the conflict as efficiently as possible.

## **B. Religion and Disability**

If conflicts arise between individuals with respect to a reasonable accommodation involving an animal and religious practices, neither the disability nor the religious practice should automatically prevail. While the ADA, Section 504 and the FHA protect individuals with disabilities, the First Amendment to the United States Constitution protects individuals in the exercise of their religions. Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department must evaluate the needs of both individuals and find a way to accommodate both parties.

## **C. Other Special Circumstances**

Students should contact Disability Services or its equivalent, and employees should contact the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to discuss any special circumstances or to request exceptions to this policy.

## **VII. Reasonable Accommodation Process for Employees**

Employees seeking a reasonable accommodation for a Service Animal or an ESA in the workplace or in campus housing should contact the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, and follow the reasonable accommodation process for employees.

## **VIII. Handler's Responsibilities Regarding Animals on Campus**

- A. A Service Animal or an ESA is the full responsibility of the individual with a disability. The Handler must be in full control of the animal at all times. The care and supervision of such animals is the sole responsibility of the Handler. The Service Animal or an ESA must be maintained and used at all times in ways that does not create safety, health or other hazards for other people or any property. The Handler must fully cooperate with campus personnel and meet the terms of this policy with regard to the Service Animal or an ESA.
  - 1. If required by state or local law, covered Service Animals and ESAs must wear a tag issued by the town clerk any time the animal is on CSCU property.
  - 2. When applicable, animals must have an annual clean bill of health signed by a licensed veterinarian, including vaccinations and immunity shots against rabies or other diseases common to the type of animal. Handlers are responsible for ensuring that all vaccinations are current, and animals that are required to have rabies vaccinations, wear a rabies vaccinations tag at all times. It is the Handler's responsibility to know and understand the applicable laws, ordinances and regulations with respect to licensing and vaccination of animals. CSCU campuses reserve the right to request documentation evidencing that the animal has been licensed and vaccinated.



3. The Handler is required to maintain control of a Service Animal or an ESA at all times. Service Animals and ESAs, if physically feasible and appropriate, must be harnessed or leashed when the animal is in a public area, unless these devices interfere with the Service Animal's ability to perform a task that it could not accomplish while harnessed or leashed. In this case, the Handler must maintain control over the Service Animal through voice, signal, or other control. The Handler does not need to keep the Service Animal or ESA harnessed or leashed in the Handler's assigned room within campus housing.
4. Handler must not leave a Service Animal or an ESA in campus housing if Handler leaves campus housing overnight. Handler must keep the animal in the assigned room, or in an appropriate container while the Handler is not with the animal.
5. The Handler is responsible for cleaning up an animal's waste as directed by the campus Residence Life or Facilities Management. Individuals who are not physically able to pick up and dispose of animal waste are responsible for making all necessary arrangements for assistance. CSCU staff are not responsible for these services.
6. The Handler is required to ensure that the Service Animal or an ESA is well cared for at all times. Any evidence of animal mistreatment or abuse may result in the immediate removal of the Service Animal or an ESA, discipline of the Handler, or both.
7. CSCU personnel are not required to provide care or food for any Service Animal or ESA, including but not limited to, removing the animal during an emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and are not responsible for the care, damage to, or loss of the animal.
8. The Handler bears the financial responsibility for property damage or bodily injury caused by a Service Animal or an ESA.
9. Handler is responsible for any expenses incurred by CSCU for cleaning above and beyond a standard cleaning and for repairs to CSCU property that are assessed after the Handler and the Service Animal or an ESA vacate CSU campus housing or other CSCU property. CSCU reserves the right to bill the Handler's student account for assessed cleaning fees.
10. Handlers are responsible for regular bathing, grooming, odor and pest control. Animals must not be cleaned or groomed in restrooms, locker rooms, or other campus facilities. The Handler's assigned CSU campus housing may be inspected for fleas, ticks or other pests if necessary as part of Residence Life or Facilities Management standard or routine inspections. If fleas, ticks or other pests are detected through inspection, the Handler's assigned campus housing, including any other adjacent areas, will be treated using approved fumigation methods by a campus-approved pest control service. The Handler will be billed for the expense of any pest treatment above and beyond the standard pest management in campus housing facilities. CSU campuses reserve the right to bill the individual Handler's account for unmet obligations under this provision.

11. The Handler is responsible for notifying Disability Services or its equivalent in writing if an ESA is no longer needed or is no longer in residence. To replace an ESA, the new animal must be necessary because of the Handler's disability and the Handler must follow the process outlined in this policy when requesting a different ESA.
12. For ESA access to campus housing, Handlers are required to renew requests every academic year or as applicable at each CSU campus. If the ESA is returned to campus housing without proper renewal, the ESA may be removed from campus until approval is complete.
13. Should an ESA or a Service Animal be removed from CSU campus housing for any reason, the Handler is expected to fulfill the CSU campus housing obligation for the remainder of the contract.

## **IX. Restrictions, Access Denial, or Removal**

Depending on the seriousness of the Handler's or animal's conduct or repeated conduct, CSCU and its constituent units may temporarily or permanently impose restrictions on, deny access or remove a Service Animal or an ESA. Restriction, access denial or removal of an animal are considered on a case-by-case basis in consultation with Disability Services or its equivalent, Residence Life, the Office of Diversity and Inclusion, Human Resources Department, faculty or campus law enforcement or security personnel offices, as applicable.

### **A. CSCU reserves the right to restrict, deny access, or remove any ESA under the following circumstances:**

#### **1. Fundamental Alteration or Undue Hardship**

The ESA must not cause undue interference with routine CSCU activities, including campus housing, or cause an undue hardship for other students who reside in campus housing or other employees in the workplace. If the ESA's presence results in an undue financial or administrative hardship, or fundamentally alters CSCU policies, CSCU reserves the right to remove or exclude the ESA.

#### **2. Direct Threat to Safety, Health or Wellbeing of the CSCU Community**

An ESA may be removed from CSCU property temporarily or permanently if it poses or exhibits a direct threat to the safety of others, or if it is not housebroken, or poses a threat to the health or wellbeing of the campus community due to improper or inadequate care of the ESA. If circumstances require, Authorized Staff may contact the campus law enforcement or security personnel office to engage an animal control or another animal welfare agency to remove an animal exhibiting a safety or a health threat.

### **3. Substantial Physical Damage or Harm to CSCU Property or the Property of Others**

An ESA may be removed from campus temporarily or permanently if it has caused or would cause, based on the objective evidence about the specific ESA's actual conduct, substantial physical damage to the property of others, including any CSCU property, and it is not possible to reduce or eliminate the threat by another reasonable accommodation.

#### **B. CSCU reserves the right to restrict, deny access, or remove any animal from campus if:**

##### **1. The Animal Creates Disruptions, Unmanageable Disturbances or Interferences**

All animals on CSCU property must be under the control of the Handler at all times. If the animal or its presence creates an unmanageable disturbance or interference with the CSCU community, CSCU and its constituent units reserve the right to restrict, deny access, or remove the animal from CSCU property.

If any animal is disruptive in the classroom, the faculty may ask the Handler and the animal to leave the classroom immediately. If a Handler's animal is disruptive in the workplace, the Handler's supervisor may ask the Handler and the animal to leave the workspace immediately, and the Handler must follow the workplace process for handling such disruptions in accordance with established procedures, guidance or applicable union contracts. If the animal is disruptive at a CSCU event or function, the organizer may require the Handler and the animal to leave the event or function immediately.

When such disruptions occur, the impacted faculty, supervisor, or event or function organizer should, depending on the circumstances, contact the Disability Services or its equivalent, the Office of Diversity and Inclusion or the Human Resources Department, or campus law enforcement or security personnel to report the incident.

If an animal is excluded, removed, or denied access to CSCU property, the Handler with a disability must be offered an opportunity to return to the service, workplace, event or function without the animal.

##### **2. The Handler Does Not Comply With Section VIII Handler's Responsibilities**

If the Handler violates any of the Handler's responsibilities outlined in Section VIII, such violation(s) may result in the immediate removal of the animal from CSCU property, and may be reviewed through the student conduct or appropriate employee disciplinary process, as applicable. Any violations of CSCU BOR policies are addressed in accordance with applicable policies and campus procedures.

Handlers with concerns about restriction, access denial, or removal of their Service Animal or an ESA should contact Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable.

## **X. Exclusions**

This policy does not apply to:

- A. Fish in aquariums no larger than 20-gallon tanks;
- B. Requests for the presence of animals within Controlled Spaces for non-educational purposes must be reviewed and approved by the campus Provost's Office, Dean of the Student Affairs Office, or their designees;
- C. Animals used in police, search and rescue operations on CSCU property;
- D. Animals trained for and used in a clinical therapeutic setting on CSCU property, such as a counseling center;
- E. Animals used in Institutional Animal Care and Use Committee approved research, education or testing of animals, based on requests by faculty for such use in accordance with CSCU policy.

## **XI. Appeals and Grievances Process**

Handlers covered by this policy who believe CSCU campuses have not met their obligations under this policy or applicable laws, are entitled to due process and appeal rights and should follow the established appeals or grievance process at the respective CSCU campus.

Any questions regarding this policy may be addressed to Disability Services or its equivalent, including the ADA/Section 504 Coordinator, the Office of Diversity and Inclusion, or the Human Resources Department at each CSCU campus, as applicable.

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Policy #	Policy Name	BR #	Board Action Date
5.11	Opioid Overdose Prevention and Awareness Policy	19-109	2019-10-24

## **OPIOID OVERDOSE PREVENTION AND AWARENESS POLICY**

### **Statement of Policy**

The Board of Regents for Higher Education (“BOR”) in conjunction with the Connecticut State Colleges and Universities (“CSCU”) is committed to maintaining safe and substance-free campuses for all students, employees and visitors. It is the intent of the BOR and each of its Colleges and Universities to increase awareness regarding opioid addiction and prevention. In the unfortunate instance of opioid overdose, it is the intent of the BOR and the CSCU to prevent overdose related death through the proper training, administration, and usage of naloxone hydrochloride, commonly known as Narcan® Nasal Spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA (“Intranasal Naloxone” or “IN kits”).<sup>1</sup> Therefore, this policy serves to direct each Connecticut State College and University to participate, together with other agencies, in a statewide initiative focused on public health issues regarding opioid-related drug overdose persons.<sup>2</sup>

### **Campus Specific Opioid Overdose Prevention Procedures**

Upon adoption by the Board all CSCU institutions will, within 30 days of adoption of this policy, prepare and forward to the CSCU Office of Legal Affairs, campus specific Opioid Overdose Prevention Procedures (“Procedures”) consistent with the requirements of Public Act 19-191. As such, all submitted Procedures shall include details regarding the following:

- Designation of medical or public safety professionals to oversee the purchase, storage and distribution of the Intranasal Naloxone;
- Procedures for the purchase and distribution of IN kits;
- Identification of the location(s) on each campus where the IN kits are stored and accessible to students and employees;
- Procedures for the storage of IN kits according to manufacturer’s guidelines and appropriate disposal;
- Procedures for the training of individuals to access and administer the IN kits in emergency situations; and

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<sup>1</sup> Intranasal Naloxone is a proven and effective emergency treatment for known or suspected opioid overdoses. Such medications are not a substitute for emergency medical care. However, when administered during an opioid overdose, and with proper emergency medical assistance, lives may be saved.

<sup>2</sup> The Connecticut Good Samaritan Law allows anyone, if acting with reasonable care, to administer an opioid antagonist to a person one believes in good faith is experiencing an opioid-related drug overdose without criminal or civil liability.

- Requirements that emergency medical services/911 be called each time the IN kit is administered on campus.

The CSCU Office of Legal Affairs will submit all College and University Opioid Overdose Prevention Procedures to the Department of Consumer Protection for approval. Upon approval and by no later than December 31, 2019 each College and University shall post and maintain its Procedures in an easily accessible manner on each institution's website at all times. Each CSCU institution is responsible for maintaining its information current on its website and within its written emergency response Procedures.

### **Awareness Campaigns**

Each CSCU College and University will develop and implement a process to continually educate students, faculty and staff regarding opioid overdose prevention and IN kit availability on their campuses through a multi - faceted approach including, but not limited to, email, institutional websites, social media, posters, new student and employee orientations, and open on – campus opioid overdose response trainings. Campuses are encouraged to engage students from health professions schools (e.g. nursing, social work), student organizations (e.g. student government, health promotion, students for sensible drug policy), or community organizations to promote awareness and education with the goal of preventing opioid overdose deaths.

The Procedures will thereafter be annually provided to all campus law enforcement officers and security personnel, counseling and medical personnel, resident hall advisors and other campus personnel. Further, this policy shall be presented at student orientation or at student awareness and prevention trainings, and made broadly available at each campus.

### **Reporting Requirements**

Each institution is required to maintain a current record of every IN kit distribution, use or administration at their campus. On or before October 1 of each year, each CSCU institution must report to the CSCU Chief of Staff its statistics and a brief description of every event or incident that required the distribution, use or administration of an IN kit at the respective institution within the prior year (September 1 of prior year through October 1 of current year).