CSCU Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, October 15, 2026

Conducted In-Person at 61 Woodland Street, Hartford, CT and Livestreamed at: https://www.youtube.com/live/3RWItj2Hsvc

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NOTE: If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to CSCU-Boardaffairs@ct.edu at least 24 hours before the meeting.

OPPORTUNITY TO ADDRESS THE BOARD THIS MONTH:

- Written comments will be accepted concerning any matters. They will become part of the permanent record of the meeting. Written comments must be received via email to CSCU-Boardaffairs@ct.edu at least 24 hours in advance of the meeting. All emails received will be compiled, shared with the Board members, and posted on the CSCU website in advance of the meeting, as well as attached to the meeting minutes. Please provide your name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. Anonymous emails will not be posted or shared.
- The Board encourages public comment on matters that appear on this agenda. Requests to provide in-person comments (including virtual appearances) must be received at least 24 hours in advance of the meeting by emailing the Secretary to the Board at CSCU-Boardaffairs@ct.edu. Each speaker must specify the subject of their comments. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. In fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker.
- Presenters will be prioritized based on the agenda of the meeting. First, the Regents will hear comments on action items before them; students will speak first, followed by the public, faculty, and staff. If time remains within the 30 minutes allocated to public comment, general presentations will be heard first from students followed by the public, faculty, and staff. Supplemental information may be provided in written form for distribution to the Regents. Again, should time not be sufficient to accommodate all speakers, written submissions are encouraged.

1. **Call to Order and Welcome, Roll Call, Declaration of Quorum**
2. **Adoption of Agenda**
3. **Remarks from Interim Chair Ari Santiago**
4. **Interim Chancellor's Report – Interim Chancellor Natalie Braswell**
5. **Presentation of CSCU's Accountability and Reform Dashboard**
6. **Public Comment**
7. **Approval of Previous Meeting Minutes –** August 25, 2026 Board of Regents Special Meeting ..... Page 4
8. **Institution/President Updates**
   A. Opening Weekend Video
   B. Presidential Updates
9. **Academic & Student Affairs Committee – Ira Bloom, Chair**
   September Meeting: https://www.youtube.com/live/lRGmRiNbcJ4
   October Meeting: https://www.youtube.com/live/Hv9FKXJhkVI
   Report. Action Items on Consent Agenda.
   Informational: Enrollment Report ..... Page 12
10. **Audit Committee – Don Williams, Chair**
    September Meeting: https://www.youtube.com/live/KnWPhyZvJLg

Report. Action Items:
A. Policy Regarding Internal and External Audit Information Requests ..... Page 14
11. Finance & Infrastructure Committee
Report. Action Items:
A. License Agreement, CT State Housatonic and Derby High School ..... Page 19
B. License Agreement, Great Path Academy at CT State Manchester ..... Page 22
C. Rural Health Transformation Grant, CT State ..... Page 25
D. In-State Tuition Rate for MA & RI ..... Page 27
12. Governance & Nominations Committee – Richard Porth, Chair
September Meeting: https://www.youtube.com/live/1w5xQ4XDBI4
October Meeting: https://www.youtube.com/live/qfDpRMNj0OM
No Report. Action Items and Action Items on Consent Agenda:
A. Policy on Required BOR Training ..... Page 40
13. Human Resources & Administration Committee – Sophia Jappinen, Chair
October Meeting: https://www.youtube.com/live/l3aIXPwUGLY
Report. Action Items:
A. Discriminatory Harassment, Nondiscrimination, and Title IX Policy ..... Page 45
14. Technology Committee – Ted Yang, Chair
October Meeting: https://www.youtube.com/live/fjOAY7SD5a0
Report. No Action Items.
15. Consent Agenda
Academic Programs – Discontinuation:
A. Southern Connecticut State University Geography – Geographic Information Science and Technology – Bachelor of Science ..... Page 68
Academic Programs – Modifications:
B. CT State Community College - Architectural Design Technology – Associate of Science ..... Page 72
C. CT State Community College - Construction Technology Career Program – Associate of Science ..... Page 81
D. Western Connecticut State University - Addiction Studies – Master of Science ..... Page 90
Academic Programs – New Program:
E. Central Connecticut State University - Integrated Health Sciences – Bachelor of Science ..... Page 99
F. CT State Community College - Technology Studies: Optics Technology – Associate of Science and Technology Studies: Optics Technology – Certificate ..... Page 118
Policies:
G. Animals on Campus Policy ..... Page 160
16. 2027 Board of Regents Calendar:
A. Regular Meeting Calendar of the Board of Regents for Higher Education and the committees thereof ..... Page 167
17. Informational Items:
A. Contracts (September & October) ..... Page 169
B. Banner Project Update ..... Page 171
C. COSC AI Project ..... Page 179
18. Executive Session - Connecticut General Statutes § 1-210(b)(10) - Communications privileged by the attorney-client relationship

19. **Adjournment**

CSCU | BOARD OF REGENTS

Board of Regents Special Meeting Minutes
August 25, 2026, 10 a.m.

Location: 61 Woodland Street, Hartford, CT 06105
Live Stream: https://www.youtube.com/live/NmA3-JcU94A

Attendance

Regents

Name	Participating
Ari Santiago, Interim Chair	Yes
Juanita James, Vice Chair	Yes
Richard Balducci	No
Ira Bloom	No
Del Cummings	Yes
Sophia Jappinen	Yes
Richard Porth	Yes
Donald Williams	Yes
Ted Yang	Yes
SAC Tyler Ye (Joined after Roll Call)	Yes
FAC Colena Sesanker	Yes
Commissioner Bartolomeo	No
Commissioner Juthani	No
Commissioner O'Keefe	No
Commissioner Russell-Tucker	Yes
Chief Workforce Officer Vallieres	Yes
Executive Financial Officer Casamento	Yes

CSCU Leadership

- Natalie Braswell, Interim Chancellor
- Jesse Bernal, President, Western Connecticut State University
- Sandy Bulmer, Interim President, Southern Connecticut State University
- Karim Ismaili, President, Eastern Connecticut State University
- Michael Moriarty, Interim President, Charter Oak State College
- Christina Royal, Interim President, CT State Community College
- Zulma Toro, President, Central Connecticut State University

1. CALL TO ORDER AND WELCOME, ROLL CALL, DECLARATION OF QUORUM

DRAFT

Chair Santiago called the meeting to order at 10:03 a.m. HE welcome those in attendance , including Regents, Chancellor Braswell, and institutional presidents, as well as those participating remotely.

He highlighted the beginning of the academic year as classes resume and extended well wishes for students as they begin the academic year.

2. ADOPTION OF AGENDA

Motion to adopt the agenda as presented by Regent Porth, seconded by Regent James. Motion passed unanimously.

3. INTERIM CHANCELLOR'S REPORT – INTERIM CHANCELLOR NATALIE BRASWELL

Chancellor Braswell acknowledged the beginning of the academic year and welcomed students and faculty back for the academic year. She highlighted her participation in events at Eastern and Western, referencing increases in enrollment across the CSCU system.

Chancellor Braswell emphasized her engagement over the past three months across the CSCU system and efforts undertaken during that timeframe: completed a systemwide assessment, established a number of stabilization priorities, put every institution through a common multi-year financial planning exercise, begun clarifying governance and decision rights, developed the first shared services operating models, initiated critical leadership and organizational work, and aligned student success, workforce, and public value efforts across measurable outcomes. She articulated her plans for campus visits throughout the fall to inform the next phase of stabilization and the longer term strategic direction of CSCU, as well as continued assessment of organizational, financial, and governance challenges.

4. REMARKS FROM INTERIM CHAIR ARI SANTIAGO

Chair Santiago acknowledged Chancellor Braswell's efforts related to listening and learning and engagement with CSCU stakeholders. He further acknowledged her disciplined and steady leadership.

Chair Santiago commended President Ismaili's leadership on the presidential search for Charter Oak and noted an announcement related to the search soon. Additionally, the board chair commended Vice Chair James for her leadership on the search process for a permanent chancellor. He noted the forthcoming independent review by Grand River Solutions. He referenced the board's focus on access, completion and talent and connecting those pillars to student outcomes.

Chair Santiago acknowledged Vice Chair James for an update on the search process for the permanent chancellor.

5. CHANCELLOR SEARCH COMMITTEE UPDATE – VICE CHAIR JUANITA JAMES

Vice Chair James provided an update on the search process, including the committee's efforts: receipt of search firm responses from the RFQ due August 31; inclusion of prospective nominees through referrals, nominations, and recruitment efforts; development of the Search Advisory Council that will include balanced representation among CSCU stakeholders and external constituents and their role advising the search committee and participation in the search process, including making nominations for prospective candidates.

Vice Chair James further noted the development of a CSCU Pitch statement that will be used to clearly and consistently communicate the opportunity to prospective candidates. It serves as a concise and compelling description of the CSCU system, its strategic priorities, and the leadership qualities sought in our next chancellor. It will be a key recruitment and communication tool ensuring that prospective candidates receive a consistent message regarding the institution's vision, priorities, and expectations for its next chancellor. She further noted the development of the leadership profile with input from the Search Advisory Council. The leadership profile will not only establish the qualifications but also the competencies, experiences, personal attributes and leadership characteristics sought in the next chancellor and can serve as the foundation for the recruitment, evaluation, and selection throughout the process. She also referenced the RFQ's requirements related to thorough background checks and extensive candidate solicitation.

Chair Santiago commended the efforts and leadership of Vice Chair James regarding the chancellor search process.

6. APPROVAL OF PREVIOUS MEETING MINUTES: JUNE 18, 2026

The minutes of the June 18 2026, Board of Regents Regular Meeting were unanimously approved as presented on a motion duly made and seconded.

7. ACADEMIC & STUDENT AFFAIRS COMMITTEE – IRA BLOOM, CHAIR

No Report. No Action Items.

8. AUDIT COMMITTEE – DON WILLIAMS, CHAIR

Committee Chair Williams presented the policy on the timeliness of responses to audit requests. He provided context for the general practice of providing timely responses by CSCU personnel; however, noted instances of delays and repeated findings. The policy is intended to ensure completeness of audit responses, as well as financial integrity. The policy will be before the board for consideration and a vote in September. Regent Williams acknowledged Regent Porth and Brian Green, Director, Internal Audit, for their efforts and contributions, as well as Cameron Liston, Chief Compliance Officer.

9. FINANCE & INFRASTRUCTURE COMMITTEE – RICHARD J. BALDUCCI, CHAIR

Dr. Lloyd Blanchard was recognized to provide a report from the Finance & Infrastructure Committee.

Dr. Blanchard provide an update on the proceedings from the August 12 Finance & Infrastructure Committee meeting, including forthcoming analysis on the implications for offering in-state tuition rates for residents of Massachusetts and Rhode Island. He provide context for the Fund Balances Policy adopted May 28, 2025 as context for the two actions before the board:

<u>Fund Balance Action Plans</u>

9.i. Eastern Connecticut State University – there was no vote on this item given the explanation and context for Eastern's compliance under the policy.

9. ii. Western Connecticut State University

RESOLVED, that Western Connecticut State University's proposed action plan to address the restoration of its reserves as presented is hereby ratified in accordance with the Fund Balances Policy.

On a motion by Regent James, seconded by Regent Porth Western Connecticut State University's proposed action plan was unanimously approved.

10. Governance & Nominations Committee – Richard Porth, Chair

Committee Chair Porth reported this year's review of committee charters to ensure alignment with mission and responsibilities. Revised committee charters will be presented for the full board's consideration as they become available. Additionally, Regent Porth indicated the committee will undertake a review of the bylaws during its September 2 meeting.

Regent Porth also referenced development of an updated training delivery strategy, including in-person delivery for initial onboarding and continued training opportunities in an online format. An updated training policy will be presented to the full board for approval in September. He further noted the number of vacancies on the board, as well as regents serving beyond their expired term.

Regent Porth acknowledged Chancellor Braswell's remarks relative to the importance of system leadership and the regents' governance responsibilities.

FAC Regent Dr. Sesanker commented on the rescheduling of the August meeting and implications for participation, given the start of the academic year, as well as previous scheduling issues.

11. HUMAN RESOURCES & ADMINISTRATION COMMITTEE – SOPHIA JAPPINEN, CHAIR

No Report. No Action Items.

12. TECHNOLOGY COMMITTEE – TED YANG, CHAIR

Committee Chair Yang acknowledged Dr. Michael Mundrane, Interim Chief Information Officer, for remarks.

Dr. Mundrane provided an update on the Banner Project implementation and provided clarification regarding integrations, as well as his engagement with CIOs across the system in this regard. He further clarified the architectural change with the system office and CT State as a single tenant. He further explained the significance of the project responding to Chair Santiago's inquiry, highlighting enhanced information sharing across the CSCU system.

Responding to Regent Porth, Dr. Mundrane acknowledged the decreased technical burden associated with student mobility and the modernization provided by Banner enhancing accessibility and flexibility for students.

13. CONSENT AGENDA

Partnership Agreements

DRAFT

13. i. ABC Enrollment Management

RESOLVED, that (1) CCSU is authorized to implement the attached agreement on a pilot basis for the AY 26 27 in accordance with the agreement presented. (2) Further, that a working group of stakeholders from the system universities and colleges shall examine other similar programs that offer discounts, the effectiveness of those programs on enrollment and retention, overall fiscal impact and such other topics as the working group deems appropriate not later than January 2, 2027.

13. ii. Southington Chamber of Commerce

RESOLVED, that (1) CCSU is authorized to implement the attached agreement on a pilot basis for the AY 26 27 in accordance with the agreement presented. (2) Further, that a working group of stakeholders from the system universities and colleges shall examine other similar programs that offer discounts, the effectiveness of those programs on enrollment and retention, overall fiscal impact and such other topics as the working group deems appropriate not later than January 2, 2027.

A motion was duly made and seconded to approve the Consent Agenda. The motion carried unanimously.

14. INSTITUTION/PRESIDENT UPDATES

- President Bernal acknowledged the recent increase in Western's enrollment as reported earlier by Chancellor Braswell, reflecting 6% over last year for full-time FTEs, driven by undergraduate students. Additionally, there have been strong gains in just the last week for graduate students. He referenced increases in transfer student enrollments in partnership with CT State – with a 24% increase over the last two years, reflecting over 400 incoming transfer students this year, Western's largest class in about five years. He noted the university's efforts to create a sense of belonging in order for student to persist in the completion of their degrees and pursue meaningful careers. As the academic year begins, three initiatives were announced, one notably with the Gardner Institute over the next five years. The partnership will enable the redesign of Western's academic courses, programs, student services, all focused on increasing student retention. The institution is also redesigning academic offerings around the initiative: WestConn Works, supporting experiential and work-based learning opportunities across the curriculum, in addition to industry-based credentials, as well as partnerships with regional employers and organizations and piloting pre-apprenticeships and apprenticeship opportunities. Lastly, he discussed AI Forward & AI Driven designed to reduce repetitive administrative functions while keeping judgment, relationships, privacy, and accountability within the hand of humans. This initiative is in a pilot phase with hopes to expand university wide. Dr. Bernal further addressed the institution's efforts related to revenue and expenses, as well as cost containment and noted follow up related to the university's Fund Balances Plan.

- Interim President Bulmer began her remarks acknowledging the first day of classes at Southern today, noting previous events over the past two weeks leading to the start of the academic year. She further indicated the university's flat enrollment for the fall semester and provided a comparison to last year for first-time, full-time freshman and graduate students. Enrollment levels have been maintained through increased transfer students and retention among current students. Dr. Bulmer noted that while headcount remains an important measure, the university is evaluating enrollment through more sophisticated metrics, including net tuition revenue, the cost of delivering academic programs, and the availability of state and external funding. The university is also modeling options to adjust enrollment in programs where funding may not be sufficient to support growth. In addition, efforts are focused on identifying strategies to achieve balanced budget goals that are not solely dependent on enrollment growth. President Bulmer emphasized that Southern's long-term fiscal health and the academic success of its students remain the highest priorities. Dr. Bulmer highlighted the following national honors: Southern has officially established the Social Work and Law Enforcement Center for Police Work; transformed a pilot initiative co-founded in 2020 by Isabelle Logan when she was a faculty member at Eastern into a funded permanent hub for training, research, and workforce development and a nationally recognized model. Second, an

impressive number of federal grants were recently awarded to the Southern Innovation Hub and Center for Quantum and Nanotechnology approved last year by the Board of Regents. She highlighted the NSF Engine Quantum CT Award with a start date of August 1st is $2 million over two years and includes a partnership with UConn, Yale, and CT State. Additionally, NSF National Quantum Virtual Laboratory Award start date of June15, with $60,000 over two years; National Institute of Standards Award with Quantum CT, start date of October 15, with $225,000 over one and a half years; CT State Department of Education Federal Perkins funding July 1st start date, $360,000 over two years and NSF EPIC Grant already in progress $398,000 over three years and we have another federal grant for half million that is embargoed till this morning. In addition to awards from state, corporate, and private funding such as Bloom Energy and the Worth Foundation. Dr. Bulmer acknowledged the Dr. Christine Broadbridge for her leadership and efforts. The National League of Nursing recognized Southern's School of Nursing as a Center for Excellence. Southern is the first public university in Connecticut to receive this honor, joining 114 institutions nationwide out of approximately 3,000 in holding this prestigious designation. Southern also received $2.25 million in federal investment supports for the creation of the Hive at Southern, a planned workforce development hub focused on emerging technologies. The funding was secured by Rep. Rosa DeLauro and will expand education and training opportunities in fields such as artificial intelligence, quantum technologies, biotechnology, nanotechnology, immersive reality, and sustainability. Dr. Bulmer concluded her remarks with an expression of gratitude to the board and CSCU employees. Chair Santiago noted that he had recently been treated by a graduate of Southern's nursing program.

- President Ismaili noted Eastern's recent student accomplishments: Nursing senior Beatrice Sierra has become the first student from Eastern selected for the Susan D. Flynn Oncology Nursing Fellowship; Maebel Haynes received the Newman Civic Fellowship; and Haley Abate has been recognized with an honorable mention for the 2026 Council of Public Liberal Arts Colleges (COPLAC) David J. Prior Award for her essay "Finding Fertile Ground", reflecting on how her future goals have been shaped by the transformative power a liberal arts and sciences education that she received at Eastern. Dr. Ismaili noted a 52% increase in first year students over last year and overall new student enrollment up more than 38%, reflecting an increase of 10% across the student body. He reported that university housing was at full capacity, with residential occupancy at 100% and an increase of 374 students residing on campus compared to the prior year. Dr. Ismaili referenced the convocation for first year students on yesterday, as well as the annual Light the Way Ceremony on the Quad last evening. He thanked Chancellor Braswell for her attendance on last evening and welcoming students. President Ismaili noted that Eastern's enrollment growth has been accompanied by a strong sense of optimism about the university's future. He stated that students are increasingly choosing Eastern for its combination of a liberal arts education and vibrant residential campus experience. He further noted that the university has made investments to support its growing student population and ensure students receive the services and support they deserve. President Karim commended the faculty and staff for their care and commitment and remarked that the "Warrior Spirit" remains strong as the university looks ahead to the academic year and plans for continued momentum in the future.

- Interim President Moriarty congratulated the 125 Charter Oak graduates completing their studies over the summer. Charter Oak continues to see strong demand for online learning. The fall enrollment, which began yesterday, is up a little over 15%. President Moriarty noted that Charter Oak remains one of the most affordable pathways to an online bachelor's degree and continues to promote awareness of this public higher education option among Connecticut residents. He reported that the college achieved two significant academic milestones during the year, with its nursing and social work programs earning professional accreditations. He noted that these accreditations enhance the credibility and visibility of the programs while supporting workforce needs across the state. Charter Oak has also been successful in securing several grants throughout this year and we have been disciplined in using those grant dollars to expand capabilities rather than support routine operating expenses. Most recently, Charter Oak received a Tech Talent Accelerator Grant through the Business Higher Education Forum. The work will focus on expanding opportunities around artificial intelligence in the workplace and providing the skills that employees need in an AI enabled economy. Key partners of this grant include the Connecticut Office of Workforce Strategy and the New England Board of Higher Education. President Moriarty commended the Charter Oak faculty and staff for their efforts in the achievement of these positive results. He reported that additional staffing during the semester will strengthen the institutional capacity in supporting faculty and students.

- Interim President Christina Royal began her remarks with an update on the Northwell Health partnership, including formal celebration on August 10 at Norwalk Hospital, where Chancellor Braswell was in attendance, state and local officials, as well as Regents and campus presidents. Dr. Royal noted the partnership will serve students, as well as Northwell employees seeking credentials. It was further noted that the partnership targets high need fields (e.g., nursing, medical assisting, allied health, surgical and radiologic technology, billing and coding, and patient support roles. Initial goals include engaging 500 students in the first year, expanding workforce and program enrollment and increasing Northwell's hiring of CT State graduates to 50 by year three. The agreement also provides for instructional space, expanded clinical and simulation opportunities, employee training cohorts, and joint scholarship fundraising. Dr. Royal reported the following personnel updates: retirement of Dr. Karen Hynick, Acting Provost and Vice President, Academic Affairs, Student Affairs and Workforce Innovation; Dr. Royal praised her leadership and commitment to CT State during her tenure. She announced that Dr. Michelle Coach, Dean of the School of Science, Technology, Engineering, and Mathematics (STEM), has recently been selected as President of SUNY Morrisville. President Royal provided an overview of enrollment: enrollment increased, with headcount rising 4% from 31,428 to 32,540, while full-time equivalent (FTE) enrollment increased 2%. It was noted that headcount growth outpacing FTE growth suggests that a larger share of enrollment gains is occurring among part-time students or students taking lighter course loads. Dr. Royal further reported on CT State's first comprehensive strategic plan as a unified college. It's based on four pillars: 1. The first pillar is student success, access, and belonging; 2. Workforce development and economic mobility, focuses on translating education into relevant skills, careers, wage progression, mobility, and Connecticut's long-term competitiveness; 3. People, culture, and community, which recognizes that the mission depends on the people, relationships, communication, and shared identity that shape the experiences of students and employees; 4. institutional stewardship and sustainability, which addresses the resources, operations, technology, data, financial health, and accountability needed to sustain institutional commitments. She noted further development of the plan from year zero, 2026-2027, with formal year 1 implementation in fall 2027. She expressed excitement for the new academic year.

- President Toro reported on enrollment and housing occupancy, fall 2026 welcome activities, and the student experience at Central Connecticut State University. Regarding enrollment, President Toro reported that enrollment is approaching a 2% increase over the previous year's fall census figures. She noted that transfer enrollment includes 740 new students and that the university is also experiencing strong graduate enrollment. She also reported that first-time, full-time enrollment has exceeded the university's goal of 1,500 students. Dr. Toro noted that residential occupancy is nearly 100 students above last year's level and is expected to set a new university housing occupancy record. President Toro reported that approximately 380 faculty and staff attended the August 18 welcome event, which emphasized the important role faculty and staff play in supporting student success and helping students achieve their educational and career goals. The bridge was used as a metaphor for this process. Yesterday, the student event was held and included convocation, which officially marked the beginning of the new academic year and welcome for new students as they start their college journey. The deans hosted welcome activities across the campus allowing students to get to know their respective schools and interact with faculty. President Toro highlighted several initiatives that are enhancing the student experience at Central. She reported that the university's new Simulation and Healthcare Corridor is now serving nursing and nurse anesthesia doctoral students, providing access to advanced simulation technologies, big data applications, artificial intelligence, and mixed and augmented reality tools to support clinical preparation. She also noted the recent expansion of the Central Community Health Education Clinic, which builds upon the clinic's success in improving healthcare accessibility for the surrounding community while providing experiential learning opportunities for students. The expanded facility includes a demonstration kitchen, multipurpose room, wellness counseling rooms, and fitness assessment spaces, enabling the clinic to broaden its services and offer additional programming in areas such as nutrition, personal training, and mental health screening. In closing, President Toro reported that the quality of Central's academic programs continues to be affirmed through external accreditation. She noted that the Bachelor of Science in Computer Science program received full accreditation for six years with excellent marks, and that the Civil Engineering program also received full accreditation. President Toro stated that, alongside enrollment growth, the university continues to strengthen the educational experience offered to students.

DRAFT

15. INFORMATIONAL ITEMS

The items referenced below are informational to the Board of Regents:

a. Contracts
- i. CT Natural Gas
  Board of Regents
- ii. New Haven Parking Authority
- iii. Allied Universal Security Services, Gateway
- iv. Allied Universal Security Services, Housatonic
- v. Allied Universal Security Services, Norwalk
- vi. Hartford Board of Education for Great Path Academy
- vii. Norwich Department of Public Utilities
- viii. SMG Corporate Services
- ix. HI Stoen & Sons, Inc
- x. The Nutmeg Company
- xi. ETT Environmental Services
- xii. Alibozak Construction
- xiii. EAB Global
- xiv. PepsiCo

b. Banner Project Update

16. EXECUTIVE SESSION

Prior to convening in executive session, Chair Satiago indicated that no votes will be taken and the board will reconvene following executive session solely for the purpose of adjournment.

At 11:33 a.m., on a motion by Vice Chair James, and second by Regent Williams the Board of Regents entered executive session pursuant to § 1-200 (6)(A) Discussion of Chancellor Performance.

The Board of regents reconvened from executive session at 12:55 p.m.

17. ADJOURNMENT

Upon a motion by Vice Chair James and second by Regent Porth, the meeting adjourned at 12:55 p.m.

Submitted by,

Ari Santiago, Interim Chair
CT Board of Regents for Higher Education

DRAFT

Connecticut State Colleges & Universities (CSCU) - Preliminary Enrollment, Census Date Comparison

Fall 2026 Initial Census Compared to Census Fall 2025

		CT State Community College													Charter Oak State College	CT State Universities					Grand Total
		Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern CT	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Total		Central	Eastern	Southern	Western	Total	
Start Date ->		8/27/26	8/27/26	8/27/26	8/27/26	8/27/26	8/27/26	8/27/26	8/27/26	8/27/26	8/27/26	8/27/26	8/27/26		8/24/26	8/25/26	8/25/26	8/25/26	8/25/26		
Census Date ->		9/17/26	9/17/26	9/17/26	9/17/26	9/17/26	9/17/26	9/17/26	9/17/26	9/17/26	9/17/26	9/17/26	9/17/26		10/31/26	9/15/26	9/15/26	9/15/26	9/15/26		
Census Fall 2026																					
Headcount	FT	382	794	1,988	946	1,491	674	1,838	329	1,414	365	814	1,268	12,303		8,176	3,644	6,878	3,562	22,260	34,563
	PT	876	2,235	4,261	2,230	2,707	1,289	3,628	622	3,173	633	2,003	1,958	25,615		3,553	1,404	3,283	1,435	9,675	35,290
	Total	1,258	3,029	6,249	3,176	4,198	1,963	5,466	951	4,587	998	2,817	3,226	37,918		11,729	5,048	10,161	4,997	31,935	69,853
Credit Hours	FT	6,546	10,453	23,609	14,131	20,006	10,225	22,219	4,760	17,494	5,452	11,699	17,940	164,534		116,642	54,289	96,492	52,897	320,318	484,852
	PT	6,779	16,950	27,578	16,064	18,222	10,652	22,637	4,567	19,393	5,036	13,976	13,780	175,634		18,084	6,376	15,981	7,725	48,165	223,799
	Total	13,325	27,403	51,187	30,195	38,228	20,877	44,856	9,327	36,887	10,488	25,675	31,720	340,168		134,726	60,665	112,472	60,621	368,483	708,651
FTE	FT	436	697	1,574	942	1,334	682	1,481	317	1,166	363	780	1,196	10,969		7,906	3,633	6,618	3,542	21,699	32,668
	PT	452	1,130	1,839	1,071	1,215	710	1,509	304	1,293	336	932	919	11,709		1,297	434	1,154	568	3,452	15,161
	Total	888	1,827	3,412	2,013	2,549	1,392	2,990	622	2,459	699	1,712	2,115	22,678		9,203	4,068	7,772	4,109	25,152	47,829
Census Fall 2025																					
Headcount	FT	428	726	1,915	926	1,486	705	1,909	323	1,410	379	912	1,268	12,387		7,848	3,312	6,944	3,433	21,537	33,924
	PT	861	2,167	4,376	2,168	2,744	1,240	3,468	681	3,055	768	1,974	1,974	25,476		3,417	1,461	3,083	1,140	9,101	34,577
	Total	1,289	2,893	6,291	3,094	4,230	1,945	5,377	1,004	4,465	1,147	2,886	3,242	37,863		11,265	4,773	10,027	4,573	30,638	68,501
Credit Hours	FT	6,788	9,859	22,987	13,736	20,415	10,615	23,197	4,665	17,721	5,617	12,824	17,411	165,835		111,676	49,152	97,739	50,639	309,205	475,040
	PT	6,502	16,469	27,745	15,488	18,285	9,924	22,256	4,810	19,500	5,621	13,760	13,572	173,932		17,921	6,457	15,152	6,403	45,932	219,864
	Total	13,290	26,328	50,732	29,224	38,700	20,539	45,453	9,475	37,221	11,238	26,584	30,983	339,767		129,597	55,608	112,891	57,042	355,137	694,904
FTE	FT	453	657	1,532	916	1,361	708	1,546	311	1,181	374	855	1,161	11,056		7,561	3,290	6,712	3,392	20,956	32,011
	PT	433	1,098	1,850	1,033	1,219	662	1,484	321	1,300	375	917	905	11,595		1,292	442	1,098	478	3,310	14,906
	Total	886	1,755	3,382	1,948	2,580	1,369	3,030	632	2,481	749	1,772	2,066	22,651		8,853	3,732	7,811	3,870	24,266	46,917
Difference																					
Headcount	FT	-10.7%	9.4%	3.8%	2.2%	0.3%	-4.4%	-3.7%	1.9%	0.3%	-3.7%	-10.7%	0.0%	-0.7%		4.2%	10.0%	-1.0%	3.8%	3.4%	1.9%
	PT	1.7%	3.1%	-2.6%	2.9%	-1.3%	4.0%	4.6%	-8.7%	3.9%	-17.6%	1.5%	-0.8%	0.5%		4.0%	-3.9%	6.5%	25.9%	6.3%	2.1%
	Total	-2.4%	4.7%	-0.7%	2.7%	-0.8%	0.9%	1.7%	-5.3%	2.7%	-13.0%	-2.4%	-0.5%	0.1%		4.1%	5.8%	1.3%	9.3%	4.2%	2.0%
Credit Hours	FT	-3.6%	6.0%	2.7%	2.9%	-2.0%	-3.7%	-4.2%	2.0%	-1.3%	-2.9%	-8.8%	3.0%	-0.8%		4.4%	10.5%	-1.3%	4.5%	3.6%	2.1%
	PT	4.3%	2.9%	-0.6%	3.7%	-0.3%	7.3%	1.7%	-5.1%	-0.5%	-10.4%	1.6%	1.5%	1.0%		0.9%	-1.2%	5.5%	20.6%	4.9%	1.8%
	Total	0.3%	4.1%	0.9%	3.3%	-1.2%	1.6%	-1.3%	-1.6%	-0.9%	-6.7%	-3.4%	2.4%	0.1%		4.0%	9.1%	-0.4%	6.3%	3.8%	2.0%
FTE	FT	-3.6%	6.0%	2.7%	2.9%	-2.0%	-3.7%	-4.2%	2.0%	-1.3%	-2.9%	-8.8%	3.0%	-0.8%		4.6%	10.4%	-1.4%	4.4%	3.5%	2.1%
	PT	4.3%	2.9%	-0.6%	3.7%	-0.3%	7.3%	1.7%	-5.1%	-0.5%	-10.4%	1.6%	1.5%	1.0%		0.4%	-1.7%	5.0%	18.8%	4.3%	1.7%
	Total	0.3%	4.1%	0.9%	3.3%	-1.2%	1.6%	-1.3%	-1.6%	-0.9%	-6.7%	-3.4%	2.4%	0.1%		3.9%	9.0%	-0.5%	6.2%	3.6%	1.9%

Notes

Full-time equivalent enrollment is calculated in this worksheet as 15 undergraduate credit hours = 1 FTE, 12 graduate credit hours = 1 FTE. This figure will be lower than official FTE reports based on credit hours, which include a full 12 months of instructional activity as well as official FTE reports based on the NCES fall headcount conversion formula.

Data Sources: CSU, COSC and CT State Community College Institutional Research Offices.

Prepared by the Connecticut State Colleges and Universities, Office of Decision Support & Institutional Research, September 18, 2026

Connecticut State Universities and Charter Oak State College
Fall 2026 UG/GR Initial Census Compared with Census Fall 2025

		Charter Oak State College			CT State Universities													
					Central			Eastern			Southern			Western			Total		
Start Date ->		8/25/26			8/25/26			8/25/26			8/25/26			8/25/26					
Census Date ->		**10/31/26**			**9/15/26**			**9/15/26**			**9/15/26**			**9/15/26**					
		UG	GR	Total	UG	GR	Total	UG	GR	Total	UG	GR	Total	UG	GR	Total	UG	GR	Total
Census Fall 2026																			
Headcount	FT				7,473	703	8,176	3,564	80	3,644	5,854	1,024	6,878	3,478	84	3,562	20,369	1,891	22,260
	PT				2,440	1,113	3,553	1,297	107	1,404	2,238	1,045	3,283	907	528	1,435	6,882	2,793	9,675
	Total				9,913	1,816	11,729	4,861	187	5,048	8,092	2,069	10,161	4,385	612	4,997	27,251	4,684	31,935
Credit Hours	FT				108,850	7,792	116,642	53,443	846	54,289	85,372	11,120	96,492	51,978	919	52,897	299,641	20,677	320,318
	PT				12,615	5,469	18,084	5,815	561	6,376	10,690	5,291	15,981	4,564	3,161	7,725	33,684	14,482	48,165
	Total				121,465	13,261	134,726	59,258	1,407	60,665	96,062	16,411	112,472	56,541	4,080	60,621	333,325	35,159	368,483
FTE	FT				7,257	649	7,906	3,563	71	3,633	5,691	927	6,618	3,465	77	3,542	19,976	1,723	21,699
	PT				841	456	1,297	388	47	434	713	441	1,154	304	263	568	2,246	1,207	3,452
	Total				8,098	1,105	9,203	3,951	117	4,068	6,404	1,368	7,772	3,769	340	4,109	22,222	2,930	25,152
Census Fall 2025																			
Headcount	FT				7,211	637	7,848	3,238	74	3,312	5,863	1,081	6,944	3,347	86	3,433	19,659	1,878	21,537
	PT				2,252	1,165	3,417	1,335	126	1,461	2,053	1,030	3,083	599	541	1,140	6,239	2,862	9,101
	Total				9,463	1,802	11,265	4,573	200	4,773	7,916	2,111	10,027	3,946	627	4,573	25,898	4,740	30,638
Credit Hours	FT				104,710	6,966	111,676	48,371	781	49,152	85,951	11,788	97,739	49,646	993	50,639	288,677	20,528	309,205
	PT				12,078	5,844	17,921	5,760	696.5	6,457	9,866	5,286	15,152	3,352	3,051	6,403	31,055	14,877	45,932
	Total				116,788	12,810	129,597	54,131	1,478	55,608	95,817	17,074	112,891	52,998	4,044	57,042	319,732	35,405	355,137
FTE	FT				6,981	581	7,561	3,225	65	3,290	5,730	982	6,712	3,310	83	3,392	19,245	1,711	20,956
	PT				805	487	1,292	384	58	442	658	441	1,098	223	254	478	2,070	1,240	3,310
	Total				7,786	1,067	8,853	3,609	123	3,732	6,388	1,423	7,811	3,533	337	3,870	21,315	2,950	24,266
Difference																			
Headcount	FT				3.6%	10.4%	4.2%	10.1%	8.1%	10.0%	-0.2%	-5.3%	-1.0%	3.9%	-2.3%	3.8%	3.6%	0.7%	3.4%
	PT				8.3%	-4.5%	4.0%	-2.8%	-15.1%	-3.9%	9.0%	1.5%	6.5%	51.4%	-2.4%	25.9%	10.3%	-2.4%	6.3%
	Total				4.8%	0.8%	4.1%	6.3%	-6.5%	5.8%	2.2%	-2.0%	1.3%	11.1%	-2.4%	9.3%	5.2%	-1.2%	4.2%
Credit Hours	FT				4.0%	11.9%	4.4%	10.5%	8.3%	10.5%	-0.7%	-5.7%	-1.3%	4.7%	-7.5%	4.5%	3.8%	0.7%	3.6%
	PT				4.5%	-6.4%	0.9%	1.0%	-19.5%	-1.2%	8.4%	0.1%	5.5%	36.2%	3.6%	20.6%	8.5%	-2.7%	4.9%
	Total				4.0%	3.5%	4.0%	9.5%	-4.8%	9.1%	0.3%	-3.9%	-0.4%	6.7%	0.9%	6.3%	4.3%	-0.7%	3.8%
FTE	FT				4.0%	11.9%	4.6%	10.5%	8.3%	10.4%	-0.7%	-5.7%	-1.4%	4.7%	-7.5%	4.4%	3.8%	0.7%	3.5%
	PT				4.5%	-6.4%	0.4%	1.0%	-19.5%	-1.7%	8.4%	0.1%	5.0%	36.2%	3.6%	18.8%	8.5%	-2.7%	4.3%
	Total				4.0%	3.5%	3.9%	9.5%	-4.8%	9.0%	0.3%	-3.9%	-0.5%	6.7%	0.9%	6.2%	4.3%	-0.7%	3.6%

Notes
1. Current-term enrollment reflects an in-progress snapshot and is subject to change. Fall 2024 enrollment reflects final census-date counts.
2. Full-time equivalent enrollment is calculated in this worksheet as 15 undergraduate credit hours = 1 FTE, 12 graduate credit hours = 1 FTE. This figure will be lower than official FTE reports based on credit hours, which include a
3. Data Sources: CSU IR Offices
4. Prepared by the Connecticut State Colleges and Universities, Office of Decision Support & Institutional Research, September 18, 2026

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

POLICY ADOPTION
TIMELY RESPONSE TO INTERNAL AND EXTERNAL AUDIT INFORMATION REQUESTS

October 15, 2026

WHEREAS, the Board of Regents for Higher Education seeks to establish a uniform systemwide response and expectations to requests for information made by authorized internal and external audit organizations; and

WHEREAS, prompt cooperation with audit activities is fundamental to the Connecticut State Colleges and Universities (CSCU) System's commitment to accountability, transparency, and stewardship of public resources; and

WHEREAS, the Board of Regents recognizes that internal and external audits are critical tools for assessing compliance, operational effectiveness, financial stewardship, risk management, and organizational accountability; and are an essential component of CSCU's governance, risk management, and internal control framework; and

WHEREAS, every employee and every level of management shares responsibility for ensuring that authorized auditors are able to perform their work independently, objectively, efficiently, and without unnecessary delay and with the expectation that employees fully respond to all audit requests within the timeframe provided by the auditor making the request; and

WHEREAS, all CSCU personnel shall cooperate fully, promptly, and in good faith with requests for information, records, documentation, electronic data, explanations, interviews, or other materials submitted by: The CSCU Director of Internal Audit, including Internal Audit staff; External audit firms retained by the Board of Regents or CSCU; and The Connecticut Auditors of Public Accounts (APA); now, therefore, be it

RESOLVED, that the Board of Regents for Higher Education adopts the policy on timely response to internal and external audit information requests.

A True Copy:

_____
Ari Santiago
Interim Chair, CT Board of Regents for Higher Education

Policy #	Policy Name	BOR Resolution	Adoption Date
	CSCU Policy Regarding Internal and External Audit Information Requests		

Policy Owner(s): Board of Regents Audit Committee; CSCU Chief Compliance Officer

Applicability: This policy applies to all departments and employees in the CSCU System Office and each CSCU institution, and any individual responsible for maintaining, controlling, or providing access to institutional records, information, systems, property, or other resources that may be subject to internal or external audit.

Effective Date: Upon Adoption

I. Purpose

The purpose of this policy is to establish uniform systemwide response expectations to requests for information made by authorized internal and external audit organizations.

Prompt cooperation with audit activities is fundamental to the Connecticut State Colleges and Universities (CSCU) System's commitment to accountability, transparency, and stewardship of public resources.

II. Definitions

College or University. Any of the institutions within CSCU, including Central Connecticut State University, Charter Oak State College, Connecticut State Community College, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University.

CSCU. The Connecticut State Colleges and Universities, which includes the CSCU system office, and any and all specific Colleges or Universities within the CSCU. For purposes of this policy, the term “CSCU” could mean the CSCU system or any College or University interchangeably.

System and Institutional Leadership. A group of CSCU employees with significant leadership responsibilities to include, but not limited to, the Chancellor, system office executives, presidents, vice presidents, provosts, deans, directors, department heads, supervisors, and managers.

III. Policy

All CSCU personnel shall cooperate fully, promptly, and in good faith with requests for information, records, documentation, electronic data, explanations, interviews, or other materials submitted by:

- The CSCU Director of Internal Audit, including Internal Audit staff;
- External audit firms retained by the Board of Regents or CSCU; and
- The Connecticut Auditors of Public Accounts (APA).

It is the expectation that employees fully respond to all audit requests within the timeframe provided by the auditor making the request, which is generally seven (7) business days. If circumstances reasonably prevent compliance within the required timeframe, the responsible employee or office shall notify the requesting audit organization before the response deadline. Any extension beyond the initial response timeframe must be approved in advance through mutual agreement between the requesting audit organization and the responsible employee or office, with another date certain specified for compliance.

Employees shall work cooperatively to provide requested information, and provide timely access to records, systems, facilities, or personnel.

a. Responsibilities of All Employees

All CSCU employees are responsible for:

1. Providing complete, accurate, and timely responses to authorized audit requests;
2. Producing records, documentation, electronic information, and other materials maintained in the normal course of business, except where disclosure is prohibited by law;
3. Preserving records relevant to ongoing audit activities in accordance with applicable records retention requirements;
4. Promptly communicating any circumstance affecting the employee's ability to meet the required response timeline; and
5. Cooperating fully and professionally throughout the audit process.

b. Responsibilities of System and Institutional Leadership

System and Institutional Leadership has an affirmative responsibility to facilitate authorized audit activities.

Accordingly, System and Institutional Leadership shall:

1. Ensure audit requests receive appropriate institutional priority;
2. Allocate sufficient personnel and resources necessary to enable timely responses;
3. Direct employees under their supervision to cooperate fully with authorized auditors;
4. Provide audit staff with safe, furnished, and operational workspace that provides privacy for conversations, throughout the course of any audit. This requires access

to wireless internet, parking, and read-only access to all applicable automated information systems, if germane to the audit assignment. Internal Audit shall have complete access to all automated information systems, as outlined in the internal audit charter.

5. Monitor the status of outstanding audit requests to ensure compliance with established deadlines;
6. Where practicable, remove administrative or operational barriers that could delay audit activities;
7. Ensure that responsive records are preserved and made available in accordance with applicable law and policy;
8. Promptly elevate issues affecting timely compliance when necessary; and
9. Foster an organizational culture that promotes transparency, accountability, and independent audit oversight.

Failure of supervisory personnel to fulfill these responsibilities may constitute a failure to discharge assigned managerial duties, subject to applicable Board policy, collective bargaining agreements, and state personnel regulations.

c. Fulfillment of Audit Requests

Fulfillment of authorized audit requests is a required administrative responsibility of every CSCU employee and manager.

i. Internal Audits

During an internal audit, when requested information has not been provided within the established timeframe for response and no approved extension has been granted or request for extension has been made and is pending, the Director of Internal Audit shall issue a reminder to comply with the information request.

Such reminder shall be directed to the employee responsible for the response, and the employee's immediate supervisor. If there is no satisfactory response after five (5) business days, the notice shall be sent to the appropriate institutional Vice President/President or System Office executive. If there is still no satisfactory response or timeline agreed upon after four weeks, the notice shall be sent to the Chancellor or their designee, and the Board of Regents Audit Committee.

The Director of Internal Audit is responsible for tracking non-responsiveness to ensure that individuals, departments, and institutions are accountable for their administrative responsibilities related to audit requests.

Institutional leaders are accountable not only for their own responses to audit requests but also for ensuring that employees under their direction comply with the requirements of this policy.

Repeated failure by an employee or member of institutional leadership to comply with an audit request may result in appropriate administrative action consistent with Board policy, applicable collective bargaining agreements, Connecticut law, and due process requirements.

ii. External Audit

Should any external audit firms retained by the Board of Regents or CSCU or the Connecticut Auditors of Public Accounts (APA) need assistance in obtaining response to a request, they may engage the Director of Internal Audit to escalate the non-responsiveness consistent with the escalation protocols related to internal audit requests above.

d. Duty to Support Audits

The effectiveness of the CSCU internal and external audit functions depends upon timely and complete access to personnel, records, systems, facilities, and information.

Every employee and every level of management shares responsibility for ensuring that authorized auditors are able to perform their work independently, objectively, efficiently, and without unnecessary delay. Audits of CSCU activities are an essential component of CSCU's governance, risk management, and internal control framework.

e. Authority

This policy is issued pursuant to the authority vested in the Board of Regents for Higher Education to oversee the Connecticut State Colleges and Universities System, ensure compliance with all Board policies, safeguard public resources, and promote effective governance and accountability throughout the System.

This policy further supports CSCU's obligation to cooperate with audits conducted pursuant to applicable provisions of the Connecticut General Statutes, including audits performed by the Connecticut Auditors of Public Accounts, independent external auditors retained by the Board of Regents or CSCU, and the Office of Internal Audit operating under the authority of the Board of Regents Audit Committee and the CSCU Director of Internal Audit. The Office of Internal Audit functions as an independent assurance activity serving the Board of Regents Audit Committee.

Nothing in this policy supersedes federal or state law, collective bargaining agreements, or applicable legal privileges or confidentiality requirements. Employees shall continue to safeguard confidential, protected, and personally identifiable information while providing authorized auditors access as permitted by law.

IV. Enforcement

This policy is enforced under the Code of Conduct for Regents, Employees, and Volunteers. Failure to adhere to the obligations in the policy may result in discipline up to and including termination, consistent with all CSCU policies and any relevant Collective Bargaining Agreement.

BOARD OF REGENTS

RESOLUTION

Concerning

LICENSE AGREEMENT FOR SPACE USE
BETWEEN CT STATE HOUSATONIC
and
DERBY HIGH SCHOOL

October 15, 2026

WHEREAS, The Connecticut State Colleges and Universities (CSCU) continues to provide higher education opportunities that satisfy growing needs in CT for highly skilled workers in the Advanced Manufacturing field; and

WHEREAS, The Advanced Manufacturing College Connections program promotes exposure to Advanced Manufacturing learning and career opportunities for high school students, providing them with opportunities to access hands on experience in the field; and

WHEREAS, In 2018, Housatonic Community College established a College Connections program located at Derby High School; and

WHEREAS, The College Connections program enrolls students from Derby High School and up to five other communities in foundational technology opportunities lending itself to further education opportunities at the Community Colleges while promoting Connecticut workforce needs; and

WHEREAS, Derby, and other participating school systems, fund to Housatonic the direct cost of instruction and lab fees per the CT State dual enrollment pricing model; and

WHEREAS, The CSCU space use license agreement with Derby High School is expiring and a new agreement will be executed for a term of up to seven years, comprising an initial three-year term with four optional one-year extensions; and

WHEREAS, In lieu of space use license expenses, Housatonic provides curriculum required equipment, course training and instructors; and

WHEREAS, CSCU Contracting & Signatory Policy 5.10, section G, iii, requires BOR approval of property contract or conveyance regardless of value; now, therefore, be it

RESOLVED, That a license agreement for space use will be entered into for CT State Housatonic's College Connections program at Derby High School.

A True Copy:

_____
Ari Santiago, Interim Chair
CT Board of Regents for Higher Education

ITEM

License Agreement for CT State College Connections space at Derby High School.

BACKGROUND

The Connecticut State Colleges and Universities provide educational opportunities that satisfy growing needs in CT for highly skilled workers in the Advanced Manufacturing field. A component of the Connecticut State Colleges and Universities (CSCU) Advanced Manufacturing program includes the College Connections Program. The College Connections program promotes exposure to advanced Manufacturing learning and career opportunities for high school students, providing them with opportunities to access hands on experience in the field. This exposure also promotes enrollment in the CSCU community college system.

ANALYSIS

In 2018, CT State Housatonic partnered with the Derby Public School system and launched a College Connection program at Derby High School. Derby and other regional school system students have benefited from this program. The curriculum established a series of technology programs designed to provide high school juniors and seniors with educational opportunities and expose them to career paths in manufacturing to support current and future Connecticut workforce needs. Through the program, high school students participate in a series of college level courses based on electronics, machine, welding and other disciplines. This program provides foundational technology education opportunities directed specifically at the interest of a high school population and the needs of many CT employers. Similar programs exist on CT State campuses at Naugatuck Valley, Quinebaug Valley, Gateway and Housatonic.

The College Connections coursework involves both classroom and manufacturing lab settings and includes independent assignments and regularly scheduled exams. The classes are conducted during the regular school day in approximately 1,250 square feet of equipped laboratory space and a 750 square foot dedicated Manufacturing Center classroom.

Derby funds all non-instructor operating expenses including utilities, custodial, building maintenance and security costs. Housatonic provides the equipment and furnishings required to administer the program. All furniture and equipment supplied by Housatonic remain the property of Housatonic.

In 2018 a four-year license agreement was approved by the Board of Regents (BOR) for this program partnership. The agreement also included four one-year extension options beyond the base agreement. The 2018 agreement is expiring.

BOR Contracting and Signatory Policy section G.iii, states "Any real property contract or conveyance, regardless of value, including, but not limited to, purchase and sale agreements, deed, easements and leases, or any other instrument directly impacting the real property interests of the BOR and/or any member institution(s) of CSCU, shall require BOR approval prior to execution by the properly delegated individual." It is requested that the BOR approve a new three-year agreement with four one-year extension options (seven years total).

PRESIDENT'S RECOMMENDATION

Approve that terms and conditions be negotiated and a license agreement be executed allowing Housatonic Community College to continue its' partnership College Connections program at Derby High School.

BOARD OF REGENTS

RESOLUTION

concerning

LICENSE AGREEMENT FOR OPERATING
GREAT PATH ACADEMY MIDDLE COLLEGE AT
CT STATE MANCHESTER

October 15, 2026

WHEREAS, in 2012, The Hartford Board of Education began operating Great Path Academy at CT State Manchester under a license agreement; and

WHEREAS, the license agreement for space use has expired and requires renewal; and

WHEREAS, Hartford Board of Education remains CT State's preferred educational vendor to operate Great Path Academy; and

WHEREAS, Hartford Board of Education will be provided with a new license agreement to operate Great Path Academy through June 30, 2029, with one four-year extension ending on June 30, 2033; and

WHEREAS, the year-one license fee for Hartford Board of Education due to CT State for use of the GPA facility and related services shall be $395,619.40, with a 5% increase in each subsequent year; and

WHEREAS, CSCU Signatory Policy 5.10, Section (G)(iii) requires BOR approval of property use agreements or conveyances regardless of value; now, therefore, be it

RESOLVED, that CSCU assigns an operator license agreement for Great Path Academy at CT State Manchester to Hartford Board of Education.

A True Copy:

_____
Ari Santiago, Interim Chair
CT Board of Regents for Higher Education

ITEM

License Agreement to the Hartford Board of Education to operate Great Path Academy at CT State Manchester.

BACKGROUND

CT State Manchester's Middle College High School, Great Path Academy (GPA), opened in 2008. Since 2012, Hartford Board of Education (HBOE) has been GPA's licensed operator. HBOE remains the preferred operator, but the operator agreement has expired.

ANALYSIS

In 2003, Public Act 04-213 authorized the prior Board of Trustees for the Community Colleges, on behalf of Manchester Community College, to apply for Connecticut State Department of Education (SDE) funds to construct and operate a Middle College High School. Construction and implementation of this school also responded to the former Board of Trustees' statutory authority and responsibility to assist the State of Connecticut in fulfilling its obligations under Sheff v. O'Neill, and any subsequent related stipulations or orders in effect, as determined by the Commissioner of the SDE. The statutory authority includes supporting and assisting in the operation of interdistrict magnet school programs designed to bridge secondary and post-secondary education by integrating high school students into the college environment and providing eligible students with access to college coursework. This serves the State's goals to reduce racial, ethnic, and economic isolation and increasing student achievement within affected Connecticut school districts.

All capital costs for construction and equipment totaling $28M were funded through the SDE. The 78,228 square foot magnet high school, Great Path Academy, constructed contiguous to CT State Manchester with a designed enrollment of up to 250 students, opened in 2008.

Since 2012, HBOE has been the operator of GPA in accordance with C.G.S. § 10-264*l* and the requirements of the SDE and laws and regulations applicable to inter-district magnet schools. As the operator and designated administrative and fiscal agent for GPA, HBOE must reimburse CT State for costs incurred by CT State Manchester on behalf of GPA. The license agreement, that includes the use of space, for HBOE to continue as GPA's operator is up for renewal. Staff recommends that the BOR approve the execution of a new license agreement through June 30, 2029, that includes one four-year extension ending June 30,2033.

General conditions of the agreement include:

- GPA students and staff have access to and use of the GPA facility.
- GPA students and staff have access to furnishings and IT equipment that CT State Manchester installed in the GPA classrooms and facility.
- GPA's students and staff have use of CT State Manchester space is when approved.
- The college library and library services are available to GPA students and staff.

- CT State Manchester will clean and maintain the GPA building and site.
- Educational materials and supplies for Middle College students are the responsibility of GPA.
- GPA will reimburse CT State for utilities usage costs.
- GPA has use of the college cafeteria and provides food service to their students and staff.

The annual license fee with quarterly payments will be $395,619.49 from July 2026 - June 2027, increase 5% annually over the term, with a total fee through June 30, 2028, of $1,247,190.44. The four-year extension will also incur a 5% annual license fee increase.

CHANCELLOR'S RECOMMENDATION

Allow CSCU to enter into a new license agreement with the Hartford Board of Education, so that it may continue as the Great Path Academy operator through June 30, 2029, with one-four year extension through June 30, 2033.

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approving a Memorandum of Agreement between the State of Connecticut Department of Public and Connecticut State Community College for The Expanded CNA Training Program

October 15, 2026

WHEREAS, The Board of Regents under the provisions C.G.S. § 10a-6(a)(15), the Board of Regents for Higher Education is vested with authority to "make or enter into contracts, leases or other agreements in connection with its responsibilities. . .". for the Connecticut State Colleges and Universities System (CSCU); and

WHEREAS, Effective December 1, 2025 the Board of Regents adopted the CSCU Contracting and Signatory Authority Policy; and

WHEREAS, Section G.i of the CSCU Contracting and Signatory Authority Policy requires any contract which involves "any contracts or amendments thereof with a value of $2,500,000 or more, must be presented to the Board of Regents for approval prior to execution by the two (2) properly delegated individuals."; and

WHEREAS, The Expanded CNA Training Program is a nurse aide training program created utilizing Rural Health Transformation Grant funds, which complies with CGS Section 20-102ee, as amended by Section 23 of Public Act 26-13. This new program prepares student nurse aides to provide direct care nursing or nursing-related services in healthcare institutions other than nursing home facilities; and

WHEREAS, A Memorandum of Agreement ("MOA" or "Agreement") is entered between the State of Connecticut Department of Public Health (the "Department") and Connecticut State Community College (the "Contractor") (the Department and Contractor are each a "Party" and collectively the "Parties") for the purpose of The Expanded CNA Training Program for the period August 1, 2026, and shall terminate on July 31, 2031; and

WHEREAS, The total amount of funding shall not exceed $4,250,000; now, therefore, be it

RESOLVED, that Memorandum of Agreement between the State of Connecticut Department of Public and Connecticut State Community College for The Expanded CNA Training Program is hereby approved by the Board of Regents for Higher Education.

A True Copy:

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Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

BOARD OF REGENTS
Finance Committee
OCTOBER

CONTRACTS FOR APPROVAL										
No.	**Institution**	**Contractor**	**New or Amendment**	**Contract Approval Amount**	**Contract Start Date**	**Contract End Date**	**Description/Purpose**	**Fund Source**	**Contract Business Owner**	**Sourcing**
1	CT State	State of CT, Department of Public Health	New	$4,250,000	8/1/2026	7/31/2031	The Expanded CNA Training Program is a nurse aide training program created utilizing Rural Health Transformation Grant funds, which complies with CGS Section 20-102ee, as amended by Section 23 of Public Act 26-13. This new program prepares student nurse aides to provide direct care nursing or nursing-related services in healthcare institutions other than nursing home facilities.	CMS Rural Health Transformation Grant	State of CT DPH	n/a

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Resolution Approving In-State Undergraduate Tuition Rates for Massachusetts and Rhode Island Residents

October 15, 2026

WHEREAS, The Board of Regents for Higher Education ("BOR") pursuant to Connecticut General Statute section 10a-6(a)(3) establishes tuition and fee policies for the institutions that comprise the Connecticut State Colleges & Universities ("CSCU"); and

WHEREAS, The BOR in accordance with Connecticut General Statute section 10a-99, shall fix fees for tuition and shall fix fees for such other purposes as the BOR deems necessary; and

WHEREAS, Connecticut is uniquely positioned to attract and retain students from neighboring states due to its geographic proximity to the borders of Massachusetts and Rhode Island; and

WHEREAS, demographic trends across the Northeast indicate a declining college-age population, creating increased competition for student enrollment and requiring institutions to adopt strategic and innovative recruitment initiatives designed to secure financial stability and strengthen long-term viability; and

WHEREAS, offering in-state tuition rates to eligible out-of-state residents may enhance student recruitment, enrollment, retention, and degree completion efforts, as well as contributes to the academic and cultural vitality of the campus community; and

WHEREAS, the Board of Regents recognizes the strategic value of attracting diverse, high-achieving academic talent from outside the state borders; and

WHEREAS, the Board of Regents previously adopted Resolution No. 22-024 on March 24, 2022; which provided the option to CSCU institutions to charge New York and New Jersey residents the same tuition rate as identified for Connecticut resident students; and

WHEREAS, enrollment management strategies and recruitment practices vary across the CSCU institutions and campuses, and participation in such initiatives should remain at the discretion of each institution based on its unique circumstances and strategic objectives; now, therefore be it

RESOLVED, that the Connecticut State Colleges and Universities shall have the option to charge students from Massachusetts and Rhode Island the same tuition rate as identified for Connecticut resident students, effective beginning with Academic Year 2027-2028; and

BE IT FURTHER RESOLVED, that such students shall remain eligible for the approved in-state tuition rate for the duration of their continuous enrollment at Connecticut State Colleges and Universities, subject to applicable Board of Regents and university policies.

A True Copy:

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Ari Santiago
Interim Chair, CT Board of Regents for Higher Education

Impact of Charging In-State Tuition to New York and New Jersey Students

Executive Summary

The Connecticut State Colleges and Universities (CSCU) Board of Regents adopted a policy (Resolution BR 22-024) that allows its institutions to charge New York and New Jersey residents the Connecticut in-state tuition rate. In August 2026, the Finance & Infrastructure Committee recommended extending this option to students from Massachusetts and Rhode Island.

This staff report evaluates:

1. whether the NY-NJ policy increased enrollment,
2. whether incremental tuition revenue outweighed the revenue lost from discounting existing students,
3. how competing institutions are pricing out-of-state students, and
4. whether the policy creates adverse enrollment effects among the four CSUs.

Overall, the report supports extending the policy to Massachusetts and Rhode Island.

The evidence indicates that lower tuition increased enrollment from the targeted states. First-time NY-NJ enrollment increased from 449 students in the pre-policy periods to 611 after implementation, a gain of 162 students, or 36%. By comparison, enrollment from six other nearby states declined by 28 students over the same periods. A simple difference-in-differences (DiD) comparison produces a positive differential of 190 students. More formal analysis provides additional support. This analysis estimates an increase of **14.1 New York students, or 33.3%**, attributable to the policy. The report concludes that there is strong evidence that in-state pricing can increase out-of-state enrollments, particularly from border states.

The estimated financial impact is positive systemwide, but varies by institution. The analysis estimates $884,022 of gross tuition generated by incremental students versus $735,000 of tuition revenue lost from reducing rates for students who otherwise might have enrolled at the higher rate, producing an estimated net tuition gain of $149,022. These estimates exclude additional fee revenue, but since out-of-state students may be more likely to live on campus, housing and dining revenue could further improve the overall financial impact.

Competing institutions are aggressively pricing for out-of-state students. Public institutions in New Jersey and Maine already offer in-state or comparable rates to selected out-of-state populations, while SUNY, the University of Maine, UMass campuses, Rhode Island College, Fitchburg State, and Framingham State are using tuition matching, regional discounts, or substantial reductions in out-of-state tuition differentials.

CSCU's pricing does not lead one CSU to gain at another's expense. Central and Southern tend to gain students through intra-system transfers from Eastern and Western, but this pattern also exists among Connecticut residents and is not attributable to out-of-state tuition pricing.

Impact of Charging In-State Tuition to New York and New Jersey Students

Introduction

In March 2022, the Board of Regents (BOR) passed Resolution BR 22-024, which gave the Connecticut State Colleges and Universities (CSCU) the option to charge students from New York and New Jersey the in-state tuition rate. In August 2026, the Finance & Infrastructure Committee voted to recommend that the BOR extend the in-state tuition rate to students from the other two neighboring states, Massachusetts and Rhode Island. Since such policies aim to boost enrollment and improve financial sustainability, this paper analyzes the potential impacts of this policy by evaluating the effectiveness of lowering the tuition rate for NY and NJ students.

Currently, the universities charge from $6,700 to $6,998 in tuition per semester to Connecticut residents (in-state students). The out-of-state rate for New England residents is $8,450. BR 22-024 gave CSCU institutions the option to charge NY and NJ students the in-state rate, which amounts to a 20% discount. The key questions for this analysis are as follows:

1. Did the lower rate for NY-NJ students induce more of these students to attend a CSU?
2. What is the potential loss of revenue by applying the lower rate to existing NY-NJ students?
3. What other institutions are offering similar deals to out-of-state students?
4. Does this policy benefit some CSUs to the detriment of others?

Did the lower rate for NY-NJ students lead to more enrollment?

Yes.

Before the March 2022 policy, the universities had 449 first-time students from NY and NJ; after the new policy, 611 first-time students from NY and NJ attended a CSU.[1] This 162 student increase represents a 36% increase in NY/NJ enrollments. However, we did not see this level of growth from the other states. Before the policy, 264 students from six states (Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, and Rhode Island) attended a CSU; after the policy, 236 came from these other states. That's a 28 student decline. Clearly, something different is driving NY-NJ students to Connecticut.

Numerous factors explain why students choose one college or university over another. Also, the enrollment trends over the past few years are characterized by decline and recovery after the COVID pandemic. To isolate the impact of the policy from these influences, we need a methodology that controls for as many confounding factors as possible. We need a methodology that resembles an experiment—a controlled "before-after" study.

[1] The enrollment counts before the policy are the sum of enrollments from Fall 2016 and Fall 2018, and the enrollments counts after the policy are from Fall 2022 and Fall 2024. The US Department of Education's Integrated Postsecondary Education Data System (IPEDS) collects comprehensive residency data every year, but it is mandatory only in the even years.

Difference-in-differences (DiD) analysis is a commonly used statistical method to evaluate the impact of a specific intervention (e.g., passage of a law, implementation of a policy). It is a quasi-experimental design that makes use of longitudinal data from treatment and control groups to estimate a causal effect. This method compares the changes in outcomes over time between two similar groups—one impacted by the policy intervention (the treatment group) and one that is not impacted (the control group).

Figure 1 illustrates a DiD analysis. It shows downward trends in an outcome (for our case, enrollment) for the treatment group (in orange) and control group (in blue). It also shows a policy intervention applied to the treatment group at a given point in time and the impact of that policy intervention (notice how the orange line turns upward after the policy). Assuming that the treatment and control groups are the same on all variables except the intervention, a DiD analysis will estimate causal effects of the policy on the treatment group.[2]

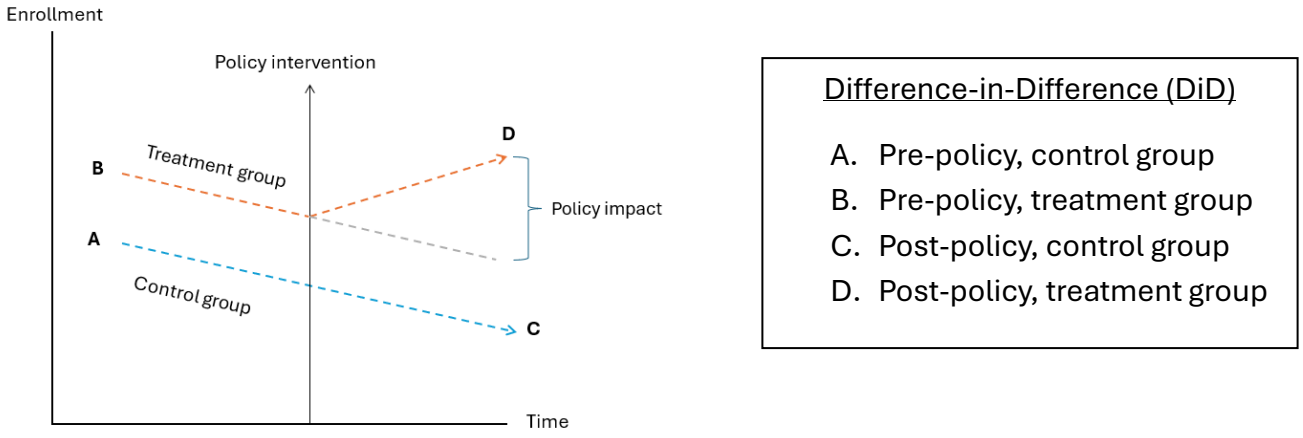


Figure 1. Illustration of a difference-in-difference analysis

For our analysis, we assign NY-NJ students to the treatment group, because they were targeted by the policy intervention (the lower tuition rate). We assign out-of-state students at CSUs from other states to the control group. We want to know whether the enrollment of the NY-NJ students increased by more than they did for students from other states.

Look at Figure 1 and notice that points A and C define the trend for the control group, and points B and D define the trend for the treatment group. As mentioned at the beginning of this section, the CSUs had 449 first-time NY-NJ students before the policy (point B) and 611 first-time students from NY and NJ after the policy (point D). Before the policy, 264 students from other states attended a CSU (point A), and 236 attended after the policy (point C). The change in treatment

[2] In a true experiment, participants are randomly selected into the treatment and control groups. This is what ensures that all other factors (except the policy intervention) are equal and allows the resulting outcome differences to be attributed to the policy intervention. However, because we are examining past data, we cannot randomly select participants into treatment and control groups. However, we can assume that students who chose to come to Connecticut from other states are randomly drawn from those states.

group (D – B = 162) was far greater after the policy than the change in the control group (C – A = -28). The difference in these changes (the "difference in the differences" = 162 minus -28 = 190) suggest a strong positive enrollment impact of the policy.

Table 1 shows the first-time enrollment counts by university before and after the policy. It shows the before-after differences for both groups, and the difference in the differences (between treatment and control groups) for each university. Here, we see relatively strong positive impacts at Central, Eastern, and Western, if only a small positive impact for Southern.

Table 1. First-time enrollments at CSUs before and after the March 2022 policy

Residency of First-time Students	Central		Eastern		Southern		Western	
	Before policy	After policy	Before policy	After policy	Before policy	After policy	Before policy	After policy
Treatment group (NY-NJ students)	69	108	36	42	66	85	278	376
Control group (other out-of-state students)	67	68	132	88	46	61	19	19
Difference for treatment group	39		6		19		98	
Difference for control group	1		-44		15		0	
Difference in Differences	38		50		4		98	

Various enrollment dynamics are evident in Table 1. At Central, NY-NJ students grew by 39, while 1 additional student came from other states. At Eastern, NY-NJ students grew a small amount while facing a decline in students from other states. Southern's enrollment increases were similar between NY-NJ and other states, and Western's NY-NJ increases predate the policy.[3]

Before the policy, NY-NJ students faced the same incentives as other out-of-state students. After the policy intervention that impacted only NY-NJ students, we generally find a positive impact. However, we need to control for other confounding factors such as the relative levels of financial aid between the states.

For a more formal analysis to control for other covariates (i.e., other confounding factors), we estimate the parameters of the following equation using data in the Appendix to run a DiD regression.

$$Y = \beta_0 + \beta_1 \text{Time} + \beta_2 \text{Policy} + \beta_3 \text{Time*Policy} + \beta_4 \text{Covariates} + \varepsilon$$

In this equation:

Variables (data we use to estimate equation parameters)

- Y = first-year enrollments from out-of-state
- Time = a variable measured by year (we use 2016 and 2018 before policy and 2022 and 2024 after policy)
- Policy = a binary dummy variable representing the policy of lowering the rate for out-of-state students
- Time*Policy = an interaction variable capturing the timing of the policy
- Covariates = alternative potential explanations for change in out-of-state enrollment

[3] The source data are shown in the Appendix. Western's NY student population went from 53 in Fall 2016 to 213 in Fall 2018 and has declined since. It's NJ population, though relatively small, has increased steadily.

Parameters to be estimated

- β_0 = baseline average of out-of-state enrollments
- β_1 = measures the out-of-state enrollment change across time
- β_2 = measures the pre-policy difference between treatment and control groups
- β_3 = The parameter of interest, it measures post-policy difference between treatment and control groups
- β_4 = measures other factors that might explain out-of-state enrollment changes
- ε = error term

Table 2 summarizes the results. We focus on the key result— β_3 (Beta 3)—which measures the policy impact.

Table 2. Results from difference-in-difference regressions

DiD regressions	β_3	RSE	t	p
Model 1: DiD baseline, no covariates	**10.8**	4.99	2.16	.067
Model 2a: Full DiD model w/ CT aid	**10.8**	4.99	2.16	.068
Model 2b: Full DiD model w/ CT aid & aid gap	**8.8**	3.94	2.24	.060
Model 3: Central	**7.9**	3.92	2.02	.084
Model 4: Eastern	**7.1**	4.32	1.65	.143
Model 5: Southern	**4.7**	6.51	.73	.490
Model 6: Western	**15.5**	9.32	1.66	.141

Here are key findings:

- **Model 1** estimates the DiD equation without the covariates. This gives us a baseline estimate of the policy impact. The estimate of 10.8 suggests that the policy created an average treatment effect of 10 to 11 additional NY-NJ students.
- **Model 2a** estimates the DiD with one covariate—the average institutional aid available at the CSU being attended. This variable has the potential to explain why students from NY and NJ choose to come to CT for college. The estimate of 10.8 suggests that adding this variable had little effect on the estimated policy impact.
- **Model 2b** estimates the DiD with two covariates—the average CSU aid in Model 2a and the difference between CSU institutional aid and the average institutional aid from the home state. This variable has even greater potential to explain why students from NY-NJ choose to come to CT for college. The estimate of 8.8 suggests that the aid gap variable was important to include and reduced the policy impact to 8 to 9 additional NY-NJ students.
- **The last four models (Models 3 through 6)** estimate the DiD equation for each CSU. These models take Model 2b and apply it to one university at a time. While the policy impact estimates differ by university with a range of 4.7 (Southern) to 15.5 (Western), the robust standard error (RSE) for Southern is too large to have confidence in the estimate here.[4]

[4] The inferential statistics (RSE, t, and p) help us determine whether the results can be generalized to other states. The first three models are run systemwide with 127 observations and show statistical significance with 93% to 94% confidence. The university-specific models use only 32 observations, so we do expect more error in these estimates.

These results show preliminary evidence that there is a measurable policy impact on the CSCU system and at three of our four universities. However, violating of a critical assumption—parallel trends—will bias these estimates.[5] Since the NY and MA enrollments are the only parallel trends, we extend our analysis to focus only on these states.

When we run a DiD analysis for NY (as the treatment state) and MA (as the control state), we obtain a policy impact estimate (β_3) of 14.1 students—a 33.3% increase in NY students.[6] This estimate is larger, more precise, and without bias compared to the systemwide models in Table 2, and the inferential statistics suggest that this result is generalizable. When we apply this more rigorous test to the universities separately, the policy impact estimates for Central and Southern were 19.1 (38.9%) and 13.3 (27.7%), respectively, with strong statistical significance.

Thus, we have strong evidence that the policy of offering out-of-state students the in-state tuition rate is effective in generating more out-of-state students. While this finding is generalizable, it is likely only generalizable to border states.

What is the potential loss of revenue?

The question here is whether the new out-of-state students induced by the lower tuition rate produces more net revenue than the reduction in revenue if the policy is applied to existing out-of-state students. To answer this question, we use the actual enrollments from Table 1 to calculate the potential gains and losses (on a semester basis) from such a policy.

- Central: Added 39 more NY-NJ students since the policy. If they had been charged the current in-state rate, they would have generated $254,475 in gross tuition revenue (= 39 x $6,525). If all 108 existing NY-NJ students (after the policy) were given the benefit of this discount, the loss of gross tuition revenue would be $189,000 (= 108 x ($8,275 NEBHE rate - $6,525)).
- Eastern: Added 6 more NY-NJ students since the policy, but they did not implement the policy until FY25. In FY25, they had 20 NY-NJ students; in FY26, they had 71 NY-NJ students. If the 71 new students had been charged the current in-state rate, they would have generated $496,585 in gross tuition revenue (= 71 x $6,998). Since they are paying the NEBHE rate, the loss of gross tuition revenue would be $248,500 (= 71 x ($10,498 - $6,998)).
- Southern: Added 19 more NY-NJ students since the policy. If they had been charged the current in-state rate, they would have generated $132,962 in gross tuition revenue (= 19 x $6,998). If all 85 existing students were given this discount, the loss of gross tuition revenue would be $297,500 (= 19 x ($10,498 - $6,998)).

[5] Parallel trends mean the pre-policy enrollment trends for the treatment and control groups need to be parallel, as illustrated in Figure 1. Here are the pre-policy enrollment trends from 2016 to 2018: NY (-9%), NJ (+4%), ME (+100%), MD (-50%), MA (-9%), NH (+117%), PA (-43%), and RI (+4%). Only the NY and MA trends are parallel.

[6] Because the extended analysis limits the focus on NY and MA, we add residency data from the odd years. The 14.1 student impact is divided by the 42 CSU students from NY in 2019. We excluded Western from this extended analysis.

- Western: Western's case is difficult to analyze, because the major increase in NY-NJ students came before the policy, suggesting that Western is considered an option at least as affordable as NY options in the region regardless of the discount.

Table 3 summarize these results, showing that the net gain in tuition is $149,022. This gain does not consider fees, as they would not change under the proposed policy. Any additional students would create a net gain in fees, particularly from housing and dining, as out-of-state students are more likely to live in campus residence halls than in-state students. It is clear that the financial impact is specific to the university, but systemwide the projected gains would easily outweigh the projected losses.

Table 3. Comparison of new revenue vs. potential lost revenue from proposed policy

	Revenue Gained	Revenue Lost	Net Gain / (Loss)
Central	254,475	189,000	65,475
Eastern	496,585	248,500	248,085
Southern	132,962	297,500	(164,538)
Totals	**884,022**	**735,000**	**149,022**

What other institutions offer in-state tuition to out-of-state students?

New Jersey and Maine have been at the forefront of the strategy of charging out-of-state students in-state tuition. The following are examples of institutions charging in-state rates to out-of-state students.

- New Jersey public institutions: Qualified domestic students from any other state can be charged NJ in-state rate. Uses a 100% waiver of the difference between resident and nonresident tuition. Applies to undergraduate and most graduate students.
    - William Paterson University
    - Rutgers University–Camden
    - Kean University: Approved in June 2025, offering NJ in-state tuition to undergraduate students from NY, PA, DE, MD, VA, DC.
    - Thomas Edison State University: Began in August 2024, offers PA residents NJ in-state undergraduate tuition.
- University of Maine System (UMS): Offer NH residents living within 50 miles of a UMS institution the ME in-state rate.
- University of Maryland-Baltimore County (UMBC): Offers MD in-state rate to students from DC, DE, and selected PA and Northern VA localities. Limited to selected graduate programs.

Another similar model is becoming increasingly prevalent in the student enrollment market. Rather than charging in-state rates to out-of-state students, some institutions are matching what out-of-state students would have paid at your home-state public university. The largest current

example of this is the State University of New York (SUNY). For students entering in Fall 2026, 19 SUNY campuses participate in a tuition-match program for students from CT, NJ, PA, MA, VT, NH, IL, and even CA. SUNY adjusts the price so the student pays the in-state tuition and fees charged by the flagship university in the student's home state. Of the 19 participating SUNY institutions, the universities at Albany, Cobleskill, Delhi, New Paltz and Purchase are within a 2 hour drive from Danbury, CT (home of Western).

The University of Maine uses a similar Flagship Match model. Eligible out-of-state students (except NH students eligible for the Maine in-state rate) receive institutional aid to bring UMaine's price down to approximately the tuition and fees of their home-state flagship university. UMaine explicitly says the program was created partly in response to Maine's demographic decline and workforce needs. It reports more than 3,800 current out-of-state students!

Finally, Table 4 summarizes some New England institutions that do not technically charge the in-state rate, but they are being aggressive in recruiting students from out-of-state.

Table 4. New England competitors being aggressive with out-of-state pricing strategies

Institution	Target market	Current approach
UMass-Lowell	New England + NY, NJ, PA	Reduces out-of-state tuition by $8,500. Expansion to NY, NJ, and PA begins Fall 2026
UMass-Boston	New England + NY, NJ, PA	Starting Fall 2025, NY/NJ/PA undergraduates face $11,000 discount vs. out-of-state rate
UMass-Dartmouth	New England + MD, NY, NJ, PA	New England regional rate; students from MD, NY, NJ, PA receive separate direct rate adjustment
Rhode Island College	MA, CT, ME, NH, VT, NY, NJ, PA	For 2026-27, “Northeast Neighbors” rate charges undergraduate tuition $7,845/semester vs. $13,800 normal out-of-state rate
Fitchburg State University	New England	Markets a 79% reduction in the out-of-state tuition differential, available to all programs
Framingham State University	New England	Makes NEBHE available to all incoming New England residents, resulting in $5,500 annual savings vs. out-of-state rate

One concern raised about this proposed policy to charge in-state rates to out-of-state students is that they already have access to the New England Board of Higher Education (NEBHE) rate, which is a discounted rate ($8,500 / year) for members of the NEBHE consortium. Table 4 shows that numerous neighboring NEBHE members in MA are being more aggressive than the NEBHE rate.

Does this policy benefit some CSUs to the detriment of others?

This policy will help some CSUs more or less than others, but it would not hurt one over the over, as all CSU institutions would have the option of charging the lower rate. Students do tend to change their choices about their major and institution, but these choices of one CSU over another is not being driven by the relative costs.

Nevertheless, we analyze the intra-CSU transfer dynamic to determine whether out-of-state students transfer to one CSU to the detriment of another. Table 5 shows data from the Fall semesters of 2021, 2022, and 2023 on students who transferred from one CSU to another CSU. The data show that whether in-state or out-of-state students, our larger universities (Central and Southern) tend to attract more students from the smaller universities (Eastern and Western) than the other way around.

Table 5. Intra-CSU transfers of in-state and out-of-state students

In-state transfers	**Gains**	**Losses**	**Net**
Central	819	526	293
Eastern	154	618	(464)
Southern	857	503	354
Western	259	442	(183)
Out-of-state transfers			
Central	28	14	14
Eastern	1	34	(33)
Southern	48	4	44
Western	7	32	(25)

Conclusion

Here, we summarize our answers to the key questions succinctly.

1. Did lowering the rate for NY and NJ students lead to more students from these states attending CSUs? Yes.
2. What was the potential loss of revenue by applying the lower rate to NY and NJ students? For those universities with a positive policy impact, the gain in gross tuition revenue was larger than the loss of applying the discount to existing out-of-state students.
3. What other institutions are offering similar deals to out-of-state students? We find that institutions in Maine, Massachusetts, New Jersey, and New York are being aggressive in their out-of-state pricing strategies.
4. Does this policy benefit some CSUs to the detriment of others? No. While students tend to transfer from the smaller CSUs to the larger ones, this is not related to the out-of-state tuition pricing.

One argument for not charging out-of-state students the in-state rate is that the state (any state) is there to subsidize the education for their own students, not out-of-state students. This is why out-of-state rates are often higher than the in-state rate by 30% to 40%. However, in states where the number of high school graduates are declining, institutions are looking for ways to find alternative markets for enrollments. Of the 10 states with the oldest population, four are in New England (Maine, Vermont, New Hampshire, and Connecticut). If we look at the oldest 20 states, Rhode Island (11th), Massachusetts (16th), and New Jersey (18th) are included. Institutions in these states are clamoring for more college enrollments, and it is no accident that the same institutions identified above implementing aggressive out-of-state recruitment strategies are among the oldest states in the nation.

Finally, Connecticut is a net exporter of college students, with 2,166 more leaving the state than coming to the state for college. In fall 2022, 14,528 CT students left the state for their college education, while 11,867 came to CT to go to college. If CSCU is to be a workforce engine for the state, we must work to reverse this exporting trend to become a net importer of college students. The analysis herein suggests that strategic pricing can help draw more students to CT from neighboring states. Expanding this in-state tuition policy to include Massachusetts and Rhode Island students has the potential to accomplish this goal of becoming a net importer of college students.

Appendix. Source data for analysis

Residency of First-time Students	Central				Eastern				Southern				Western			
	Fall 2016	Fall 2018	Fall 2022	Fall 2024	Fall 2016	Fall 2018	Fall 2022	Fall 2024	Fall 2016	Fall 2018	Fall 2022	Fall 2024	Fall 2016	Fall 2018	Fall 2022	Fall 2024
Connecticut (in-state students)	1143	1372	1152	1238	889	832	621	719	1332	1454	1020	994	769	666	439	638
New York	27	22	35	41	13	14	13	21	25	23	23	45	53	213	160	182
Maine	0	1	1	1	0	2	2	0	0	0	0	1	0	0	1	1
Maryland	4	4	1	4	1	0	2	0	3	0	2	2	0	0	1	1
Massachusetts	27	13	13	20	40	42	27	18	13	18	21	14	8	7	5	6
New Hampshire	2	3	7	3	2	5	6	5	2	5	4	6	1	2	0	2
New Jersey	10	10	18	14	6	3	2	6	7	11	10	7	2	10	15	19
Pennsylvania	1	4	3	4	5		1	0	1	0	2	0	1	0	0	1
Rhode Island	6	2	3	8	16	19	13	14	1	3	5	4	0	0	1	0
NY-NJ (treatment group)	37	32	53	55	19	17	15	27	32	34	33	52	55	223	175	201
ME-MD-MA-NH-PA-RI (control group)	40	27	28	40	64	68	51	37	20	26	34	27	10	9	8	11

Source: US Department of Education, Integrated Postsecondary Data system (IPEDS).

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Board of Regents Training Policy

October 15, 2026

WHEREAS, effective governance of the Connecticut State Colleges and Universities (CSCU) system depends on a BOR that is well-informed about its legal responsibilities, the scope of its authority, mission, vision, and goals of CSCU, and the institutions it oversees; and emerging state and national issues affecting higher education; and

WHEREAS, mandatory onboarding for newly appointed Regents ensures that each member begins service with a working understanding of the system's mission, organizational structure, governing statutes, and BOR policies, as well as the fiduciary, ethical, and legal obligations related to public board service; and

WHEREAS, this policy establishes onboarding as a baseline requirement in recognition that an informed board is better positioned to exercise sound judgment, provide meaningful oversight, engage productively in deliberation, and act in the best interests of the system and the students it serves, as well as fulfills the policy obligations under Public Act 22-16.; and

WHEREAS, such training shall include the duties of board members to the State of Connecticut and the Connecticut State Colleges and Universities system; the mission, vison, and goals of CSCU, the functions and responsibilities of board committees; professional accounting and reporting standards; fiduciary, statutory, and regulatory obligations; the Freedom of Information Act; ethics requirements; policy development and implementation; higher education finance and operations; tuition and student debt trends; capital planning and facilities management; workforce planning and investment; institutional advancement and fundraising; student success and well-being; Title IX and other civil rights compliance matters; current and emerging issues in higher education; and such other topics as the Board determines necessary to support informed and effective governance; and

WHEREAS, CSCU Board Affairs, in coordination with the CSCU System Office of Compliance, shall develop, maintain, and publish a board member onboarding schedule that establishes the timing, format, and delivery of required orientation and training programs; the onboarding schedule shall identify the training topics required by board policy and specify completion timelines, including those trainings that must be completed within three months, six months, and twelve months of a Regent's commencement of service; now, therefore, be it

RESOLVED, that this policy shall become effective upon adoption by the Board of Regents and shall supersede any prior Board policy, directive, guideline, or practice governing Board member education and training that is inconsistent with the provisions adopted herein.

A True Copy:

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Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

Policy #	Policy Name	BOR Resolution	Adoption Date	Next Review Date
xxx	**Policy on Required Training for Members of the Board of Regents**			

Policy Owner(s): The Board of Regents for Higher Education (BOR)

Applicability: This policy applies to all members of the Board of Regents for Higher Education.

Effective Date: Upon passage

I. Purpose

The effective governance of the Connecticut State Colleges and Universities (CSCU) system depends on a BOR that is well-informed about its legal responsibilities, the scope of its authority, and the institutions it oversees. Mandatory onboarding for newly appointed Regents ensures that each member begins service with a working understanding of the system's mission, organizational structure, governing statutes, and BOR policies, as well as the fiduciary, ethical, and legal obligations related to public board service.

This policy establishes onboarding as a baseline requirement in recognition that an informed board is better positioned to exercise sound judgment, provide meaningful oversight, engage productively in deliberation, and act in the best interests of the system and the students it serves. Consistent onboarding also promotes continuity of institutional knowledge across changes in BOR membership and reduces the risk of governance failures attributable to unfamiliarity with applicable law, policy, or process. This policy is also intended to fulfill the policy obligations under Public Act 22-16.

II. Definitions

CSCU: Collectively, or singularly, any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University, Connecticut State Community College, Charter Oak State College, and the CSCU System Office.

III. Policy

a. <u>General Provisions</u>

CSCU shall provide the following training and education to newly appointed or elected members of the Board of Regents for Higher Education:

1) Duties to the state and CSCU, including mission, vision, and goals
2) The functions of all board committees

3) Professional accounting and reporting standards
4) Methods for meeting the statutory, regulatory and fiduciary obligations of the BOR
5) Provisions of the Freedom of Information Act
6) Institutional and statutory ethical responsibilities
7) The development and implementation of institutional policies
8) Higher education business operations, administration, budgeting, financing, financial reporting, financial reserves and endowment management
9) Student tuition, mandatory fees and student debt trends
10) Oversight of CSCU's planning, construction, maintenance, expansion and renovation of projects that impact the infrastructure, physical facilities and natural environment
11) Workforce planning, strategy and investment
12) Institutional advancement, including, but not limited to, philanthropic giving, fundraising initiatives, alumni programming, communications and media, government and public relations and community affairs
13) Student welfare issues, including, but not limited to, academic studies, curriculum, residence life, student governance and activities and the general physical and mental well-being of students
14) Current and anticipated issues in higher education, including Title IX and other civil rights compliance
15) Any other topics the BOR deems necessary

b. Timely Completion

CSCU Board Affairs, in coordination with CSCU Compliance, shall produce and publish a regent onboarding schedule outlining the timing and modality of all regent education. The schedule shall at a minimum cover the topics required by this policy and mandate which trainings must be completed within three months, six months, or twelve months of beginning service.

c. Ongoing Education

CSCU Board Affairs shall facilitate ongoing education for the regents ensuring they are adequately informed on changes to law or regulation, CSCU operations, and emerging trends in state and national higher education.

d. Posting Requirement

The Board of Regents for Higher Education will post a summary of the instruction and training received by the members on the CSCU BOR website.

IV. Monitoring

The CSCU System Office of Compliance will monitor compliance with the required training outlined in this policy.

Related Resources:

Public Act 22-16

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

REVISION TO DISCRIMINATORY HARASSMENT, NONDISCRIMINATION, AND TITLE IX POLICY 4.13

October 15, 2026

WHEREAS, The Connecticut State Colleges and Universities ("CSCU") is committed to providing an educational and employment environment that is free from discrimination and/or harassment based on protected characteristics, and/or retaliation, including retaliation under applicable federal and state laws for engaging in protected activity; and

WHEREAS, CSCU seeks to ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of its education program or activity, CSCU has developed this Discriminatory Harassment, Nondiscrimination, and Title IX Policy (the "Policy") that provides for a prompt, fair, and impartial resolution of allegations of protected characteristic discrimination, harassment, and/or allegations of retaliation.; and

WHEREAS, CSCU values and upholds the equal dignity of all members of its community and strives to balance the rights of all individuals when resolving allegations during what is often a difficult time for all involved; and

WHEREAS, The revisions to the Discriminatory, Harassment, Nondiscrimination and Title IX Policy 4.13 specifies Related Resolution Procedures; articulates definitions necessary to ensure uniform implementation of the policy; defines the jurisdiction and applicability; as well as identifies the individuals, entities, and activities subject to its provisions; and

WHEREAS, the proposed Policy 4.13 Discriminatory Harassment, Nondiscrimination, and Title IX Policy is being advanced to the Board of Regents for Higher Education for consideration and approval; now, therefore be it

RESOLVED, that the Board of Regents for Higher Education adopts the Discriminatory, Harassment, Nondiscrimination and Title IX Policy 4.13 as revised.

A True Copy:

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Ari Santiago
Interim Chair, CT Board of Regents for Higher Education

Policy #	Policy Name	BOR Resolution	Adoption Date
4.13	~~Interim~~ Discriminatory Harassment, Nondiscrimination, and Title IX Policy		

Policy Owner(s): CSCU System and Institutional Civil Rights/Title IX Coordinators

Applicability: Students, employees, Regents, volunteers, contractors/agents, visitors, guests, recognized student organizations, and other persons participating or attempting to participate in CSCU programs or activities ~~This policy applies to all students, employees, regents, volunteers, and visitors to CSCU campuses.~~

Effective Date: Upon adoption

~~I.~~ 1. Purpose

The Connecticut State Colleges and Universities ("CSCU") is committed to providing an educational and employment environment that is free from discrimination and/or harassment based on protected characteristics, and/or retaliation, including retaliation under applicable federal and state laws for engaging in protected activity.[1] To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of its education program or activity, CSCU has developed this Discriminatory Harassment, Nondiscrimination, and Title IX Policy (the "Policy") that provides for a prompt, fair, and impartial resolution of allegations of protected characteristic discrimination, harassment, and/or allegations of retaliation. CSCU values and upholds the equal dignity of all members of its community and strives to balance the rights of all individuals when resolving allegations during what is often a difficult time for all involved.

2. Related Resolution Procedures

- **Title IX Prohibited Conduct Resolution Procedure**: applies to Title IX Prohibited Conduct defined in Section 7.4 that satisfies the Title IX jurisdictional requirements in Section 6.
- **Non-Title IX Discriminatory Harassment and Nondiscrimination Resolution Procedure**: applies to other conduct prohibited by this Policy, including Discrimination, Discriminatory Harassment, Sex-Based Harassment under Section 7.3, Sexual Assault, Dating Violence, Domestic Violence, Stalking, Sexual Exploitation, Unauthorized Disclosure, and Retaliation when the matter is not processed as Title IX Prohibited Conduct.

[1] This Policy does not cover whistleblower retaliation complaints. Reports concerning corruption, unethical practices, mismanagement, violation of State laws and regulations, gross waste of funds, abuse of authority or danger to the public safety in any in any College or University, may be submitted to the State Auditors of Public Accounts, as authorized under the Whistle Blower Act, Gen. Stat. 4-61dd. Individuals may file a whistleblower retaliation complaint by visiting the Auditors of Public Accounts website.

- The Civil Rights/Title IX Coordinator determines which procedure applies and may coordinate related allegations when permitted by law and Policy.

~~H.~~ 3. Definitions

College or University. Any of the institutions within CSCU, including Central Connecticut State University, Charter Oak State College, Connecticut State Community College, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University.

Complainant. A student or employee who is alleged to have been subjected to conduct that could constitute discrimination, harassment, and/or retaliation under this Policy; or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute discrimination, harassment, and/or retaliation under this Policy and who was participating or attempting to participate in CSCU's education program or activity at the time of the alleged discrimination, harassment and/or retaliation.

Complaint. An oral or written request to CSCU that can objectively be understood as a request for CSCU to investigate and make a determination about allegations of discrimination, harassment, and/or retaliation under this Policy.

Confidential Resource. An individual or office that may receive information concerning conduct covered by this Policy without being required to report that information to the Civil Rights/Title IX Coordinator when acting within the scope of a confidential role, subject to the limitations described in this Policy.

CSCU. The Connecticut State Colleges and Universities, which includes the CSCU system office, and any and all specific Colleges or Universities within the CSCU. For purposes of this Policy, the term "CSCU" could mean the CSCU system or any College or University interchangeably.

Education Programs and Activities. Locations, events, or circumstances in which CSCU exercises substantial control over both the Respondent and the context in which the conduct occurred.

Formal Complaint. A Complaint that initiates the Title IX Prohibited Conduct Resolution Procedure when the requirements of that Procedure are satisfied.

Informal Resolution. A resolution to a ~~Report or~~ Complaint agreed to by the Parties and CSCU that occurs prior to a final determination in the Resolution Process.

Parties. The Complainant(s) and Respondent(s), collectively.

Protected Characteristic. Any characteristic for which a person is afforded protection against discrimination and/or harassment by law or CSCU Policy.

Report. Notice provided to CSCU concerning conduct that reasonably may constitute discrimination, harassment, and/or retaliation under this Policy. ~~When a faculty, staff, student, or third party informs CSCU of conduct that reasonably may constitute discrimination, harassment, and/or retaliation under this Policy.~~

Required Reporter. An individual required by this Policy to promptly report information that reasonably may constitute prohibited conduct to the appropriate Civil Rights/Title IX Coordinator, as further described in Section 9.

Resolution Process. The investigation and resolution, including informal resolution, of allegations of discrimination, harassment, and/or retaliation under this Policy.

Respondent. A person who is alleged to have engaged in conduct that could constitute discrimination, harassment, and/or retaliation for engaging in protected activity under this Policy.

Supportive Measures. Non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available. They are offered, without fee or charge to the Parties, to restore or preserve access to CSCU's education program or activity, including measures designed to protect the safety of all Parties and/or the CSCU educational environment and/or to deter discrimination, harassment, and/or retaliation.

~~**Title IX/Equity Coordinator**~~**Civil Rights/Title IX Coordinator.** At least one official designated by a College or University to ensure compliance with Title IX and other federal and state civil rights laws and institutional compliance with this Policy. References to the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator throughout this Policy may include the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator's designee~~.~~

~~III.~~ 4. Policy

Notice of Nondiscrimination

CSCU complies with all federal, state, and local laws, regulations, and ordinances prohibiting discrimination, harassment, and/or retaliation, including retaliation for engaging in protected activity, in public post-secondary education institutions. CSCU does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived age, ancestry, color, gender expression, gender identity, genetic information and/or family medical history, intellectual disability, learning disability, parental, family or marital status, past or present history of mental disability, physical disability, pregnancy or related conditions, race or national origin, religion or creed, sex, sexual orientation, veteran or military status, arrest

and/or criminal conviction status, lawful source of income, citizenship or immigration status, status as a victim of domestic violence, sexual assault, or trafficking, or any other protected characteristic under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process within the institution, with the Equal Employment Opportunity Commission and/or the Connecticut Commission on Human Rights and Opportunities ("CHRO").

This Policy prohibits discrimination, harassment, and/or retaliation in access to employment and/or educational opportunities. Therefore, any act by CSCU or a member of the CSCU community that denies, deprives, unreasonably interferes with or limits a person's education or employment, residential, and/or social access, benefits, and/or opportunity based upon that person's actual or perceived protected characteristic(s), is in violation of this Policy. CSCU will promptly and effectively address any such discrimination, harassment, and/or retaliation when it has knowledge and/or notice of it using procedures promulgated pursuant to this Policy.

5. Civil Rights/Title IX Adminstration~~Key CSCU Contacts~~

CSCU has identified the Executive Director of Civil Rights Compliance to serve as System-Wide Title IX Coordinator and coordinate the System's compliance with federal, state, and other civil rights laws and policies.

Each College or University has identified a ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator to coordinate civil rights compliance and the Resolution Process.[2] The Vice-President of Diversity, Equity and Inclusion serves as the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator for Connecticut State Community College ("CS~~C~~CS~~C~~C"). Each CSCC campus has a Deputy ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator to support civil rights compliance and programming for their institution.

Collectively, these individuals are responsible for providing comprehensive nondiscrimination education and training; coordinating a timely, thorough, and fair Resolution Process of all alleged prohibited conduct under this Policy; and monitoring the effectiveness of this Policy and related procedures to ensure CSCU's education and employment environments are free from discrimination, harassment, and/or retaliation.

[2] Note that individuals who serve as Civil Rights/Title IX Coordinator for the institutions may have additional job titles and functions, as well. Although other staff from institutions may support related procedures under this Policy, all faculty and staff are always encouraged to coordinate efforts with their institution's designated Civil Rights/Title IX Coordinator.

Civil Rights/Title IX Coordinators are expected to act without bias and conflicts of interest. Civil Rights/Title IX Coordinators are trained to ensure they are not biased for or against any individual in a specific Complaint, or for or against Complainants and/or Respondents, generally.

To raise any concern involving bias, conflict of interest, misconduct, or discrimination by a Civil Rights/Title IX Coordinator, contact the CSCU Executive Director of Civil Rights Compliance. Concerns of bias, conflict of interest, misconduct, or discrimination by other individuals involved in administering this Policy should be raised with the Civil Rights/Title IX Coordinator.

6. Applicability and Jurisdiction

This Policy applies to all faculty, staff, employees, students (as currently defined in the BOR/CSCU Student Code of Conduct)[3], recognized student organizations, and other individuals participating in or attempting to participate in the CSCU's education programs and activities, including but not limited to contractors, vendors, visitors, guests, or other third parties. This Policy may be applied to incidents, patterns or practices, and/or institutional culture/climate, all of which may be addressed in accordance with this Policy. This Policy applies to the CSCU's education programs and activities, circumstances where CSCU has disciplinary authority, and to misconduct occurring within any building owned or controlled by an officially recognized student organization (as defined in the BOR/CSCU Student Code of Conduct).

This Policy shall apply on and off CSCU campus property, at CSCU-sponsored activities, and at activities conducted by officially recognized student organizations. This also applies to conduct that occurs online and through other forms of electronic communication and social media.

CSCU is more likely to exercise jurisdiction off-campus if the conduct poses a threat to anyone's health, safety, or security, could negatively affect the mission or reputation of CSCU, poses a threat of undermining CSCU's educational process, involves an alleged violation of local, state or federal law, or if CSCU is required to do so by law.

[3] Under the BOR/CSCU Student Code of Conduct at the time of the adoption of this Policy: "Student" means any person who has been notified of their acceptance for admission, registered, enrolled, or attending any College or University course or program. This applies whether enrollment is full-time or part-time; whether the course(s) occur on-campus, online, or at an off-campus instructional site (domestically, or internationally such as students studying abroad); and whether the student is pursuing undergraduate, graduate, non-degree seeking, post- graduate, or professional studies. This may also apply to any person who resides in a College or University residence hall. Persons who withdraw or otherwise depart a College or University after allegedly violating the Student Code are still considered students for the purpose of resolution through this Student Code. For the purposes of applying this Student Code, the Chief Student Conduct Officer, or designee, may use discretion in determining if the person's "student" designation and will have the authority to make any final determination as to whether or not a person is a "student." Generally, a student is not considered to have a continuing relationship if a student has not been enrolled in classes at a College or University for three (3) or more consecutive terms.

Title IX Jurisdiction

Not all conduct prohibited by this Policy constitutes Title IX Prohibited Conduct. Conduct will be addressed as Title IX Prohibited Conduct when the alleged conduct constitutes Title IX Prohibited Conduct as defined by this Policy, occurs within CSCU's Education Program or Activity against a person in the United States, and otherwise satisfies the jurisdictional requirements of Title IX.

Conduct that does not satisfy the jurisdictional requirements for Title IX may nevertheless constitute discrimination, harassment, sex-based harassment, retaliation, or other prohibited conduct under this Policy and may be addressed under another applicable Resolution Process.

This Policy applies to alleged incidents of discrimination, harassment, sex-based harassment, and/or retaliation occurring on or after August 14, 2020. Alleged conduct occurring before August 14, 2020, will be evaluated under the substantive policy promulgated by the Board of Regents and the procedures pursuant to those Policies at the time the alleged conduct occurred.

Prior versions of applicable policies and procedures may be obtained by contacting the Executive Director of Civil Rights Compliance and System-Wide Civil Rights/Title IX Coordinator.~~This Policy applies to alleged incidents of discrimination, harassment, sex-based harassment, and/or retaliation that occur after August 1, 2024. For alleged incidents of sexual misconduct occurring prior to August 1, 2024, CSCU shall apply the policies promulgated by the Board of Regents at the time the alleged incident occurred, and procedures promulgated pursuant to those policies. All policies and procedures may be obtained by contacting the Executive Director of EEO and Civil Rights/Title IX Coordinator~~Civil Rights Compliance and System-Wide ~~Title IX Coordinator~~.

For disciplinary action to be issued under this Policy, the Respondent must be a CSCU faculty member, staff, or student subject to CSCU's disciplinary authority. If the Respondent is unknown or is not a member of CSCU, the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator will offer to assist the Complainant in identifying appropriate campus and local resources and support options and will implement appropriate supportive measures and/or remedial actions (e.g., trespassing a person from campus). The ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator can also assist in contacting local or campus law enforcement if the Complainant would like to file a police report about criminal conduct.

When a Respondent is enrolled in or employed by another institution, the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator may assist the Complainant in contacting the appropriate individual at that institution, as it may be possible for the Complainant to pursue action under that institution's policies.

Similarly, the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator may be able to assist and support a student, faculty, or staff Complainant who experiences discrimination, harassment, and/or retaliation in an externship, study abroad program, or other environment external to CSCU where harassment and/or nondiscrimination policies and procedures of the facilitating or host

organization may give the Complainant recourse. If there are effects of that external conduct that impact a CSCU faculty, staff, or student's work or educational environment, those effects may be addressed remedially by the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator, if brought to their attention.

7. Prohibited Conduct

CSCU faculty, staff, ~~and~~ students and others covered by this ~~are~~Policy, are entitled to an employment and educational environment that is free of discrimination, harassment, and/or retaliation. This Policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive subject matters protected by the First Amendment or principles of academic freedom. When speech or conduct may be protected by the First Amendment and/or academic freedom, including speech in a public setting and/or speech that is also motivated by political or religious belief, CSCU may nevertheless have an obligation to respond and offer supportive measures for those impacted.

CSCU may communicate its opposition to stereotypical, derogatory opinions; provide counseling and support for students affected by such harassment; or take steps to establish a welcoming and respectful campus environment, which could include making clear that CSCU values the diversity and inclusion of individuals of all backgrounds across the entire CSCU system.

All definitions of prohibited conduct below encompass actual and/or attempted offenses. Violation of any other CSCU policies may constitute discrimination or harassment when motivated by actual or perceived protected characteristic(s), and the result is a limitation or denial of employment or educational access, benefits, or opportunities.

7.1 Discrimination is different treatment with respect to an individual's employment or participation in an education program or activity based, in whole or in part, upon the individual's actual or perceived protected characteristic. Discrimination also includes allegations of a failure to provide reasonable accommodations as required by law or policy, such as for disability, religion, or creed. Discrimination can take two primary forms:

> **7.1.1 Disparate Treatment Discrimination:** Any intentional differential treatment of a person or persons that is based on an individual's actual or perceived protected characteristic and that excludes an individual from participation in; denies the individual benefits of; or otherwise adversely affects a term or condition of an individual's participation in a CSCU program or activity.
>
> **7.1.2 Disparate Impact Discrimination:** Disparate impact occurs when policies or practices that appear to be neutral unintentionally result in a disproportionate impact on a protected group or person that excludes an individual from participation in; denies the individual benefits of; or otherwise adversely affects a term or condition of an individual's participation in a CSCU program or activity.

7.2 **Discriminatory Harassment** is unwelcome conduct based on actual or perceived protected characteristic(s), that based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe, persistent, or pervasive, that it limits or denies a person's ability to participate in or benefit from a CSCU program or activity.

7.3 **Sex-based Harassment** is a form of sex discrimination and means sexual harassment and other harassment based on sex,[4] including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity; sexual assault, dating violence, domestic violence, and stalking.

7.3.1 **Quid pro quo:** an employee agent, or other person authorized by CSCU, to provide an aid, benefit, or service under a CSCU program or activity, explicitly or impliedly conditioning the provision of such aid, benefit, or service, on a person's participation in unwelcome sexual conduct.

7.3.2 **Hostile Environment Harassment:** unwelcome sex-based conduct, that based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe or pervasive, that it limits or denies a person's ability to participate in or benefit from the CSCU's education program or activity.

7.4 Title IX Prohibited Conduct

Title IX Prohibited Conduct means conduct on the basis of sex that satisfies one or more of the definitions below and satisfies the Title IX jurisdictional requirements stated in this Policy.

7.4.1 Title IX Quid Pro Quo Sexual Harassment. A CSCU employee conditioning the provision of an aid, benefit, or service of CSCU on an individual's participation in unwelcome sexual conduct.

7.4.2 Title IX Hostile Environment Sexual Harassment. Unwelcome conduct on the basis of sex determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to CSCU's Education Program or Activity.

Sexual Assault, Dating Violence, Domestic Violence, and Stalking (as defined below) are considered Title IX Prohibited Conduct when the conduct satisfies the applicable definition in this Section and meets the Title IX jurisdictional requirements stated in this Policy.

7.5 **Sexual Assault:** Sexual Assault includes **Sexual Intercourse, Nonconsensual Sexual Contact**, as defined below.

Sexual Intercourse. Any penetration, however slight, of a bodily orifice by any body part or object, including vaginal or anal penetration by a penis, object, tongue, or finger, or contact

[4] Throughout this Policy, "based on sex" means conduct that is sexual in nature, or that is directed to the Complainant because of his/her/their actual or perceived sex or gender identity in accord with Connecticut State Law.

between the mouth of one person and the genitalia of another person without the Consent of the Complainant, including instances where the Complainant is incapable of giving Consent because of age or temporary or permanent mental or physical incapacity.

Nonconsensual Sexual Contact. The intentional touching of the Complainant's clothed or unclothed body parts without the Consent of the Complainant, or causing the Complainant to touch the Respondent's or another person's clothed or unclothed body parts, for the purpose of sexual gratification, sexual degradation, or humiliation, including instances where the Complainant is incapable of giving Consent because of age or temporary or permanent mental or physical incapacity.[5] ~~Any sexual act, including Rape, Sodomy, Sexual Assault with an Object, or Fondling~~ Sexual Contact[6] ~~directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent; also, unlawful sexual intercourse.~~

~~**Rape:** Penetration, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.~~

~~**Sodomy:** Oral or anal penetration, of the Complainant by the Respondent, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or, because of their temporary or permanent mental or physical incapacity.~~

~~**Sexual Assault with an Object:** Respondent's use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of the Complainant, without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.~~

~~**Fondling**~~**Sexual Contact:** ~~The intentional touching of Complainant's clothed or unclothed body parts without consent of the Complainant, or causing the Complainant to touch Respondent's or another's clothed or unclothed body parts, for the purpose of sexual gratification, sexual degradation, or humiliation, including instances where the Complainant is incapable of giving~~

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[5] The FBI's National Incident-Based Reporting System (NIBRS) uses the term "Criminal Sexual Contact" for the offense historically identified as "Fondling." For purposes of this Policy, CSCU uses the term "Nonconsensual Sexual Contact" to describe conduct encompassed by that federal offense classification. The use of the term Nonconsensual Sexual Contact does not alter the conduct encompassed by the applicable federal definition.

[6] ~~In June 2025, the FBI NIBRS User's Manual officially retired the legacy definition of "**Fondling**" and replaced it with "Criminal Sexual Contact" to encompass intentional non-consensual touching motivated not only by sexual gratification, but also by sexual degradation or humiliation. Throughout this Policy, "Nonconsensual **Sexual Contact**" incorporates the new **federal** definition of *criminal sexual contact* and means: The intentional touching of Complainant's clothed or unclothed body parts without consent of the Complainant, or causing the Complainant to touch Respondent's or another's clothed or unclothed body parts, for the purpose of sexual gratification, sexual degradation, or humiliation, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.~~

~~consent because of their age or because of their temporary or permanent mental or physical incapacity.~~ ~~The touching of the private body parts (breasts, buttocks, groin) of the Complainant by the Respondent or causing the Complainant to touch the Respondent's private body parts intentionally for a sexual purpose without the consent of the Complainant, including instances where the Complainant is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity or physical incapacity.~~

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

~~**Statutory Rape:** Nonforcible sexual intercourse with a person who is under the statutory age of consent in Connecticut.~~

7.6 Dating Violence: Violence[6] committed by a Respondent, who is in or has been in a social relationship of a romantic or intimate nature with the Complainant; and where the existence of such a relationship shall be determined based on a consideration of the following factors: length of the relationship, type of relationship, and/or frequency of the interaction between the Parties involved in the relationship.

7.7 Domestic Violence: Felony or misdemeanor crimes committed by a person who: is a current or former spouse or intimate partner of the Complainant under the family or domestic violence laws of Connecticut, or a person similarly situated to a spouse of the Complainant; is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner; shares a child in common with the Complainant; or commits acts against a youth or adult Complainant who is protected from those acts under the family or domestic violence laws of Connecticut.

7.8 Stalking: engaging in a course of conduct[7] based on sex, that is directed at the Complainant that would cause a reasonable person to fear for the person's safety, or the safety of others; or suffer substantial emotional distress.

7.9 Other Prohibited Conduct Under BOR Policy 4.13

7.9.1 Sexual exploitation[8] occurs when the Respondent takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and

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[6] For purposes of this Policy, violence is defined as intentionally or recklessly causing the Complainant physical, emotional, or psychological harm. Legitimate use of violence for self-defense is not chargeable under this Policy because the purpose is safety, not harm. Consensual use of violence, such as in kink relationships, would also not meet this definition, in most circumstances.

[7] For the purposes of this definition, a "course of conduct" requires more than one incident and the conduct must be directed at a specific person. Stalking can occur in person or using technology, and the duration, frequency, and intensity of the conduct should be considered. Stalking tactics can include, but are not limited to, watching, following, using tracking devices, monitoring online activity, unwanted contact, property invasion or damage, hacking accounts, threats, violence, sabotage, and attacks. Merely annoying conduct, even if repeated, is a nuisance but is not typically considered stalking.

[8] Sexual exploitation is further defined as a crime in Connecticut State Law.

that behavior does not otherwise constitute one of the preceding offenses. Examples of behavior that could rise to the level of sexual exploitation include, but are not limited to:

- Sexual voyeurism (such as observing or allowing others to observe a person undressing or using the bathroom or engaging in sexual acts, without the consent of the person being observed)
- Knowingly making an unwelcome disclosure of (or threatening to disclose) an individual's sexual orientation, gender identity, or gender expression
- Taking pictures, video, or audio recording of another in a sexual act, or in any other sexually related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity; or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person's consent), including the making or posting of non-consensual pornography
- Prostituting another person
- Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually transmitted disease (STD) or infection (STI), without informing the other person of the virus, disease, or infection
- Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity
- Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections (e.g., spoofing)
- Forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity
- Knowingly soliciting a minor for sexual activity
- Engaging in sex trafficking
- Knowingly creating, possessing, or disseminating child sexual abuse images or recordings
- Creating or disseminating synthetic media, including images, videos, or audio representations of individuals doing or saying sexually-related things that never happened, or placing identifiable real people in fictitious pornographic or nude situations without their consent (i.e., Deepfakes)
- Creating or disseminating images or videos of child sexual abuse material

7.9.2 Unauthorized Disclosure:[9] Distributing or otherwise publicizing materials created or produced during an investigation or Resolution Process except as required by law or as expressly permitted by CSCU; or publicly disclosing a party's personally identifiable information without authorization or consent.

7.10 Retaliation: Adverse action, including intimidation, threats, coercion, or discrimination, against any person, by the CSCU, any student, employee, or a person authorized by CSCU to provide aid, benefit, or service under CSCU's education programs or activities, for the purpose of interfering with any right or privilege secured by law or Policy, or because the person has engaged in protected activity, including reporting information, making a Complaint, testifying, assisting, or participating or refusing to participate in any manner in an investigation or Resolution Process pursuant to this Policy, including an informal resolution, or in any other appropriate steps taken by CSCU to promptly and effectively end any discrimination, harassment, and/or retaliation in its education programs or activities, prevent its recurrence, and/or remedy its effects.

~~**Unauthorized Disclosure:**[7] Distributing or otherwise publicizing materials created or produced during an investigation or Resolution Process except as required by law or as expressly permitted by CSCU; or publicly disclosing a party's personally identifiable information without authorization or consent.~~

8. Consent and Related Concepts

As used in this Policy, the following definition (and concepts) apply:

Consent is an understandable exchange of affirmative and clear words or actions, which indicate a willingness to voluntarily participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. The lack of a negative response is not consent. An individual who is incapacitated by alcohol and/or other drugs both voluntarily or involuntarily consumed may not give consent. Past consent to sexual activity does not imply

[9] Nothing in this section restricts the ability of the Parties to: obtain and present evidence, including by speaking to witnesses (as long as it does not constitute retaliation under this Policy), consult with their family members, confidential resources, or Advisors; or otherwise prepare for or participate in the Resolution Process.

~~[7] Nothing in this section restricts the ability of the Parties to: obtain and present evidence, including by speaking to witnesses (as long as it does not constitute retaliation under this Policy), consult with their family members, confidential resources, or Advisors; or otherwise prepare for or participate in the Resolution Process.~~

ongoing future consent. Consent can also be withdrawn once given, if the withdrawal is reasonably and clearly communicated. If consent is withdrawn, sexual activity should cease within a reasonably immediate time.

Consent cannot be given if any of the following are present: Force, Coercion, or Incapacitation.

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats), and/or coercion that overcome resistance.

Coercion is unreasonable pressure for sexual activity. Coercion is more than an effort to persuade, entice, or attract another person to have sex. Conduct does not constitute coercion unless it wrongfully impairs an individual's freedom of will to choose whether to participate in sexual activity.

Incapacitation is a state where an individual cannot make rational, reasonable decisions due to the debilitating use of alcohol and/or other drugs, sleep, unconsciousness, or because of a disability that prevents the individual from having the capacity to give consent. Intoxication is not incapacitation and a person is not incapacitated merely because the person has been drinking or using drugs. Incapacitation due to alcohol and/or drug consumption results from ingestion that is more severe than impairment, being under the influence, drunkenness, or intoxication. The question of incapacitation will be determined on a case-by-case basis. Being intoxicated or incapacitated by drugs, alcohol, or other medication will not be a defense to any violation of this Policy.

9. Reports, Complaints and Reporting Obligations~~/Complaints of Discrimination, Harassment and/or Retaliation~~

9.1 Reports and Complaints

A Report provides notice to CSCU of an allegation or concern about discrimination, harassment, and/or retaliation and provides an opportunity for the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator to provide information, resources, and supportive measures. A Complaint provides notice to CSCU that the Complainant would like to initiate an investigation or other appropriate resolution procedures. An individual may initially make a Report and may decide at a later time to make a Complaint.

Reporting options are detailed in procedures promulgated pursuant to this Policy; however, Reports or Complaints of discrimination, harassment, and/or retaliation may be made by making a verbal or written Report or Complaint to the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator.

Reporting carries no obligation to initiate a Complaint, and in most situations, CSCU may be able to respect a Complainant's request to not initiate the Resolution Process. However, there may be circumstances, such as pattern behavior, allegations of severe misconduct, or a compelling threat

to health and/or safety, where the Civil Rights/Title IX Coordinator~~CSCU~~ may need to initiate the Resolution Process.~~.~~ The Civil Rights/Title IX Coordinator does not become a Party by initiating the Resolution Process.

There is no time limitation on providing Reports or Complaints to a Civil Rights/Title IX Coordinator. However, if an individual is no longer subject to the CSCU's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be more limited or impossible. Acting on Reports or Complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of Policy) is at CSCU's discretion; the Civil Rights/Title IX Coordinator may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

~~Mandated Reporting~~~~Responsible Employees and Confidential Employees~~9.2 Required Reporters

All members of the Board of Regents and CSCU employees (including student-employees receiving such disclosures within the scope of their employment), other than those deemed Confidential Resources~~Employees~~ below, are ~~Mandated Reporters~~Required Reporters ~~Responsible Employees~~ and are expected to promptly report all known details of actual or suspected discrimination, harassment, and/or retaliation to the designated ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator. ~~immediately~~.

Complainants and other individuals should consider whether they share personally identifiable details with ~~Mandated Reporters~~Required Reporters~~Responsible Employees~~, as those details **must** be shared with the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator. A Complainant who desires formal action in response to their allegations may report to any ~~Mandated Reporter~~Required Reporter~~Responsible Employee~~, who can connect them with resources to report alleged crimes and/or Policy violations, and ~~Mandated Reporters~~Required Reporters~~Responsible Employees~~ will promptly~~immediately~~ notify the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator (and/or police, if desired by the individual or required by law), who will act when an incident is reported to them.

A Required Reporter may not withhold a Report because the Required Reporter is uncertain whether the alleged conduct violates this Policy; believes the alleged conduct is insufficiently serious, not credible, or unsubstantiated; believes another person has already reported it; has been asked not to report it; or has concerns related to the identity, position, role, or authority of any individual involved. The designated Civil Rights/Title IX Coordinator, not the Required Reporter, is responsible for assessing reported information and determining the appropriate institutional response.

9.3 Required Reporters Must Not Investigate

A Required Reporter must not investigate, interrogate, assess credibility, or otherwise attempt to determine the validity or merits of a disclosure before making the required Report. The Required Reporter's responsibility is to receive the information, explain the reporting obligation as appropriate, and promptly report the information to the appropriate Civil Rights/Title IX Coordinator.

When practicable, a Required Reporter should inform an individual of the reporting obligation before the individual discloses information that may be required to be reported and should inform the individual that Confidential Resources are available if the individual wishes to discuss the matter confidentially.

9.4 Effect of a Report

A Report by a Required Reporter does not constitute the filing of a Complaint and does not, by itself, initiate an investigation or Resolution Process. Upon receiving a Report, the Civil Rights/Title IX Coordinator will determine the appropriate response under this Policy and applicable procedures, including, as appropriate, contacting the person alleged to have experienced the conduct to provide information concerning Supportive Measures, Confidential Resources and other resources, the right to make or decline to make a Complaint, available Resolution Processes, and other rights and options under this Policy.

9.5 Where Reports Must Be Made

Required Reports must be made to the appropriate Civil Rights/Title IX Coordinator in the manner identified by CSCU or the applicable College or University. Reporting information solely to a supervisor, administrator, Human Resources, Labor Relations, the Office of General Counsel, compliance personnel, or another CSCU office or employee does not satisfy a Required Reporter's obligation unless the information is also reported to the appropriate Civil Rights/Title IX Coordinator. Nothing prevents another CSCU office or employee from assisting a Required Reporter in making the required Report.

9.6 Office of General Counsel

CSCU General Counsel and employees of the Office of General Counsel are Required Reporters when they receive information concerning conduct that reasonably may constitute a violation of this Policy in their capacity as attorneys or employees representing CSCU. CSCU counsel represents CSCU and does not become personal counsel to an employee merely because the employee makes a disclosure to counsel. An attorney is a Confidential Resource for purposes of this Policy only when the attorney is providing confidential legal services to the individual making the disclosure and the communication occurs within the scope of an attorney-client or other legally recognized confidential relationship with that individual.

9.7 Reports Concerning Minors

The reporting obligations established by this Policy are separate from any obligation imposed by law or Board policy concerning suspected abuse or neglect of a child. Individuals subject to such requirements must also comply with applicable law and BOR Policy 5-06, Reporting Suspected

Abuse or Neglect of a Child, as applicable. Compliance with this Policy does not necessarily satisfy a separate child-abuse reporting obligation, and compliance with a child-abuse reporting obligation does not necessarily satisfy this Policy.

9.8 Failure to Report

Failure by a Required Reporter to fulfill the reporting obligations established by this Policy may result in appropriate corrective or disciplinary action, consistent with applicable law, Board policy, collective bargaining agreements, and applicable terms and conditions of employment, appointment, contract, or service.

10. Privacy

CSCU makes every effort to preserve the Parties' privacy. Information related to a Report or Complaint will be shared with a limited number of CSCU employees who "need to know" in order to assist in providing supportive measures or evaluating, investigating, or resolving a Report or Complaint. All employees who are involved in the CSCU's procedures under this Policy receive specific training and guidance about sharing and safeguarding private information in accordance with federal and state law. CSCU will not share the identity of any individual who has made a Report or Complaint; any Complainant; any individual who has been reported to be the perpetrator of discrimination, harassment, and/or retaliation; any Respondent; or any witness, except as permitted by, or to fulfill the purposes, of applicable laws and regulations (e.g., Title IX), Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, or as required by law; including any investigation, or resolution proceeding arising under this Policy.

11. Confidential Resources~~Employees~~.[10]

CSCU recognizes that individuals may wish to discuss conduct covered by this Policy and obtain support, information, and resources without requiring the information they disclose to be reported to the Civil Rights/Title IX Coordinator. For this purpose, certain individuals and offices are designated or recognized as Confidential Resources.

To enable individuals to access support and resources without filing a Complaint, CSCU has designated specific employees as Confidential Resources~~Employees~~. Those designated by CSCU as Confidential Resources~~Employees~~ for purposes of this Policy are not required to report actual or suspected discrimination, harassment, and/or retaliation in a way that identifies the reporting individual - except in cases of extreme health or safety emergencies, immediacy of threat, danger or abuse to self or of a minor, elder, or individual with a disability, or when required to disclose by law or court order.[11] Confidential Resources~~They~~ will~~, however,~~ provide individuals with the ~~Title~~

[10] - The term "confidential" as used in this Policy differs from the use of the term "management/confidential" typically used to describe a category of employees within CSCU.

[11] All employees must always comply with BOR Policy 5.06, Reporting Suspected Abuse or Neglect of a Child, as applicable.

~~IX/Equity Coordinator~~Civil Rights/Title IX Coordinator's contact information and offer options and resources without any obligation to inform an outside agency or the ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator unless an individual has requested the information be shared.

There are three (3) categories of Confidential Resources:

~~There are three categories of Confidential Employees:~~

1) Those with confidentiality bestowed by law or professional ethics, acting within the scope of a professional relationship that affords confidentiality or privilege to the individual receiving their services. ~~such as lawyers~~e.g., lawyers, medical professionals, clergy, and counselors;

2) ~~–~~Those individuals or offices whom CSCU has **specifically designated** as confidential for purposes of providing support and resources to the individual; ~~and~~

3) Those conducting human subjects research as part of a study approved by an Institutional Review Board (IRB).

For those in category 1)~~,~~ above, to be able to respect confidentiality, they must be in a confidential relationship with reporting individual, such that they are within the scope of their licensure, professional ethics, or confidential role at the time of receiving the report. These individuals will maintain confidentiality except in extreme cases of health or safety emergencies, immediacy of threat or danger or abuse of a minor, elder, or individual with a disability, or when required to disclose by law or court order.[12]

11.1 CSCU Designated Confidential Resources

If a Complainant would like the details of an incident to be kept confidential, they may speak with the following Confidential Resources~~Employees~~:

Campus-based counseling center staff
Campus-based health center staff
Any clergy affiliated with a College or University
Ombudspersons
On-campus victim advocates
~~Sports medicine staff/Athletic trainers~~

11.2 External Confidential Resources

~~In addition, a~~A Complainant may speak with individuals unaffiliated with CSCU without concern that Policy will require them to disclose information to the CSCU without permission ~~such as:~~such

[12] All employees must always comply with BOR Policy 5.06, Reporting Suspected Abuse or Neglect of a Child, as applicable.

as licensed professional counselors and other medical providers, Employee Assistance Programs, local rape crisis counselors, domestic violence resources, local or state assistance agencies, clergy/chaplains, attorneys.

12. Information Governance and Public Records

Information concerning Reports and Resolution Processes will be maintained and disclosed only to the extent permitted or required by law and for legitimate need-to-know purposes identified by the Civil Rights/Title IX Coordinator. CSCU will maintain appropriate access controls, record-retention practices, and systemwide information-sharing protocols so that relevant Reports can be identified when necessary.

Public records requests may be directed to the institution's designated Freedom of Information (FOI) Officer.

13. Supportive Measures

The ~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator will offer and implement appropriate and reasonable supportive measures to individuals in response to reports of alleged discrimination, harassment, and/or retaliation. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available. They are offered, without fee or charge to the Parties, to restore or preserve access to CSCU's education program or activity, including measures designed to protect the safety of all individuals and/or the educational environment and/or to deter discrimination, harassment, and/or retaliation~~.~~ A Party may request that the Civil Rights/Title IX Coordinator review or modify a Supportive Measure that directly affects that Party, including when circumstances have materially changed. The Civil Rights/Title IX Coordinator has continuing authority to determine, implement, review, modify, supplement, or terminate Supportive Measures as appropriate based on the circumstances.

14. Complaints Involving the Chancellor, Board of Regents, or Other Designated Agency Heads

CSCU will maintain a written protocol for Complaints by or against the Chancellor, including interim, acting, temporary, or permanent Chancellors, and other positions subject to a special external process (i.e. members of the Board of Regents, EEO Officers, etc.) under Connecticut law. The protocol will identify any required CHRO or Department of Administrative Services involvement, the relationship between that external process and CSCU's obligations under Title IX and this Policy, including any obligations related to Supportive Measures, Remedies, applicable notice and coordination obligations, and the effect, if any, of the Chancellor's resignation or departure.

15. Case Status Following Departure in Matters Governed by Section 14

In matters governed by Section 14 under this Policy, the Civil Rights/Title IX Coordinator will make a case-specific determination considering jurisdiction, availability of evidence, remedial and preventive obligations, rights of the Parties, applicable law, and whether another process must be used. Any dismissal notice will state the rationale and identify other available processes, including CHRO when applicable.

16. Standard of Proof

CSCU uses the preponderance of the evidence standard of proof when determining whether this Policy has been violated. This means that the CSCU will decide whether it is more likely than not based upon the available information at the time of the decision, that an individual is in violation of this Policy.

17. Training and Accountability

CSCU will provide recurring training to employees and Regents concerning reporting obligations, applicability to employees and students at every organizational level, the role of Civil Rights/Title IX Coordinators, privacy, Supportive Measures, Retaliation, bystander response, responding without victim-blaming, and the prohibition on conducting one's own investigation. CSCU may use appropriate performance or disciplinary processes to address failures to comply with required reporting obligations.

~~**Time Limits on Reporting**~~

~~There is no time limitation on providing Reports or Complaints to a Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator~~. However, if an individual is no longer subject to the CSCU's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be more limited or impossible. Acting on Reports or Complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of Policy) is at CSCU's discretion; they may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.~~

~~**Bias and Conflicts of Interest**~~

~~Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinators~~ are expected to act without bias and conflicts of interest. Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinators~~s are trained to~~

~~ensure they are not biased for or against any individual in a specific Complaint, or for or against Complainants and/or Respondents, generally.~~

~~To raise any concern involving bias, conflict of interest, misconduct, or discrimination by a Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator~~, contact the CSCU Executive Director of Civil Rights Compliance. Concerns of bias, conflict of interest, misconduct, or discrimination by other individuals involved in administering this Policy should be raised with the Title IX/Equity Coordinator~~Civil Rights/Title IX Coordinator~~.~~

18. External Reporting and External Agency Contact Information

Nothing in this Policy prevents a person from reporting to law enforcement, the Connecticut Commission on Human Rights and Opportunities (CHRO), the U.S. Equal Employment Opportunity Commission, the U.S. Department of Education Office for Civil Rights, or another agency with jurisdiction. CSCU System Wide Coordinator and designated institutional Civil Rights/Title IX Coordinators make available the following contact information related to external reporting options.

Concerns related to the CSCU's application of this Policy and compliance with federal or state civil rights laws may also be addressed to the agencies below. Making a Report or Complaint under this Policy has no bearing on reporting to an external enforcement agency. Individuals may concurrently make reports to law enforcement, external enforcement agencies, and any other entity as appropriate to their circumstances.

Contact information for state and federal agencies where one can report discrimination, harassment, retaliation and/or sexual misconduct in the workplace or educational environment are provided below. Individuals should contact these agencies directly for information on the respective reporting process, reporting timelines, and other matters.

United States Equal Employment Opportunity Commission (EEOC)
John F. Kennedy Federal Office Building
Government Center, Room 475
Boston, MA 02203 (617) 565-3200

United States Department of Education, Office for Civil Rights (OCR)
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
(800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

United States Department of Education, Office for Civil Rights (OCR) (Boston office)
33 Arch Street, Ninth Floor

Boston, MA 02110
(617) 289-0111

United States Department of Justice, Civil Rights Division
950 Pennsylvania Avenue, NW
Washington, D.C. 20530-0001
(202) 514-3847 or (855) 856-1247
(TTY) (202) 514-0716

Offices of the Connecticut Commission on Human Rights and Opportunities
450 Columbus Boulevard, Suite 2, Hartford, CT 06103; (860) 566-7710
100 Broadway, Norwich, CT 06360; (860) 886-5703
55 W. Main Street, Suite 210, Waterbury, CT 06702; (203) 805-6530
350 Fairfield Avenue, 6th Floor, Bridgeport, CT 06604; (203) 579-6246
Connecticut Commission on Women, Children and Seniors, Equity & Opportunity
18-20 Trinity Street
Hartford, CT 06106
(860) 240-1424

State of Connecticut: Employee Grievance Procedure
(contact the College or University Human Resources Office or union representative for Grievance forms and/or procedures)
200 Folly Brook Boulevard Wethersfield, CT 06109
(860) 566-3450

19. Reporting Obligations to the Board of Regents

Pursuant to Conn. Gen. Stat. 10a-55m, the CSCU Office of Compliance will provide to the Board of Regents an annual report of system-wide data related to BOR 4.13 sexual misconduct to include; (1) the number and type of sexual assault, stalking and intimate partner violence prevention, awareness and risk reduction programs at the institution, (2) the type of sexual assault, stalking and intimate partner violence prevention and awareness campaigns held by the institution, (3) the number of incidences of sexual assault, stalking and intimate partner violence reported or disclosed to such institution, (4) the number of confidential or anonymous reports or disclosures to the institution of sexual assault, stalking and intimate partner violence, (5) the number of disciplinary cases at the institution related to sexual assault, stalking and intimate partner violence, (6) the final outcome of all disciplinary cases at the institution related to sexual assault, stalking and intimate partner violence, including, but not limited to, the outcome of any appeals of such final outcome, to the extent reporting on such outcomes does not conflict with federal law.

20. Prior ~~Revision of this~~ Policies and Revision~~y~~

This Policy supersedes prior Board policies addressing discrimination, harassment, sexual misconduct, and retaliation with respect to conduct occurring on or after August 14, 2020.

Alleged conduct occurring before August 14, 2020, will be evaluated under the substantive policy promulgated by the Board of Regents and the procedures pursuant to those Policies at the time the alleged conduct occurred.

Prior versions of applicable policies and procedures may be obtained by contacting the Executive Director of Civil Rights Compliance ~~This Policy supersedes previous policies addressing discrimination, harassment, sexual misconduct, including Statement of Title IX Policy effective 7/29/2020, and/or retaliation, though previous policies and procedures related to sexual misconduct, including the Statement of Title IX Policy, remain in force for incidents occurring before August 1, 2024. The Executive Director of Civil Rights Compliance~~ who is responsible for periodic review and updates to this Policy, in consultation with the Office of General Counsel and other relevant CSCU stakeholders. The Board of Regents~~OR~~ reserves the right to revise this Policy as necessary.

~~**This Policy is effective July 31, 2024.**~~

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of a Bachelor of Science

Geography – Geographic Information Science and Technology

at

Southern Connecticut State University

October 15, 2026

WHEREAS, Southern Connecticut State University proposes to discontinue the Bachelor of Science in Geography – Geographic Information Science and Technology; and

WHEREAS, there is only one student remaining in the program, who will be advised through degree completion. The remaining courses this student needs are offered within other existing degree and certificate programs; now, therefore, be it

RESOLVED, that the Board of Regents for Higher Education approve the discontinuation of the following undergraduate degree at Southern Connecticut State University effective May 2029.

Geography, B.S. – Geographic Information Science and Technology

CIP Code: 450701 OHE#: 00671

A True Copy:

_____

Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

ITEM

Discontinuation of a Bachelor of Science in Geography – Geographic Information Science and Technology at Southern Connecticut State University

BACKGROUND AND RATIONALE

This niche degree program did not draw as many students as anticipated and required more support.

PHASE OUT/TEACH OUT STRATEGY

There is one student enrolled in this degree program, and they will be advised through degree completion. The required courses to complete the program are offered through other existing degree and certificate programs.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve the discontinuation.

10/2/2026 – BOR - Academic and Student Affairs Committee
10/15/2026 – Board of Regents

CSCU Academic & Student Affairs

APPLICATION FOR DISCONTINUATION or SUSPENSION OF EXISTING PROGRAM

SECTION 1: Item Information	
Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:

Instructions: Complete section 1. Select the type of item, discontinuation or suspension, and complete section 2 or 3 accordingly.

Item Type: Suspension

Program Characteristics

1. Name of Program: Geography, B.S. - Geographic Information Science and Technology
2. BOR Accreditation Date: 1.1.1976
3. OHE #: 00671
4. CIP Code Number: 450701 Title of CIP Code: Geography and Cartography
5. Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: B.S.
6. Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses
7. Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
8. Department where program is housed: Environment, Geography, and Marine Sciences
9. Location Offering the Program *(e.g., main campus)*: Main Campus
10. Institutional Contact for this Proposal (Provost or Chief Academic Officer): Julia Irwin
    Title: Interim Vice President for Academic Affairs
    Tel.: 1 (203) 392-5350 e-mail: irwinj1@southernct.edu

Executive Summary

Include details regarding lessons learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of the preparation, design, and/or implementation.

The program has experienced significant decline in enrollment over the past years, as such course offerings become challenging., which would ultimately delay graduation and require significant additional support to complete. Students have shared that they are not interested in a program that is so specific and niche, and prefer a broader experience.

Phase Out/Teach Out Strategy

Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)

There is only 1 student in the program, who can complete the degree with courses offered in existing degrees and certificates. Discontinuing this program will not have any negative impact on this student nor will it have any negative impact on the departmental operations.

Close Out Costs

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

No additional costs.

SECTION 2: Discontinuation
Phase Out / Teach Out Period: 3 years
Expected Dates of Program Termination

- Date for final enrollment of new students: Fall 2026
- Date for final award of credential: Spring 2029

SECTION 3: Suspension
Date Program will be reinstated or discontinued (*one, two, or three years*): *Note: Programs may not be suspended for more than three years; submit Form 200 – Program Modification to reinstate.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of an Associate of Science

Architectural Design Technology
Connecticut State Community College

October 15, 2026

WHEREAS, Connecticut State Community College proposes to modify the Associate of Science in Architectural Design Technology. The purpose of the modification is to modernize curriculum to align with industry standards, and to better meet the needs of the students; and

WHEREAS, the modification includes adding one cross-listed course into the current curriculum, swapping General Physics for Mechanics, defining the required internship course, and adding two courses to the available list of electives; therefore, be it

RESOLVED, that the Board of Regents for Higher Education approve the modification of a program – Associate of Science in Architectural Design Technology at Connecticut State Community College.

A True Copy:

_____

Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

ITEM

Modification of an Associate of Science in Architectural Design Technology at Connecticut State Community College.

RATIONALE AND SUMMARY OF MODIFICATIONS

The program is updating its curriculum to better reflect industry standards and to remove hidden prerequisites. These curricular changes will not change the overall number of credits required to complete the degree. No additional resources are required for the proposed modification, as all courses included in the revised program are already being taught within the existing degree structure.

The curriculum is updating the requirements for ARCH 1002 Architecture of the World and COMM 1301 Public Speaking to an “or” requirement; students can now take either ARCH 1002 or ARTH 1013 Architecture of the World since they are cross listed, and either COMM 1301 or BUSN 2100 Business Communications. PHYS 1201 General Physics 1 is being replaced with PHYS 1104 Mechanics, and the Business Internship course is specified as INTD 2090. Lastly, the available list of ARCH electives is updated to provide two additional elective options: ARCH 2229 Construction Estimating and ARCH 1014 Visual Representation.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

9/4/2026 – BOR - Academic and Student Affairs Committee
10/15/2026 – Board of Regents

CSCU Academic & Student Affairs

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields	
Institution: CT State Community College	Please enter the following dates: Final approval by institution: 04/17/2026 Submission to CSCU Office of the Provost for Academic Council: 05/13/2026

Instructions: Please review and select all items that require modification. Complete Section 1 for all proposals. Then, complete the section that aligns with your specific request (e.g. if you're proposing a change to instructional delivery, fill out Section 3.)

Type Program Modification Item (check all that apply):

☐ CIP Code Change (Section 2)

☐ Instructional Delivery (Section 3)

☐ Name Change (Section 4)

☐ Modification to Initiation Plan for Approved Program (Section 5)

☒ Significant* Number of Course/Course Substitution Modifications (Section 6)

Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.).

These changes are needed to simplify and modernize the Architecture curriculum by eliminating hidden prerequisites and aligning prerequisites with approved program sequencing. The changes include: Adding Architecture of the World - ARTH 1013 as a cross listing of ARCH 1002. Moving from General Physics I to Mechanics eliminates a hidden pre-req for students and is more in line with the industry requirements. In addition, adding Business Communication Public Speaking is in line with industry and both fulfill the ORAX Gen Ed. These changes also clarify the internship course for students, INTD 2090. Lastly, adding previously approved Construction Estimating - ARCH 2229 and Visual Representation - ARCH 1014 to be listed as electives in the ARDT Program Curriculum.

Total Number of courses and course credits to be modified by this application: 5 courses, 16 credits

* Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form (*Multi-Use Below Threshold Report*)

Internal Use (VEOCI Fields)

1. Name of Program: Architectural Design Technology ARDT-AS
2. OHE #: 21474
3. Modality of Program *(check all that apply)*: ☒ On ground ☒ Online ☒ Hybrid
4. Locality of Program: ☒ On Campus ☒ Off Campus ☒ Both
5. Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Associate of Science
6. Total # Credits in Program: 62
7. Department where program is housed: School of Business & Professional Studies
8. Location Offering the Program (e.g., main campus): Norwalk, Capital & Three Rivers
9. Program website: Program: Architecture: Architectural Design Technology, AS (ARDT-AS) - Connecticut State Community College - Modern Campus Catalog™

10. Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No
11. Provide estimated cost of program (tuition and fees): $ 5,210 – Out of State = $ 15,476 OR url for link to tuition/fee information: Tuition, Fees, & Financial Aid - Connecticut State Community College - Modern Campus Catalog™
12. CIP Code Number: 15.0101 Title of CIP Code: Architectural Design Technology
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 17-1011, Architects
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $60,000
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 23
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 Years
17. What are the admissions requirements for the program? High School Diploma and English/math standing based on placement test. https://ctstate.edu/admissions-registration/how-to-apply/new-students
18. Graduation Requirements
    - Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No
    - If yes, describe:
19. Program Work Experiences
    - Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No
    - If yes, describe and attach copies of the contracts or other documents ensuring program support:
20. Program Administration and Faculty
    - Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dean Prather-Johnson, School Dean of Business and Professional Studies
    - How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4
    - How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 11
21. Institutional Contact for this Proposal (Provost or Chief Academic Officer): Karen Hynick
    - Title: Interim CT State Provost
    - Tel.: (860) 612-7006
    - E-mail: karen.hynick@ctstate.edu
22. Career/Program Pathways:
    - Does this program prepare students for another program? Yes
    - If yes, specify program: Interior Design, Construction Technology & Construction Management
23. Prospective Students

    Describe the prospective students for the program: The Architectural Design Technology AS is a hands-on, career-focused degree for students who want to design real spaces and see their ideas come to life. Students will learn industry-standard software, construction fundamentals, and design skills that lead directly to jobs or transfer opportunities. It is a smart, practical pathway into architecture, construction, and design careers with real earning potential and real impact on the community.
24. If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
    - Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A
    - Phase Out Period N/A Date of Program Termination N/A

- Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☒ No

25. Other Program Accreditation:
    - If seeking specialized/professional/other accreditation, name of agency and intended year of review:
    - If program prepares graduates eligibility to state/professional licensure,
        - identify credential:
        - confirm NC-SARA requirements met: ☐ Yes ☐ No

SECTION 2: CIP Code Modification
Name of Program:
New Proposed CIP Code Number: Title of CIP Code:

SECTION 3: Instructional Delivery Modification
Name of Program:
Current Modality of Program *(check all that apply)*: ☐ On ground ☐ Online ☐ Hybrid, % of fully online courses
Proposed Modality of Program *(check all that apply)*: ☐ On ground ☐ Online ☐ Hybrid, % of fully online courses
Fiscal Impact Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years.

SECTION 4: Name Change Modification
Name of Program:
Proposed New Name of Program:
Proposed Date Name Change Becomes Effective:
Programmatic Changes *If applicable, provide information regarding any programmatic changes to be necessitated by the modification.*
Cost and Availability of Adequate Resources *If applicable, provide a one paragraph narrative addressing additional cost necessitated by the modification.*

SECTION 5: Modification to Initiation Plan for Approved Program
Name of Program:
Original: Date of BOR Approval: Date of program initiation as provided in the approved New Program Proposal:
Modified:

Modified date of program initiation: Modifications to planned hiring or financial investment:
Explanation / Justification: *(Provide a concise rationale for the modification(s) based on the BOR list of concerns.)*
Fiscal Impact: Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the three years following program initiation.

SECTION 6: Significant Number of Course/Course Substitution Modifications

1. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
   No similar program exists in the CSCU system.
2. Is this modification aligned with the reinstatement of a previously suspended program? ☐Yes ☒ No
   If yes, complete a, b, and c.
   a. Describe the reasons why the program was previously suspended:
   b. Describe the rationale for reinstating the program:
   c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Architecture of the World - ARCH 1002	3	Architecture of the World ARCH 1002 or ARTH 1013	3
General Physics I - PHYS 1201	4	Mechanics - PHYS 1104	4
Public Speaking - COMM 1301	3	Public Speaking - COMM 1301 or Business Communications - BUSN 2100	3
Business Elective – or Business Internship	3	Business Elective – or Internship INTD 2090	3
ARCH Electives: • Introduction to Building Physics & Sustainability - ARCH 1010 • Building Codes & Ordinances - ARCH 1011 • Introduction to Geographic Information Systems - ARCH 1012 • Site Design - ARCH 2010 • Architectural CAD - CAD 1140 • CAD 3D Architectural - CAD 2204	3	ARCH Electives: • Introduction to Building Physics & Sustainability - ARCH 1010 • Building Codes & Ordinances - ARCH 1011 • Introduction to Geographic Information Systems - ARCH 1012 • Site Design - ARCH 2010 • Architectural CAD - CAD 1140 • CAD 3D Architectural Credits - CAD 2204 • Construction Estimating - ARCH 2229 • Visual Representation - ARCH 1014	3
Total Credits Original Program	16	Total Credits Modified Program	16

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section below.

1. Analyze the historical development of the built environment and evaluate geographic and climatic adaptations when proposing design solutions related to natural resource use, sustainable harvesting, material processing and transport, and system performance in the context of climate change.
2. Develop and apply a reflective design process that investigates, evaluates, and synthesizes alternative solutions using credible research and multiple contextual variables.
3. Apply and integrate traditional and emerging digital media to create, refine, and communicate two- and three-dimensional architectural representations, and produce written industry-standard documentation to convey typical project information.
4. Analyze and integrate building systems within the architectural design process to inform decisions related to materials, assemblies, and life safety considerations.
5. Demonstrate effective individual contribution and collaborate productively as a member of a design team through professional communication and shared problem solving.
6. Demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Assessment using a combination of project-based learning, examination, portfolios, and presentations.

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010 Composition		Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process.	3
MATH 1600 Pathway to Calculus: College Algebra		Placement using multiple measures OR a grade of C- or higher in MATH 1010. A grade of D-, D, or D+ in MATH 1010 requires corequisite registration in MATH 0906.	3
COMM 1301 - Public Speaking or BUSN 2100 - Business Communications		Eligibility for ENG 1010	3
CCS 1001 College & Career Success		ENG 0960, or ENG 0930 or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
Elective SBSX - Social / Behavioral Science Course		Varies	3
ARCH 1002 or ARTH 1013 Architecture of the World	1, 2, & 4	None	3

PHYS 1104 Mechanics	2, 4 & 6	Math 1600	4
ARCH 1005 Architecture Fundamentals I	3, 4 & 5	None	4
ARCH 2005 Architecture Fundamentals	3, 4 & 5	ARCH 1005	4
ARCH Electives (ARCH 1010, ARCH 1011, ARCH 1012, ARCH 2010, CAD 1140, CAD 2204, ARCH 2229, ARCH 1014)	2, 3, 4 & 5	Varies	3
ARCH 2025 Architectural Design II	1, 2, 3, 5 & 6	ARCH 2020	4
ARCH 1008 Construction Materials & Methods	2 & 4	None	3
ARCH 2040 Environmental Systems	1 & 4	ARCH 1008	3
ARCH 2030 CAD 3D Architectural Parametric	3 & 4	ARCH 1005 and ARCH 1008, or with Program Coordinator's permission	3
ARCH 2015 Construction Documents	1, 2, & 4	None – see course modification form	3
ARCH 2020 Architectural Design 1	1, 2, 3 & 4	ARCH 1002 or ARTH 1013, and ARCH 1005, or with Program Coordinator's permission"	4
ARCH 2029 Structures	2, 3 & 4	ARCH-1008 and MATH-1600, or with Program Coordinator's permission	3
Business Elective – or INTD 2090 Internship	3, 5 & 6	Varies	3
Open Electives (*Indicate number of credits of open electives*)			3
Total Program Credits:			62

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

N/A

Description of New Resources Needed

Please provide a detailed overview addressing the following components:

- Recruitment Plan Outline the strategies and methods that will be used to attract participants to the program. Include outreach channels, target audiences, and any partnerships or promotional efforts.

  N/A
- Enrollment Goals Specify the intended number of participants for each program year.

  N/A
- Year 3 Enrollment Review Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.

  N/A

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

N/A

Resources and Financial Considerations

Are there any expected costs or financial impacts related to this modification? ☐ Yes ☒ No

No additional resources are required for this proposed modification, as all courses included in the revised program title are already being taught within the existing degree structure. Current faculty, administrative support, library holdings, and available equipment are sufficient to fully implement the change, resulting in no additional cost to the institution.

Complete the PRO FORMA Budget below – Projected Resources and Expenditures over the three years beginning with the initiation date of the modified program. Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program.

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

Narrative

Provide details on any significant expenditures associated with the proposed modification, including anticipated impact on resources.

These changes have no impact to the current budget and there are no significant expenditures associated with the proposed modifications, including anticipated impact on resources. The cost of the program will remain the same. No additional faculty needed

PROJECTED Program Revenue	Fall	Fall	Fall
Tuition			
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue			
PROJECTED Program Expenditures	Fall	Fall	Fall
Administration			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Faculty Reassignment Costs			
Support Staff			
Other			
Estimated Indirect Costs			
Total Estimated Program Expenditures			

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of an Associate of Science

Construction Technology Career Program
Connecticut State Community College

October 15, 2026

WHEREAS, Connecticut State Community College proposes to modify the Associate of Science in Construction Technology Career Program. The purpose of the modification is to improve clarity, consistency, and student success by revising the curriculum; and

WHEREAS, the modification includes adding one cross-listed course into the current curriculum, swapping two courses to better align with industry standards, and defining the required internship course; therefore, be it

RESOLVED, that the Board of Regents for Higher Education approve the modification of a program – Associate of Science in Construction Technology Career Program at Connecticut State Community College

A True Copy:

_____

Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

ITEM

Modification of an Associate of Science in Construction Technology Career Program at Connecticut State Community College.

RATIONALE AND SUMMARY OF MODIFICATIONS

The program is updating its curriculum to better reflect industry standards and to remove hidden prerequisites. These curricular changes will not change the overall number of credits required to complete the degree. No additional resources are required for the proposed modification, as all courses included in the revised program title are already being taught within the existing degree structure.

The curriculum is updating the requirements for ARCH 1002 Architecture of the World to an “or” requirement; students can now take either ARCH 1002 or ARTH 1013 Architecture of the World, since they are cross-listed. COMM 1301 Public Speaking is being removed in place of BUSN 2100 Business Communications, and ARCH 2040 Environmental Systems is added. PHYS 1201 General Physics 1 is being replaced with PHYS 1104 Mechanics and the Business Internship course is specified as INTD 2090.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

9/4/2026 – BOR - Academic and Student Affairs Committee
10/15/2026 – Board of Regents

CSCU Academic & Student Affairs

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields	
Institution: CT State Community College	Please enter the following dates: Final approval by institution: 04/17/2026 Submission to CSCU Office of the Provost for Academic Council: 05/13/2026

Instructions: Please review and select all items that require modification. Complete Section 1 for all proposals. Then, complete the section that aligns with your specific request (e.g. if you're proposing a change to instructional delivery, fill out Section 3.)

Type Program Modification Item (check all that apply):

☐ CIP Code Change (Section 2)

☐ Instructional Delivery (Section 3)

☐ Name Change (Section 4)

☐ Modification to Initiation Plan for Approved Program (Section 5)

☒ Significant* Number of Course/Course Substitution Modifications (Section 6)

Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.).

The proposed modifications are intended to improve clarity, consistency, and student access within the program while maintaining alignment with the originally approved curriculum. Adding Architecture of the World - ARTH 1013 as a cross listing of ARCH 1002. Moving from General Physics I to Mechanics eliminates a hidden pre-req for students and is more in line with the industry requirements. In addition, replacing Public Speaking with Business Communication as it is more in line with Construction Industry and business expectations and fulfills the ORAX Gen Ed requirement. Adding Environmental Systems enhances the program with vital knowledge needed for the construction industry. The changes also clarify what constitutes a construction elective and the internship course for students, INTD 2090. Lastly, the program updated their learning outcomes to align with Bloom's Taxonomy.

Total Number of courses and course credits to be modified by this application: 5 courses, 16 credits

* Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form (*Multi-Use Below Threshold Report*)

Internal Use (VEOCI Fields)

1. Name of Program: Construction Technology Career Program, AS (CTEC-AS)
2. OHE #: 21898
3. Modality of Program *(check all that apply)*: ☒ On ground Online ☒ Hybrid
4. Locality of Program: ☒ On Campus ☒ Off Campus ☒ Both
5. Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: AS
6. Total # Credits in Program: 61
7. Department where program is housed: School of Business & Professional Studies
8. Location Offering the Program (e.g., main campus): Norwalk & Three Rivers

9. Program website: Program: Construction Technology Career Program, AS (CTEC-AS) - Connecticut State Community College - Modern Campus Catalog™
10. Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No
11. Provide estimated cost of program (tuition and fees): $ 5,210 – Out of State = $ 15,476 OR url for link to tuition/fee information: Tuition, Fees, & Financial Aid - Connecticut State Community College - Modern Campus Catalog™
12. CIP Code Number: 15.0101 Title of CIP Code: Architectural Design Technology
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 47-0000, Construction and Extraction Occupations
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $63,340
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 23
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 Years
17. What are the admissions requirements for the program? High School Diploma and English/math standing based on placement test. https://ctstate.edu/admissions-registration/admissions
18. Graduation Requirements
    - Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No
    - If yes, describe:
19. Program Work Experiences
    - Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No
    - If yes, describe and attach copies of the contracts or other documents ensuring program support:
20. Program Administration and Faculty
    - Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dean Prather-Johnson, School Dean of Business and Professional Studies
    - How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 3
    - How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 8
21. Institutional Contact for this Proposal (Provost or Chief Academic Officer): Karen Hynick
    - Title: Interim CT State Provost
    - Tel.: (860) 612-7006
    - E-mail: karen.hynick@ctstate.edu
22. Career/Program Pathways:
    - Does this program prepare students for another program? Yes
    - If yes, specify program: Construction Management, Architecture
23. Prospective Students

    Describe the prospective students for the program: High School graduates or College Transfer students. The Construction Technology Career Program is a hands-on, career-focused degree for students who want to build real spaces and participate in the vibrant construction sector of the economy. Students will learn industry-standard software, construction fundamentals, and business skills that lead directly to jobs or transfer opportunities. It is a smart, practical pathway into construction careers with real earning potential.

24. If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
    - Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A
    - Phase Out Period N/A Date of Program Termination N/A
    - Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☒ No
25. Other Program Accreditation:
    - If seeking specialized/professional/other accreditation, name of agency and intended year of review:
    - If program prepares graduates eligibility to state/professional licensure,
        - identify credential:
        - confirm NC-SARA requirements met: ☐ Yes ☐ No

SECTION 2: CIP Code Modification
Name of Program:
New Proposed CIP Code Number: Title of CIP Code:

SECTION 3: Instructional Delivery Modification
Name of Program:
Current Modality of Program *(check all that apply)*: ☐On ground ☐ Online ☐ Hybrid, % of fully online courses
Proposed Modality of Program *(check all that apply)*: ☐On ground ☐ Online ☐ Hybrid, % of fully online courses
Fiscal Impact Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years.

SECTION 4: Name Change Modification
Name of Program:
Proposed New Name of Program:
Proposed Date Name Change Becomes Effective:
Programmatic Changes *If applicable, provide information regarding any programmatic changes to be necessitated by the modification.*
Cost and Availability of Adequate Resources *If applicable, provide a one paragraph narrative addressing additional cost necessitated by the modification.*

SECTION 5: Modification to Initiation Plan for Approved Program
Name of Program:
Original:

Date of BOR Approval: Date of program initiation as provided in the approved New Program Proposal:
Modified: Modified date of program initiation: Modifications to planned hiring or financial investment:
Explanation / Justification: *(Provide a concise rationale for the modification(s) based on the BOR list of concerns.)*
Fiscal Impact: Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the three years following program initiation.

SECTION 6: Significant Number of Course/Course Substitution Modifications

1. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided Construction Management at Central Connecticut State as a BS, which is a transfer option for a four-year degree.
2. Is this modification aligned with the reinstatement of a previously suspended program? ☐Yes ☒ No

   If yes, complete a, b, and c.
   a. Describe the reasons why the program was previously suspended:
   b. Describe the rationale for reinstating the program:
   c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Architecture of the World - ARCH 1002	3	Architecture of the World ARCH 1002 or ARTH 1013	3
General Physics I - PHYS 1201	4	Mechanics - PHYS 1104	4
Public Speaking - COMM 1301	3	Business Communications - BUSN 2100	3
Business Communications - BUSN 2100	3	Environmental Systems - ARCH 2040	3
Choose a Construction Elec* or Internship	3	Choose Architecture, Construction, or Business Elec or INTD 2090 Internship	3
Total Credits Original Program	16	Total Credits Modified Program	16

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section below.

1. Identify and classify commonly used building materials based on properties, applications, and performance criteria.
2. Apply fundamental business and accounting principles to basic construction-related scenarios and decision-making.
3. Identify and differentiate construction methods, structural systems, mechanical systems, and surveying tools used in the construction industry.

4. Analyze construction contract documents and calculate construction cost estimates using standard industry practices.
5. Read, interpret, and evaluate architectural and construction drawings to extract relevant technical information.
6. Demonstrate effective technical communication skills through written, oral, and visual methods to support collaboration with peers, instructors, clients, and industry stakeholders.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Assessment using a combination of project-based learning, examination, portfolios, and presentations.

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010 Composition	6	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process.	3
ENG 1020 Composition II and Literature	6	ENG 1010 with a C or higher	3
MATH 1600 Pathway to Calculus: College Algebra		Placement using multiple measures OR a grade of C- or higher in MATH 1010. A grade of D-, D, or D+ in MATH 1010 requires corequisite registration in MATH 0906.	3
PHYS 1104 Mechanics	1	Math 1600	4
ARCH 1002 or ARTH 1013 Architecture of the World	1, 3 & 6	None	3
BUSN 2100 Business Communications	6	Eligibility for ENG 1010	3
CCS 1001 College & Career Success		ENG 0960, or ENG 0930 or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
ACCT 1130 Principles of Financial Accounting	2	MATH 0900I/MATH 0900 with a grade of D- or higher OR placement using multiple measures	3
ARCH 1008 Construction Materials & Methods	1, 3, 4, & 6	None	3
ARCH 1129 Fundamentals of Construction Management	2 & 4	None	3
ARCH 2010 Site Design	1, 5, & 6	None – see course modification form	3
ARCH 2015 Construction Documents	2, 4, & 5	None – see course modification form	3

ARCH 2029 Structures	1, 3, & 6	ARCH 1008 and MATH 1600 or with Program Coordinator's permission	3
ARCH 2229 Construction Estimating	2, 4 & 5	MATH 1010 or higher	3
ARCH 2040 Environmental Systems	1, 3, & 5	ARCH 1008	3
BUSN 1100 Introduction to Business	2	None	3
BUSN 1150 Business Software Applications	6	None	3
CAD 1140 Architectural CAD	5 & 6	None	3
Choose Architecture, Construction, or Business Elec or INTD 2090 Internship	Varies	Varies	3
Open Electives (*Indicate number of credits of open electives*)			6
Total Program Credits:			61

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

N/A

Description of New Resources Needed

Please provide a detailed overview addressing the following components:

- Recruitment Plan Outline the strategies and methods that will be used to attract participants to the program. Include outreach channels, target audiences, and any partnerships or promotional efforts.

  N/A
- Enrollment Goals Specify the intended number of participants for each program year.

  N/A
- Year 3 Enrollment Review Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.

  N/A

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

N/A

Resources and Financial Considerations

Are there any expected costs or financial impacts related to this modification? ☐ Yes ☒ No

No additional resources are required for this proposed modification, as all courses included in the revised program title are already being taught within the existing degree structure. Current faculty, administrative support, library holdings, and available equipment are sufficient to fully implement the change, resulting in no additional cost to the institution.

Complete the PRO FORMA Budget below – Projected Resources and Expenditures over the three years beginning with the initiation date of the modified program. Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program.

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)			
Narrative Provide details on any significant expenditures associated with the proposed modification, including anticipated impact on resources. These changes have no impact to the current budget and there are no significant expenditures associated with the proposed modifications, including anticipated impact on resources. The cost of the program will remain the same. No additional faculty needed			
PROJECTED Program Revenue	Fall	Fall	Fall
Tuition			
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue			
PROJECTED Program Expenditures	Fall	Fall	Fall
Administration			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Faculty Reassignment Costs			
Support Staff			
Other			
Estimated Indirect Costs			
Total Estimated Program Expenditures			

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Master of Science

Addiction Studies
Western Connecticut State University

October 15, 2026

WHEREAS, Western Connecticut State University proposes to modify the Master of Science in Addiction Studies. The purpose of the modification is to change the program name to Addiction Counseling in order to meet licensure requirements; and

WHEREAS, changing the program name to Master of Science in Addiction Counseling clarifies the fact that it is a counseling program, meeting the standards of the Connecticut Department of Public Health; therefore, be it

RESOLVED, that the Board of Regents for Higher Education approve the modification of a program – Master of Science in Addiction Studies at Western Connecticut State University – specifically a name change to Addiction Counseling, effective Fall 2027.

A True Copy:

_____

Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

ITEM

Modification of a Master of Science in Addiction Studies at Western Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

The program is changing its name to Addiction Counseling to align with the requirements of the Connecticut Department of Public Health (CT DPH).

The Master of Science in Addiction Studies has always been a counseling program, but the CT DPH requires that all counseling programs reflect that fact in the title of their program. Therefore, to meet the requirements of the CT DPH, which is the programs licensing body, the name is being updated to Addiction Counseling. No changes are being made to the program curriculum.

Old Name: Addiction Studies
New Name: Addiction Counseling

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

9/4/2026 – BOR - Academic and Student Affairs Committee
10/15/2026 – Board of Regents

CSCU Academic & Student Affairs

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields	
Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: 05/13/2026 Submission to CSCU Office of the Provost for Academic Council: 05/13/2026

Instructions: Please review and select all items that require modification. **Complete Section 1** for all proposals. Then, **complete the section that aligns with your specific request** (e.g. if you're proposing a change to instructional delivery, fill out Section 3.)

Type Program Modification Item (check all that apply):

☐ CIP Code Change (Section 2)

☐ Instructional Delivery (Section 3)

☒ Name Change (Section 4)

☐ Modification to Initiation Plan for Approved Program (Section 5)

☐Significant* Number of Course/Course Substitution Modifications (Section 6)

Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.).

We are updating the name of our graduate program in response to a request from the Connecticut Department of Public Health (CT DPH) who requested that our name reflect that we are in fact a counseling program. They are the licensing body who must accept our student's degree credits for our graduates to become Licensed Alcohol and Drug Counselors. Our original name of "M.S. in Addiction Studies" was not clear to them. Our new program name is both acceptable and required by CT DPH. The new name will be "M.S. in Addiction Counseling".

Total Number of courses and course credits to be modified by this application: **Applies to the full master's degree** (11 courses, 37 credits)

* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form (*Multi-Use Below Threshold Report*)

Internal Use (VEOCI Fields)

1. Name of Program: Addiction Studies
2. OHE #: 19548
3. Modality of Program *(check all that apply)*: ☐On ground ☐ Online ☒ **Hybrid**, % of fully online courses 73%
4. Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both
5. Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Master of Science**
6. Total # Credits in Program: 37
7. Department where program is housed: Psychology
8. Location Offering the Program (e.g., main campus): Main campus
9. Program website: https://catalogs.wcsu.edu/grad/master-of-science-in-addiction-studies/
10. Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

11. Provide estimated cost of program (tuition and fees): $ $27750 OR url for link to tuition/fee information: https://catalogs.wcsu.edu/grad/student-expenses/?utm_source=chatgpt.com
12. CIP Code Number: 422899 Title of CIP Code: Miscellaneous Clinical, Counseling, and Applied Psychology
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 19-3039: Psychologists, All Other; 25-1066: Psychology Teachers, Postsecondary; 11-9199: Managers, All Other
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? Approximately $59,190 annually for Substance Abuse, Behavioral Disorder, and Mental Health Counselors (U.S. Bureau of Labor Statistics).
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 6222 - Psychiatric and Substance Abuse Hospitals and 62149 - Other Outpatient Care Centers
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): One year for full time students.
17. What are the admissions requirements for the program?
    1. An online application for admission to the Office of Graduate Admissions and a $50 application fee. WestConn graduates should apply using the Fast Track online application. https://www.wcsu.edu/graduate/
    2. Applicants must hold a baccalaureate degree from an accredited institution of higher education at time of entry into the program. Students who are graduating in the current year are encouraged to apply. Final transcripts will be requested before finalizing admissions decisions.
    3. One official transcript mailed to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degrees. Mail transcripts to Western Connecticut State University, 181 White Street, Danbury, CT 06810 Attention: Office of Graduate Admissions. Electronic transcripts can be forwarded to graduateadmissions@wcsu.edu.
    4. Applicant's cumulative undergraduate grade point average (GPA) must be at least a 3.0 for admission consideration into the program. Students who do not meet this criterion are encouraged to contact the Program Coordinator. Students may be asked to complete a prerequisite course before admission decisions are finalized.
    5. An interview with the department admissions committee.
    6. A psychology undergraduate major is not required. However, it is preferred for students to have skills (e.g., completed coursework) in the following areas. Such courses are not required. Applicants should specify the relevant courses or experiences they have completed. o research methods in the behavioral sciences o basic understanding of the current DSM. o applied experience in psychology or a related field.
18. Graduation Requirements
    - Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No
    - If yes, describe: Completion of a supervised internship (PSY 530 Internship in Addiction Studies, 200 hours of supervised practical training in Alcohol and Drug Counseling) and completion of a master's project (PSY 590 Master's Project).
19. Program Work Experiences
    - Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes ☐ No
    - If yes, describe and attach copies of the contracts or other documents ensuring program support: The program requires completion of PSY 530 Internship in Addiction Studies, which includes 200 hours of supervised practical training in Alcohol and Drug Counseling at approved internship sites coordinated with the program.
20. Program Administration and Faculty

- Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Program Administrator: Mary Murphy, Graduate Coordinator; Email: murphym@wcsu.edu; Phone: (203) 837-8944
- How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? two
- How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

21. Institutional Contact for this Proposal (Provost or Chief Academic Officer):
    - Title: Provost and Vice President for Academic Affairs
    - Tel.: (203) 837-8400
    - E-mail: hegeduss@wcsu.edu
22. Career/Program Pathways:
    - Does this program prepare students for another program? Yes
    - If yes, specify program: Doctoral programs and advanced graduate study in counseling, psychology, behavioral health, addiction studies, social work, and related mental health disciplines.
23. Prospective Students

    Describe the prospective students for the program: Prospective students include recent graduates and working professionals seeking careers or advancement in addiction counseling, behavioral health, and related human services fields.
24. If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
    - Program Discontinued: NA CIP: NA OHE#: NA BOR Accreditation Date: NA
    - Phase Out Period NA Date of Program Termination NA
    - Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☒ No
25. Other Program Accreditation:
    - If seeking specialized/professional/other accreditation, name of agency and intended year of review: NA
    - If program prepares graduates eligibility to state/professional licensure,
        - identify credential: Licensed Alcohol and Drug Counselor (LADC)
        - confirm NC-SARA requirements met: ☒ Yes ☐ No

SECTION 2: CIP Code Modification	
Name of Program:	
New Proposed CIP Code Number:	Title of CIP Code:

SECTION 3: Instructional Delivery Modification
Name of Program:
Current Modality of Program *(check all that apply)*: ☐ On ground ☐ Online ☐ Hybrid, % of fully online courses
Proposed Modality of Program *(check all that apply)*: ☐ On ground ☐ Online ☐ Hybrid, % of fully online courses
Fiscal Impact Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years.

SECTION 4: Name Change Modification
Name of Program: M.S. in Addiction Studies
Proposed New Name of Program: M.S. in Addiction Counseling
Proposed Date Name Change Becomes Effective: 8/23/2027
Programmatic Changes *If applicable, provide information regarding any programmatic changes to be necessitated by the modification.* n/a
Cost and Availability of Adequate Resources *If applicable, provide a one paragraph narrative addressing additional cost necessitated by the modification.* n/a

SECTION 5: Modification to Initiation Plan for Approved Program
Name of Program:
Original: Date of BOR Approval: Date of program initiation as provided in the approved New Program Proposal:
Modified: Modified date of program initiation: Modifications to planned hiring or financial investment:
Explanation / Justification: *(Provide a concise rationale for the modification(s) based on the BOR list of concerns.)*
Fiscal Impact: Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the three years following program initiation.

SECTION 6: Significant Number of Course/Course Substitution Modifications

1. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

2. Is this modification aligned with the reinstatement of a previously suspended program? ☐Yes ☐ No
   If yes, complete a, b, and c.
   a. Describe the reasons why the program was previously suspended:
   b. Describe the rationale for reinstating the program:
   c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits

Total Credits Original Program		Total Credits Modified Program	

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section below.

1.
2.
3.
4.
5.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours

Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits:			

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

Description of New Resources Needed

Please provide a detailed overview addressing the following components:

- Recruitment Plan Outline the strategies and methods that will be used to attract participants to the program. Include outreach channels, target audiences, and any partnerships or promotional efforts.
- Enrollment Goals Specify the intended number of participants for each program year.
- Year 3 Enrollment Review Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

Resources and Financial Considerations

Are there any expected costs or financial impacts related to this modification? ☐ Yes ☐ No

Complete the PRO FORMA Budget below – Projected Resources and Expenditures over the three years beginning with the initiation date of the modified program. Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program.

PRO FORMA Budget - Projected Revenues and Expenditures (Whole Dollars Only)			
Narrative Provide details on any significant expenditures associated with the proposed modification, including anticipated impact on resources. n/a			
PROJECTED Program Revenue	Fall	Fall	Fall
Tuition			
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue			
PROJECTED Program Expenditures	Fall	Fall	Fall
Administration			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Faculty Reassignment Costs			

Support Staff			
Other			
Estimated Indirect Costs			
Total Estimated Program Expenditures			

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

Bachelor of Science in Integrated Health Sciences

at

Central Connecticut State University

October 15, 2026

WHEREAS, Central Connecticut State University is proposing a new Bachelor of Science in Integrated Health Sciences; and

WHEREAS, the proposed Bachelor of Science in Integrated Health Sciences is an interdisciplinary undergraduate program, which is proposed as a replacement for the current pre-nursing program which will support student retention and completion rates. Students who enroll in the program will develop a deep understanding of the factors influencing health across individual, community, and global levels, while building a strong foundation in the health sciences; and

WHEREAS, the Integrated Health Sciences degree program is designed to prepare students for dynamic careers in allied health and healthcare support positions, preparing students for entry-level careers in both clinical and non-clinical settings; now, therefore, be it

RESOLVED, that the Board of Regents for Higher Education approve the licensure of an Integrated Health Sciences program (CIP Code: 51.000, OHE# TBD) leading to a Bachelor of Science at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

ITEM

Establishment of a new program in Integrated Health Sciences, leading to a Bachelor of Science at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Integrated Health Sciences	
CIP Code	51.000	
OHE # (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	09/17/2026	
Nature of Request	☒Licensure and Accreditation ☐Program Change ☐Phase-out Program ☐Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) ☐On Ground ☐Hybrid ☐Online	Future ☒ On Ground ☐ Hybrid ☐ Online
Effective Term	Fall 2027	
If a Discontinuation, date of Termination		
If a Suspension, dates of Suspension		

BACKGROUND AND PROGRAM OVERVIEW

The Bachelor of Science in Integrated Health Sciences is designed as a pathway for both pre-nursing students and those interested in health sciences at Central. Currently, Central does not have a pre-nursing program, which can cause students to take extra time to degree completion if they are not admitted to the Nursing program after their first year enrolled. The IHS program features a structured “pre-nursing pivot pathway” that stabilizes Central’s enrollment and keeps students on an uninterrupted four-year graduation track.

ADDRESSING NEEDS

The IHS program will drive institutional growth and retention by serving as an interdisciplinary bridge and a high-demand alternative for diverse student demographics. Specifically, the program offers a seamless, internal pivot point for qualified pre-nursing students not admitted to competitive, capped clinical tracks. Retaining these students within the institution prevents external transfers, protects tuition revenue, and maintains

their momentum on a four-year graduation track. The IHS program directly aligns with several national and local educational trends aimed at modernizing the workforce for 2026 and beyond by preparing students to address social determinants of health and mental health integration in clinical and non-clinical settings.

PRO FORMA*
SUPPLEMENTAL DOCUMENTS*

***See attached**

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program.

9/4/2026 – BOR - Academic and Student Affairs Committee
10/15/2026 – Board of Regents

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 5/18/26

Institution: Central Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.

Program Characteristics

Name of Program: Integrated Health Sciences

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Bachelor of Science, BS

Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses

Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both

Program website: to be created

Total # Credits in Program: 53

Credits in General Education: 50

Department where program is housed: Physical Education and Human Performance

Anticipated Program Initiation Date: Fall 2027

Anticipated Date of First Graduation: Spring 2031

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 4

CIP Code Number: 51.0000 Title of CIP Code: Health Services/Allied Health/Health Sciences, General

Location Offering the Program *(e.g., main campus)*: Central Connecticut State University

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

Provide the intended catalog description for this program:

The Bachelor of Science in Integrated Health Sciences (IHS) is an interdisciplinary undergraduate program designed to prepare students for the evolving landscape of health, wellness, and healthcare delivery by preparing them for dynamic careers in entry-level allied health and healthcare support positions, both clinical and non-clinical. Through a flexible and holistic curriculum, students develop a deep understanding of the factors influencing health across individual, community, and global levels, while building a strong foundation in health sciences, patient-centered care, and healthcare systems. The IHS degree offers a flexible academic pathway for students seeking careers in healthcare, including but not limited to, health education, research assistants, public health, healthcare administration, medical and health service managers, account and project managers, corporate wellness, patient care coordinators, community relations, and those planning to pursue advanced studies in health and other health-related fields.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☒ Yes ☐ No

CSCU Academic & Student Affairs

Application for **New Program Approval**

(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal (Provost or Chief Academic Officer)

Name: Dr. Kimberly Kostelis

Title: Provost & Vice President for Academic Affairs

Phone: 860.832.2228

Email: kimberly.kostelis@ccsu.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 10/07/25
- Curriculum committee: 03/25/26
- Faculty senate: 04/06/26
- Institutional president: 04/06/2026

NOTES:

- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 400 *Multi-Use Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

Program's Purpose and Goals - DONE

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose.

  The Bachelor of Science in Integrated Health Sciences (IHS) provides a versatile, interdisciplinary foundation for students to lead in the modern healthcare landscape. By blending clinical knowledge with patient-centered care and system-wide strategy, the program prepares graduates for immediate roles in allied health or advanced graduate studies.
- statement describing how the program meets students' educational goals and career objectives

  The IHS program meets students' educational goals and career objectives by providing an interdisciplinary framework that allows them to explore health through various systemic lenses; broadens their scope beyond clinical basics to cover global and community health factors; empowers them to tailor their studies to specific interests; and provides the necessary prerequisites for advanced health-related degrees.
- description of relevant national or local educational trends and connection of these to the program

  The IHS program directly aligns with several national and local educational trends aimed at modernizing the workforce for 2026 and beyond. First, the curriculum emphasizes case-based, collaborative learning that mirrors real-world allied health teamwork. Second, it shifts focus toward practical skills like digital literacy and data fluency. Finally, the program prioritizes community and global health factors, preparing students to address social determinants of health and mental health integration in primary care.
- discussion of relevant faculty expertise and commitment with respect to the program

  The IHS program is driven by an interdisciplinary team of faculty experts dedicated to student success. The instructional team is comprised of active and experienced clinicians, public health professionals, and healthcare administrators. Their active

research continually informs and expands knowledge within the allied health fields. Furthermore, they bring into the classroom a deep expertise in healthcare policy, law, and organizational leadership.

- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program

  The IHS program is bolstered by CCSU institutional resources that prioritize real-world application, community impact, and career flexibility. Strategically located near major hospitals and regional social service agencies, Central provides students with high-level networking and internship opportunities. On campus, the program leverages the Central Community Health Education Clinic and an interprofessional culture that fosters collaboration across departments like Nursing and Social Work. Furthermore, access to advanced simulation labs and the Applied Innovation Hub ensures that students gain hands-on experience with industry-standard technology.

- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)

  The IHS program is strategically designed to advance the missions of both Central and the CSCU system, directly aligning with the ACT framework: Accessibility, Completion, and Talent. The program meets the CSCU system's core goals of affordability and accessibility by providing a versatile, cost-effective pathway to high-growth sectors, serving as an engine for social and economic mobility. Furthermore, it contributes to the economic vitality of Connecticut by preparing a skilled workforce-ready pipeline for the state's expanding healthcare sector.

- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.

  The IHS program will drive institutional growth and retention by serving as an interdisciplinary bridge and a high-demand alternative for diverse student demographics. Specifically, the program offers a seamless, internal pivot point for qualified pre-nursing students not admitted to competitive, capped clinical tracks. Retaining these students within the institution prevents external transfers, protects tuition revenue, and maintains their momentum on a four-year graduation track. Additionally, by offering distinct, non-nursing health pathways, the program attracts a broader demographic of health-focused students that will expand the institution's enrollment base and lowers overall stop-out rates. The program complements Central's existing portfolio by cross-utilizing courses across the sciences, business, social work, exercise science, and social work without duplicating specialized clinical resources.

- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

  The IHS program features a structured "pre-nursing pivot pathway" that stabilizes Central's enrollment and keeps students on an uninterrupted four-year graduation track. The program leverages Central's deep-rooted local and regional partnerships, offering students immediate access to Connecticut's healthcare networks for internships and experiential learning. Finally, the program combines academic rigor and career agility with the accessibility, value, and community focus central to the CSCU mission.

Executive Summary

Provide an overview of the program's vision and note any related academic actions (e.g., modification, discontinuation).

The Bachelor of Science in Integrated Health Sciences (IHS) aspires to prepare adaptable, compassionate, and workforce-ready health professionals equipped to advance health, wellness, and healthcare delivery across multifaceted clinical and non-clinical settings. Through interdisciplinary collaboration, experiential learning, and community engagement, the program empowers students to lead, innovate, and improve the health and well-being of individuals, families, and communities at local, national, and global levels. By fostering collaboration across health sciences, biology, psychology, and kinesiology through shared coursework and joint initiatives, the program promotes student success, innovation, and growth within the College of Health and Rehabilitation Sciences.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs -

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

This interdisciplinary program directly addresses Connecticut's urgent need for skilled healthcare and community wellness professionals by equipping students with critical, culturally competent, and analytical skills to bridge the gap between behavioral health and population health outcomes. It supports community wellbeing by producing graduates capable of implementing evidence-based health initiatives. Specifically, graduates will be prepared for in-demand roles in local health departments, hospital systems, non-profits, and community health centers through jobs such as community health worker, health promotion coordinator, public health program assistant, patient navigator, or wellness coordinator. Estimated salary for entry-level positions ranges from $40,000-$55,000 annually, with experienced specialists in health equity or population management exceeding $65,000. The curriculum allows post-graduate education advancement to public health, health administration, or social science programs within the CSCU system, providing a pathway to advanced leadership roles.

Careers/Professions and Earnings –

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

Based on the 2018 Standard Occupational Classification (SOC) system, graduates of this program are eligible for a variety of roles within Connecticut's healthcare and social service sectors.

SOC Code	SOC Title	Median Estimated Earnings
21-1094	Community Health Workers	$48,820-$59,480
21-1091	Health Education Specialists	$58,100-$64,644
21-1099	Community & Social Service Specialists	$48,790 (National Median)
31-9099	Healthcare Support Workers	$40,000-$55,000

Applicable Industries -

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

The IHS program aligns with the Sector 62: Health Care and Social Assistance under the NAICS.

NAICS Code	NAICS Title
Code 621	Ambulatory Health Care Services
Code 622	Hospitals
Code 623	Nursing and Residential Care Facilities
Code 624	Social Assistance

Career/Program Pathways

Does this program prepare students for another program? X ☐ Yes, e.g., Accelerated Nursing Program and Graduate Allied Health Program

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same 6-digit CIP) currently exist at your institution: 0
- *Include enrollment and completion data for the past 5 years for each of these programs as an Appendix*
- How will the proposed program impact enrollment and completion in these existing programs?
- Are there plans to discontinue any of the existing similar programs?
- What is the value added of the proposed program in relation to the existing programs?
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

Impact on related programming across CSCU -

- Indicate what similar programs (e.g., programs with the same 6-digit CIP) currently exist at other institutions within CSCU: Healthcare Studies, BS (SCSU), Health Sciences, BS (ECSU), Public Health, BS (WCSU)
- How is the new program distinct from these existing programs? Integrated Health Science offers a flexible curriculum which includes 18 credits of electives.
- Analyze the gap between existing CSCU programs and the demands of students and employers. Additionally, provide an assessment of the sustainability and growth prospects for both current and proposed programs. Central currently has over 300+ pre-nursing students but only accepts 75 students per year to the Nursing Program. The students who are not accepted are seeking an alternative pathway to ABSN program or other allied health graduate programs.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

Enrollment in this program will be somewhat atypical. We anticipate large enrollment of first year students (pre-nursing), with enrollment decreasing, for example, students who meet the criteria for competitive admission into the Nursing program. Likewise, there may be students who, switch to other related majors such as Biology, Biomolecular Science, Exercise Science, which may serve as preparatory work towards advanced medical degrees aside from nursing.

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*: This program is predominantly for students interested in entering the Nursing program, however it is also suitable for students interested in other careers in a healthcare setting. The prospective students include first-year students, transfer students (both internal and external). The largest population of first-year students will be those interested in PRE NURSING. This major is replacing the Pre-Nursing "status". Pre-nursing is not a degree program. Students entering Central with a desire to pursue nursing will now be matriculated into an academic program that leads to a bachelor's degree (see Justification)

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: Marketing and Recruitment: Open House, College Fairs; Advising: Professional and Faculty advisors, transfer student events. Transfer Office (Transfer Student Services Representative) at several of the CT State campuses. Pre-nursing currently makes up approx. one fourth of all incoming first-time students.
- What student engagement strategies will be employed to advance student retention and completion in program? Comprehensive advising, support for application to the Nursing program, various program "open houses".

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

NO ☒

If yes, describe the selection process, including all criteria:

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)?

☒ Yes ☐ No

If yes, describe: Capstone course: IHS 499: Integrated Health Sciences Capstone. This capstone course provides an integrative experience for students majoring in Integrated Health Sciences. Students will synthesize knowledge and skills from across disciplines—including biology, public health, health policy, psychology, and clinical sciences—through collaborative projects, professional development activities, and reflective writing. The course emphasizes evidence-based practice, interdisciplinary teamwork, and preparation for entry into the workforce or graduate/professional education.

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes ☐ No

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix:
Practicum course: IHS 490: Applied Learning Experience in Integrated Health Sciences. This applied learning experience course provides students with the opportunity to apply academic knowledge and skills in a real-world setting relevant to their field of study. Under the supervision of both a site supervisor and faculty advisor, students engage in professional experiences, develop practical competencies, and reflect critically on their learning.

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

1. Equip students with an integrated understanding of the biological, behavioral, social and population health sciences as they relate to individual and community health outcomes.
2. Cultivate students' ability to analyze complete health issues, apply scientific reasoning, and use evidence-based approaches to decision-making and problem-solving in healthcare and wellness settings.
3. Prepare students to communicate clearly and professionally across diverse populations and interdisciplinary teams in clinical, community, and administrative environments.
4. Encourage ethical decision-making and respect for cultural diversity in addressing health disparities, patient care, and community health initiatives.
5. Instill in students a commitment to continuous personal and professional development, community services, and leadership in promoting health and wellness.

Assessment of Learning Outcomes -

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Comprehensive assessment methodologies for the five specified learning outcomes balance formative, summative, direct, and indirect evaluation metrics across the curriculum. For example, scientific and foundational knowledge will be evaluated through epidemiological & population health case studies and standardized diagnostic mid-term and final examinations; critical analysis & problem-solving will be measured via evidence-based practice reviews, simulation lab assessments, and policy & strategy briefs; professional communication will be assessed using mock oral consultations and interdisciplinary team role-plays; ethical & diversity competence will be tracked via

community engagement fieldwork journals and structured health equity audits; and professional development & leadership will be validated through service-learning fieldwork evaluations and a leadership project and presentation.

Curriculum -

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
*IHS 101: Introduction to Allied Health Professions	1, 2, 3		3
*IHS 200: Medical Terminology	2, 3		1
BMS 102: Introduction to Biomolecular Science (fulfills general education requirement)	1		3
BMS 103: Introduction to Biomolecular Science Lab (fulfills general education requirement)	1		1
CHEM 161: General Chemistry (fulfills general education requirement)	1	Math 102 or Math 103 or placement exam	3
CHEM 162: General Chemistry Lab (fulfills general education requirement)	1		1
EXS 207: Anatomy & Physiology in Exercise Science 1	1	BIO 111 or BIO 121 or BMS 102	3
EXS 211: Anatomy & Physiology in Exercise Science 1 Lab	1	BIO 111 or BIO 121 or BMS 102	1
LAW 250: The Legal and Ethical Environment (fulfills general education requirement)	3, 4, 5		3
EXS 307: Human Nutrition	1, 2, 4	CHEM 161	3
EXS 301: Applied Kinesiology or EXS 311 Stress Mgt. & Behavioral Strategies	1, 5	EXS 207 & 211 or PSY 112	3
COMM 452: Health Communication	2, 3, 5		4
*IHS 490: Applied Learning Experience in Integrated Health Sciences	2, 3, 4, 5		3
*IHS 499: Integrated Health Sciences Capstone	2, 3, 4, 5		3
Concentration (two options)			18
General Concentration: Select 18 credits from list of electives below:			
BMS 201 Principles of Cell & Molecular Biology	1	BMS 103 & BMS 103 or BIO 121	4
BMS 316 Microbiology or BMS 216 Microbiology for Nursing	1	BMS 201 and CHEM 161 & 162	4
CHEM 200 Foundations of Analytical Chem	1	CHEM 161 & 162	3
CHEM 210 Organic Chemistry	1	CHEM 161 & 162	3
EXS 208 & EXS 212 Anatomy & Physiology 2	1	EXS 207 & 211 and CHEM 161	4
PHYS 111 or PHYS 121	1		3-4

PSY 241 Health Psychology	2, 5	PSY 112	3
PSY 330 Abnormal Psychology	1, 4, 5	PSY 112	3
PSY 454 Drugs and Behavior	1, 2, 4	PSY 112	3
ECON 340 Health Economics	2, 4, 5	ECON 201	3
BMS 380 Emergency Medical Technician	2, 3, 4		3
200-499 level EXS, PE, SW Electives	1		3
GERO 101 Intro to Gerontology	1, 2, 3, 4, 5		3
PSY 364 Adult Development & Aging	1, 2, 3, 4, 5	PSY 136 or GERO 101	3
PSY 380 Psychology of Dying & Death	1, 2, 3, 4, 5	PSY 112	3
SOC 340 Aging and Life Course	1, 2, 3, 4, 5	GERO 101 or SOC 110 or SOC 111	3
SOC 440 Death & Dying: Sociological Implications	1, 2, 3, 4, 5	GERO 101 or SOC 110 or SOC 111	3
SOC 441 Sociology of the Aging Body	1, 2, 3, 4, 5	SOC 110 or SOC 111 or GEOR 101	3
SOC 461 Intimacy and Aging	1, 2, 3, 4, 5	GERO 101 or SOC 110 or SOC 111	3
GERO 491 Independent Study	1, 2, 3, 4, 5		1-3
GERO 495 Internship in Gerontology	1, 2, 3, 4, 5	GERO 101 or PSY364 or SOC 340	3
GERO 498 Special Topics in Gerontology	3, 4, 5	GERO 101	3
TM 310 Environment, Health & Safety	1		3
TM 411 Industrial Hygiene	1		3
TM 412 Safety Training Methods	1		3
TM 414 Accident Investigation & Loss Control	1		3
TM 456 Hazardous Material Management	1		3
SPAN 129 Spanish for Health Professions 1	3, 4	SPAN 112	3
SPAN 130 Spanish for Health Professions 2	3, 4	SPAN 129	3
SPAN 229 Advanced Intermediate Spanish for Health Professionals	3, 4	SPAN 130	3
SPAN 404 English-Spanish Medical Translations	2, 3	SPAN 225 or permission of instructor	3
SPAN 441 Cross-Cultural Communication	3, 4, 5		3
Health Administration Concentration (18 credits)			
AC 211 Introduction to Financial Accounting	5	Math 101 or 102 or 103	3
AC 212 Introduction to Managerial Accounting	4, 5	AC 211	3
FIN 295 Managerial Finance	4, 5	AC 211; and one of the following : Stat 104, 200, 215, 314 or 315	3
MC 207 Managerial Communication	3, 4, 5		3
MGT 295 Fund of Mgt & Organizational Behavior	3, 4, 5	WRT 105 or WRT 110	3
MKT 295 Fundamentals of Marketing	3, 4, 5		3
General Education Courses			
PHIL 243: Philosophy of Bioethics	3, 4		3
PSY 112: Introduction to Psychology	1		3
PSY 136: Life-Span Development	1		3
STAT 104: Elementary Statistics or STAT 208: Introduction to Biostatistics or STAT 215: Statistics for Behavioral Sciences 1	2	Math 102 or Math 103 or placement exam	3

Open Electives (*Indicate number of credits of open electives*)			17
Total Program Credits (must match number of credits reported on page 1):			120

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program.

- Identify the CT State Community College program that best articulates to the proposed program:

  ☐ Liberal Arts & Sciences – Arts and Humanities, A.A. ☐ Liberal Arts & Sciences – Social and Behavioral Sciences, A.A.

  X Liberal Arts & Sciences – Math and Natural Sciences, A.S.

  ☐ Transfer Ticket, specify: Exercise Science Studies

  ☒ Other pre-program or transfer track, specify: AS HEALTH SCIENCE – CT State has numerous allied health programs that align well with our program. The AS in Health Science in its entirety will apply towards the BS in Integrated Health Science. The other Allied Health programs, many of which are not associates degrees will apply towards our program, with courses satisfying either core requirements or directed electives.

- With respect to this CT State degree program, which of the following is true?

  ☒ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program

  ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)

  ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- What steps have been taken to reduce the number of excess credit hours that a student may obtain (check all that apply): -

  ☒ The degree was created in collaboration with CT State Faculty -conversation has already begun to articulate our program with the Allied Health programs.

  ☒ A review of CT State courses was conducted to assess what can be applied to the proposed program

  ☐ A CT State transfer student advising guide has been created and will be posted on our department's website

  ☐ Information sessions will be available for CT State Faculty and staff

  ☐ Other:

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/pdfs/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap).

- Does the proposed degree include all ten (10) CT State General Education Categories, also referred to as the Framework30? ☐ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Stackable Pathways - DONE

Describe any stackable pathways to, and/or from, this program to other programs within your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.), as well as any other pathways to/from the proposed program.

The Integrated Health Sciences: Health Administration Concentration is a pathway to the MBA: Healthcare Management Track.
Then General Concentration can be used as a pathway to Accelerated BNS programs as well as advanced allied health programs.

Courses in the General Concentration may be used to stack courses for the following certificates: Gerontology Certificate, Environment, Health & Safety Certificate, Spanish for Health Professionals Certificate
Courses in the Health Administration Concentration may be used to stack courses for the following certificates: Human Resources Management Certificate, Leadership Certificate

Program Evaluation -

Describe how the quality and success of the program will be monitored during the first five years:

To ensure academic rigor, student retention, and workforce alignment, the quality and success of the IHS program will be monitored through a comprehensive, multi-tiered evaluation framework during its first five years. The initial phase focuses on Years 1 and 2, prioritizing foundational monitoring and student retention. During this period, the assessment committee will track early program adoption, student persistence, and initial curriculum deployment. Key metrics include a quarterly evaluation of internal transfer data to measure how effectively the IHS program retains students not admitted to the competitive nursing track, alongside a semester-by-semester monitoring of DFW rates in foundational health science courses to deploy early academic interventions. Additionally, faculty will hold inter-departmental meetings every semester to ensure cross-departmental courses remain properly integrated and non-duplicative. The second phase transitions into Years 3 and 4, shifting focus toward experiential quality and institutional alignment. This stage includes comprehensive fieldwork and site evaluations, highlighted by annual audits of student performance data from the Central Community Health Education Clinic and regional clinical partners using standardized supervisor rubrics. The program will also submit annual assessment reporting to verify compliance with the CSCU ACT Framework. To measure the student experience, faculty will administer focus groups and

exit surveys to the first student cohort entering their upper-division courses, specifically gauging satisfaction with advising and pathway flexibility. The final phase concludes in Year 5, centering entirely on summative outcomes and external validation. Central, through OIRA's assistance, will compile one-year post-graduation data to measure student employment rates within NAICS Sector 62 or successful admission rates into advanced health degrees. Simultaneously, the program will survey regional healthcare managers who hired IHS graduates to ensure Central is actively meeting local labor market demands. This five-year cycle culminates in a formal institutional self-study and an external reviewer evaluation, fully aligned with NECHE accreditation standards, to secure permanent program status.

Assuring Equitable Outcomes -

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

  To assure equitable outcomes in alignment with the CSCU BOR goals, the IHS program will implement a data-driven equity monitoring framework that will cross-reference the four demographic dimensions—ability, ethnicity/race, economics, and gender—against the four stages of the student lifecycle.

  Recruitment & Access

  Ability: Annual percentage of applicants disclosing a disability or registering with Student Disability Services.

  Ethnicity/Race: Proportion of applicants from underrepresented minority (URM) backgrounds compared to regional high school graduation demographics.

  Economics: Percentage of applicants from low-income ZIP codes or alliance school districts in Connecticut.

  Gender: Male to female applicant ratios

  Enrollment

  Ability: Yield rate (percentage of accepted students who enroll) among students requiring institutional accommodations.

  Ethnicity/Race: Comparative enrollment yield rates between URM students and non URM student cohorts.

  Enrollment: Total enrollment counts of Pell-grant eligible students and first-generation college students.

  Gender: Final matriculation rates across genders, tracking the demographic balance of the incoming cohort.

  Retention & Persistence

  Ability: Fall-to-Spring and Fall-to-Fall retention rates of students utilizing academic or physical accommodations.

  Ethnicity/Race: Desegrated semester-by-semester persistence rates to identify and eliminate equity gaps for URM students.

  Enrollment: Persistence rates of Pell-eligible versus non-Pell eligible students, alongside utilization rates of campus emergency funds.

  Gender: Comparative retention metrics between male and female students to monitor their gender-isolated attrition.

  Completion & Success

  Ability: Four-year and six-year graduation rates for students with documented disabilities; average time-to-degree.

  Ethnicity/Race: Four-year and six-year completion rates for URM students; monitoring of post-graduation job placement parity.

  Enrollment: Graduation rates of low-income and Pell-recipient cohorts compared to the institutional baseline.

  Gender: Completion rates and degree-conferral velocity analyzed by gender across all academic tracks.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

  The IHS program leverages Central's robust institutional infrastructure alongside specific interventions to systematically dismantle barriers to student success. By embedding Central's specialized resources directly into the student lifecycle, the program provides targeted recruitment, builds college readiness, and delivers a comprehensive blanket of support designed to guarantee equitable outcomes. To bridge academic gaps in high-attrition, gateway courses, the program partners directly with the Learning Center to provide embedded tutoring and peer-led supplemental instruction sessions. Faculty further collaborate with the Writing Center to integrate technical writing and scientific literacy modules directly into introductory IHS seminars, ensuring first-generation and non-traditional students master professional health communication early. Complementing these rigorous academic frameworks, the program addresses the holistic needs of the diverse student body by weaving social and emotional support into the core major experience. Faculty utilize resources from the Center for Social-Emotional Learning to embed trauma-informed pedagogy, stress management techniques, and resilience-building exercises directly into the curriculum. Additionally, students are actively connected to campus Wellness programs, including mindfulness workshops, mental health counseling, and peer support networks. By linking these academic, social, and emotional interventions to an early tracking system, the IHS program transforms campus resources into an active, structural shield that safeguards student persistence and ensures graduation equity.

- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

  The systematic collection and application of disaggregated data allow the IHS program to move from identifying systemic inequities to executing actionable, structural intervention through strategic advising interventions, curriculum modification, and strategic financial and scheduling allocations.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Cost Effectiveness and Availability of Adequate Resources

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

This program is cost effective as it requires no new resources. The program is effectively replacing the "Pre-Nursing" designation. The courses that make up the program are essentially the pre-nursing perquisite courses which we are already offered to meet the demands of the FT students coming in under the Pre-Nursing designation. In addition the prerequisite courses serve as courses in other majors. We anticipate that students following a program will in effect reduce students accumulating excess credits.

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

NONE—all resources are currently in place.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Program Coordinator: Dr. Lisa McMahon, lisa.mcmahon@ccsu.edu, 860-832-0235. In collaboration the Dean's Office for the College of Health and Rehabilitation Sciences. As this is truly an interdisciplinary program, the necessary courses for the program are managed by the appropriate department/department chair.

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. No special qualifications. Dr. McMahon is a practicing Physical Therapist and runs Central Community Health Education Clinic.

Program Faculty

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 14

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 24

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credential and experience for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

There are no dedicated program faculty as this is an interdisciplinary program using courses from other existing programs including Biomolecular Sciences, Exercise Science, Psychology, Chemistry, Biology, etc.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience

*Reminder: Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Completed forms should be submitted to CSCU Academic and Student Affairs office by email (CSCU-ACandASASub@ct.edu)

Integrated Health Sciences -NEW PROGRAM PROPOSAL

Rationale

Central Connecticut State University currently accepts students interested in pursuing the Bachelor of Science in Nursing (BSN) as Pre-Nursing. The BSN is a competitive program that requires formal admission into the program after students have completed prerequisite coursework along with an acceptable score on the TEAS test (Standardized Nursing admission test). Our current BSN program has approximately 100 seats in each cohort.

Prior to applying to the BSN students must complete BMS 102/103: Introduction to Biomolecular Sciences and lab, CHEM 161/162: General Chemistry with lab, all with a minimum grade of C+, and be enrolled in CHEM 210 Organic Chemistry, and PSY 136: Life Span Development at the time of application. (Application to the BSN program begins in February for acceptance into the Fall cohort). General Chemistry, which should be taken as a first semester freshman, requires MATH 102: College Algebra, as a prerequisite. Many of our incoming students are required to take MATH 102 thus delaying General Chemistry to the second semester or later. The net result is that some Pre-Nursing students may be on the 5-year plan (or longer). Exacerbating the situation are those students who may need to repeat a course because they did not earn the minimum grade requirement. This has created a situation where students remain too long not matriculated in a program (remain as Pre-nursing) and thus not completing requirements towards a degree. Some of the students never meet the admission requirements for the BSN and then leave the University (decreased retention).

The Integrated Health Science (IHS) major provides an opportunity for students to be matriculated in a degree program from the onset of their time at Central. The design of the program includes all prerequisite coursework for the BSN, while at the same time providing students with a path towards completion of a degree in the event, they are unsuccessful at meeting the admission requirements for the BSN. Alternatively, students can complete the IHS major and apply for the Accelerated BSN program.

Some of our current Pre-Nursing major, whether a change of heart or an inability to meet the admission criteria for the BSN, elect other related majors such as Exercise Science, Biology, and Biomolecular Sciences. These programs can also lead to various careers in healthcare settings or serve as steppingstones to advanced degrees, including such things as medical programs (MD, DO, APRN, PA, DPT).

Enrollment/Completion

Because of what is described above, we do not anticipate a traditional relationship between first year enrollment and ultimate degree completion, as students may be entering into other programs such as the BSN. Southern Connecticut State University implemented a similar model several years ago where their Pre-Nursing majors enter the university as Healthcare Studies majors (which includes a track STEM Foundations for Nursing). Looking at Southern's most recent numbers on College Navigator, in 2025 they graduated 172 Nursing majors and 86 General Health and Wellness. As Southern's nursing program is larger than ours, I suspect their admission pool is also much larger than ours.

Enrollment by Class (Pre-Nursing/BSN)

CLASS	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025

FR	60	98	147	201	283
SO	35	57	72	89	124
JR	78	65	73	95	94
SR	101	118	104	94	111
TOTAL	274	335	396	479	612

NOTES ON ADVISING

All Central students are assigned two advisors; one Professional Advisor and one Faculty Advisor. The faculty advisor will be drawn from the existing programs that contribute to the Integrated Health Sciences program, such as BIO, BMS, EXS, CHEM, PSY, etc. Professional Advisors in all schools, including our Explore Office (undeclared students) will be educated on the curriculum requirements for the program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

*APPLICATION FOR **NEW PROGRAM APPROVAL — SUPPLEMENT B***

PRO FORMA BUDGET

Institution: CENTRAL, Program: Integrated Health Sciences

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year 2026						Second Year 2027						Third Year 2028					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	217						222		15				228		8			
Continuing Students progressing to credential			152				190		335				270	10	390	12		
Internal Transfer (students changing majors)			40				30		20				8		3	2		
Headcount Enrollment	217		192				442		370				506	10	401	14		
Total Estimated FTE per Year[1]	382						812						915					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	1.4		991,800				2.7		2.3				3.25	39,100	2.6	54,740		
Tuition from Internal Transfer (students changing majors)[2]			261,00				195,750		130500				52,200		19,575			
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$2.6 million						$5.2 million						$6.1 million					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	$17,415 (3 LHs)	$17,415 (3 LHs)	$17,415 (3 LHs)
Faculty (Full-time, total for program)[4]			
Faculty (Part-time, total for program)[4]	$22,000	$56,000	$70,000
Faculty Reassignment Costs			
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year	39415	45415	52415

Pro Forma Budget Narrative:

Include details regarding ROI projections, mission alignment, and supporting rationale.

Coordinator is for reassigned time for a faculty member. This is not a new faculty member, but a faculty already assigned and teaching in an existing program/department. All the coursework, with the exception of 3 courses are existing courses that are part of other programs/majors. The salary is for part-time faculty teaching the new courses that are part of the program. As the program is using courses that are already offered there are no new additional expenses. This is really more about students being matriculated into a program rather than remaining as Pre-Nursing or Explore. Overall, we do not expect a change to expenditures with the exception of the part-time faculty for the 3 new courses. With that being said, the cost for the part-time faculty may be offset by a reduction of other courses as currently, students are taking "free electives" to create full-time schedules prior to being admitted into the nursing program or changing to another program.

Note on Enrollments—We expect internal transfers to be higher in the first and second year as existing Pre-Nursing students switch to the new program. The drops in total enrollment reflect the population of students who have been accepted into nursing or switched to another program such as BIO, BMS or EXS.

Notes Dropdown

Presidential Approval Signature 8/28/2026

Proposal is in alignment with the 2023 CSCU Deficit Mitigation Plan

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of two New Programs

Associate of Science in Technology Studies: Optics Technology (OPTC-AS-COT)
And
Certificate in Technology Studies Optics Technology Certificate (OPTC-CC-COT)
at
Connecticut State Community College

October 15, 2026

WHEREAS, Connecticut State Community College is proposing two new programs, a Certificate and an Associate of Science in Technology Studies: Optics Technology; and

WHEREAS, the two proposed programs are designed to provide students with a comprehensive understanding of optics manufacturing processes, assembly, materials processing, and metrological techniques; and

WHEREAS, there is an increased demand for skilled optics technicians, as the optical manufacturing industry is growing in Connecticut and the New England region. These two programs will prepare students for careers in optics technology and meet the demands of the workforce. Now, therefore, be it;

RESOLVED, that the Board of Regents for Higher Education approve the licensure of an Associate of Science in Technology Studies: Optics Technology (OPTC-AS-COT) program (CIP Code: 40.0807, OHE# TBD) and a Technology Studies Optics Technology Certificate (OPTC-CC-COT) program (CIP Code: 40.0807, OHE# TBD) at Connecticut State Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

ITEM

Establishment of a new program in Technology Studies: Optics Technology, leading to an Associate of Science at Connecticut State Community College.

Name of Institution	CT State Community College	
Name of Program	Technology Studies: Optics Technology	
CIP Code	40.0807	
OHE # (Leave blank for new programs)	TBD	
Degree Level	Associate of Science	
Number of Collegiate Credits	62-63	
Date of Action (Anticipated)	10/15/2026	
Nature of Request	☒Licensure and Accreditation ☐Program Change ☐Phase-out Program ☐Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) ☐On Ground ☐Hybrid ☐Online	Future ☒ On Ground ☒ Hybrid (40%) ☐ Online
Effective Term	Spring 2027	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROGRAM OVERVIEW

The Associate of Science in Technology Studies: Optics Technology is designed to equip students with a strong foundation of theoretical knowledge and hands-on practical skills necessary to prepare them for careers in the optics manufacturing industry. Through the combination of general education courses, core physical science courses, and optics specialization courses, the program provides students with a comprehensive understanding of optics technology.

ADDRESSING NEEDS

The optical manufacturing industry is growing in Connecticut and the New England region, and there is an increased demand for skilled optics technicians. Despite a growing industry, the region lacks programs that will prepare students in the field and meet workforce demands. This program will prepare students with the necessary skills to become optics technicians, contribute to mitigating the workforce shortage, and support industrial growth.

PRO FORMA
See attached.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program.

10/2/2026 – BOR - Academic and Student Affairs Committee
10/15/2026 – Board of Regents

ITEM

Establishment of a new program in Technology Studies: Optics Technology Certificate, leading to a Certificate at Connecticut State Community College.

Name of Institution	CT State Community College	
Name of Program	Technology Studies Optics Technology Certificate	
CIP Code	40.0807	
OHE # (Leave blank for new programs)	TBD	
Degree Level	Certificate	
Number of Collegiate Credits	29	
Date of Action (Anticipated)	10/15/2026	
Nature of Request	☒Licensure and Accreditation ☐Program Change ☐Phase-out Program ☐Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) ☐On Ground ☐Hybrid ☐Online	Future ☒ On Ground ☒ Hybrid (40%) ☐ Online
Effective Term	Spring 2027	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROGRAM OVERVIEW

The Optics Technology certificate is a one-year program that is designed to provide students with a comprehensive understanding of optics manufacturing processes, optics assembly, and metrological techniques. Through general education courses, physical science courses, and optics specialization courses, students receive both theoretical knowledge and hands-on practical skills necessary for the industry.

ADDRESSING NEEDS

The optical manufacturing industry is growing in Connecticut and the New England region, and there is an increased demand for skilled optics technicians. Despite a growing industry, the region lacks programs that will prepare students in the field and meet workforce demands. This program will prepare students with the necessary skills to become optics technicians, contribute to mitigating the workforce shortage, and support industrial growth.

PRO FORMA

See attached.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program.

10/2/2026 – BOR - Academic and Student Affairs Committee
10/15/2026 – Board of Regents

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 8/12/26

Institution: Connecticut State Community College
Most Recent NECHE Institutional Accreditation Action and Date: 7/1/23

Program Characteristics

Name of Program: Technology Studies: Optics Technology (OPTC-AS-COT)

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Associate of Science

Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses 40%

Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both

Program website: N/A

Total # Credits in Program: 62-63

Credits in General Education: 23

Department where program is housed: Norwalk - Engineering Unit, Mathematics Department

Anticipated Program Initiation Date: January 2027

Anticipated Date of First Graduation: December 2028

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 2 years

CIP Code Number: 40.0807 (15.0304) Title of CIP Code: Optics/Optical Sciences (Laser and Optical Technology/Technician)

Location Offering the Program *(e.g., main campus)*: CT State Norwalk

Provide estimated cost of program (tuition and fees): $ TBD OR url for link to tuition/fee information: INVESTING in A CT State Education - CT State

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

Provide the intended catalog description for this program: Engineering and Technology

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A
Phase Out Period N/A Date of Program Termination N/A
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: N/A
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal (Provost or Chief Academic Officer)

Name: Karen Hynick
Title: Acting Provost, CT State
Phone: 860-612-7004
Email: karen.hynick@ctstate.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 07/17/2026 (Provost final approval)
- Curriculum committee: 04/17/2026 (CT State Curriculum Congress)
- Faculty senate: 04/17/2026 (CT State Curriculum Congress)
- Institutional president: N/A

NOTES:

- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 400 *Multi-Use Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

Program's Purpose and Goals:

In line with the vision and mission of CSCU to provide affordable, innovative, and rigorous academic programs for ensuring the wellbeing of Connecticut residents; and overall economic development of Connecticut, this program is designed to achieve the following objectives among others:

1. Equip graduates with a strong foundation in the theoretical and practical aspects of optical manufacturing, including precision machining, grinding, polishing, assembling of optical components, and coating processes to address the serious shortage of optics technicians.
2. Prepare graduate with appropriate proficiency in installing, operating, maintaining, and troubleshooting traditional and modern optical manufacturing equipment, such as CNC machines, lathes, and other specialized tools used in the production of optical components.
3. Strengthen graduates' expertise in optical metrology techniques and quality control processes to ensure the precision and accuracy of optical components, including the use of precision measuring instruments, interferometers, spectrometers, and other equipment for accurate characterization of optical components.
4. Develop knowledge about various optical materials and coatings, their properties, and their application in manufacturing processes, with a focus on optimizing performance and durability.
5. Prepare graduates with appropriate skills in understanding technical drawings, programming, and optical materials as well as the demonstration of the use CAD and CAM software for designing optical components and simulating manufacturing processes, fostering proficiency in digital tools essential for modern optical manufacturing.
6. Instill a strong commitment to safety protocols and environmental sustainability in optical manufacturing processes, ensuring that graduates are well-versed in industry regulations and ethical practices.
7. Enhance communication and collaboration skills to effectively work within interdisciplinary teams including engineers, designers, and other professionals to meet project goals and specifications of clients or stakeholders.
8. Develop proficiency in documenting processes, procedures, and quality control measures.
9. Prepare graduates with the skills and knowledge needed for diverse professional paths in areas such as communications, medicine, semiconductor fabrication, optical systems development, electronics, military, sales, education, and displays.

Executive Summary

The associate degree in Optics Technology is a two-year degree program designed to provide students with a comprehensive understanding of optics manufacturing processes, optics assembly, optical materials processing and metrological techniques. It incorporates general education courses, core physical science courses and optics specialization courses that are all aimed at providing theoretical knowledge and hands-on practical skills to prepare students for careers in the optics manufacturing industries.

Additionally, despite the increased demand of optical technicians associated with the growth optical manufacturing industries in Connecticut and throughout New England region, optics programs are seriously lacking throughout the region. As such, this program is first of its kind throughout the New England region that will significantly contribute toward the mitigation of this shortage. CT state Norwalk will successfully run this program with the collective efforts of its optics experts and other supporting departments within the college such mathematics and physics among others.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce need and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

Precision optics play a crucial role in various aspects of our daily lives, leading to a substantial reliance of industries such as healthcare, manufacturing, transportation, communication, and technology on these high-precision optical components and systems. The increasing demand for precision optical elements has created a corresponding need for proficient optics technicians. However, despite the growing demand, there is a shortage of skilled optics technicians, resulting in numerous vacant positions within the optics and photonics fields in the United States. The current training capacity in the U.S. community college system is insufficient to either train replacement workers or expand the workforce to meet future demands. Consequently, the industrial progress of the nation is impeded. Fortunately, the Optics Technology associate degree program at CT State Norwalk will address this critical issue by preparing its students with the necessary skills to become proficient optics technicians, thereby contributing significantly to mitigating the shortage in the workforce and supporting the industrial advancement of the Connecticut State, New England region and the nation at large.

Graduates of the program will be prepared for entry-level positions in optics manufacturing and metrology, quality control, optical design, and related fields including medical, military, aerospace, research, and development industries among many others. The program is also relevant to those currently in the optics labor force intending to improve their skills. Potential job titles include Optics Technician, Optical Manufacturing Specialist, Quality Assurance Technician, Optical Metrology Technician, Optics Inspection Technician and Optical Design Assistant among many others.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
17-3029.08	Engineering Technologists and Technicians, Except Drafters, All Other (Photonics Technician)	$79,710

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
333314	Optical Instrument and Lens Manufacturing
339115	Ophthalmic Goods Manufacturing
327210	Glass and Glass Product Manufacturing

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: **Bachelor's degree in optics/photonics technology**

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution: N/A
- *Include enrollment and completion data for the past 5 years for each of these programs as an Appendix*
- How will the proposed program impact enrollment and completion in these existing programs? N/A
- Are there plans to discontinue any of the existing similar programs? N/A
- What is the value added of the proposed program in relation to the existing programs? N/A
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): N/A

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same 6-digit CIP) currently exist at other institutions within CSCU: N/A
- How is the new program distinct from these existing programs? N/A
- Analyze the gap between existing CSCU programs and the demands of students and employers. Additionally, provide an assessment of the sustainability and growth prospects for both current and proposed programs. N/A

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

Apart from the popularity of CT State Norwalk among CT State Community Colleges in terms of greater students' enrollment as reported on the CSCU website, in the next three years and beyond, this proposed optics program will at least record a steady growth of students' enrollment due to the following obvious reasons among others:

(i) Changes in the optics industry, technological advancements, and increased reliance on optics-related technologies.
(ii) Strong job market for graduates in optics fabrication and metrology.
(iii) Government initiatives to promote and support career and technical education programs in high schools and colleges including careers in optics and its related fields across the United States.
(iv) Increased demand for career and technical education programs as reported by New England Association of Schools and Colleges.
(v) Lack of colleges that run optics programs within Connecticut and New England region at large despite the presence of established optics companies with workforce needs within region such as ASML, Zygo Corporation, Aperture Optical Science Inc., and Danbury Mission Technologies among many others.
(vi) Mission of the Department of Defense (DoD) to increase the pipeline of optics technicians with the help of American Center for Optics Manufacturing (AmeriCOM) from 50 to 800 annually throughout United States.
(vii) Investment of million dollars by the Connecticut State government for the expansion of dual credits programs.
(viii) Strong interest from local optics companies within Connecticut to improve the skills of their employee through the proposed program following our discussion/communication.

Based on the above reasons and factors such as sustained marketing strategies, program popularity, and economic conditions; a minimum of 26 students is highly anticipated to be enrolled in the first year. The number is expected to be sourced from the optics companies identified within CT and high school graduates among others.

Also, with the assumption that the above facts will result to a steady growth of the program. The three-year enrollment is projected as follows:

Year 1: 26 students
Year 2: 34 students
Year 3: 42 students

Prospective Students

Prospective students for the Certiicate in the Optics Technology will include the following categories of students, among others:

(i) Students who have completed their high school education and have a strong foundation in mathematics and science.
(ii) Students with a keen interest in optics, light, and precision manufacturing processes.
(iii) Students aspiring to enter the workforce in industries such as optics manufacturing, semiconductor fabrication, quality control, and related fields.
(iv) Students who enjoy solving complex problems, especially those related to the fabrication and measurement of optical components.
(v) Students who are naturally curious, innovative, and open to exploring new technologies and advancements in the field of optics and metrology.
(vi) Individuals who are currently working in optics manufacturing industries and are seeking career advancement.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:

Below are some of the strategies to be adopted to ensure the sustainability and realization of the projected enrollments:

1. Market Research and Analysis:
    - Conducting a thorough market research with the assistance of optics companies within CT to understand the demand for optics fabrication and metrology professionals.

- Identification of key demographics and targeting audiences interested in pursuing a career in optics.
- Analysis of the competition and identification of unique selling points of the optics program.

2. Develop a Strong Brand Identity:
   - Create a compelling and cohesive brand identity for the program, including a memorable logo, tagline, and marketing materials.
   - Emphasize the program's strengths, industry relevance, and career opportunities with the help of ASML.
3. Digital Marketing:
   - Implement a robust online presence through a dedicated program website and social media platforms.
   - Utilize targeted online advertising to reach potential students, including display ads, social media ads, and search engine optimization (SEO) strategies.
   - Develop engaging content such as blog posts, videos, and webinars to showcase the program's benefits and success stories.
4. Print and Traditional Marketing:
   - Design and distribute brochures, posters, and flyers highlighting program details, curriculum, and career outcomes.
   - Collaborate with local newspapers, community centers, and high schools for traditional advertising.
5. Partnerships and Outreach:
   - Establish partnerships with local high schools, community colleges, and optics industries within Connecticut, government organizations and non-governmental organization such as AdvanceCT to promote the program.
   - Organize outreach events, workshops, and information sessions to engage with prospective students and their parents.
6. Advising and Counseling Services:
   - Offer specialized advising sessions for students interested in optics fabrication and metrology.
   - Collaborate with academic advisors to ensure they are well-informed about the program's details and can guide students appropriately.
7. Recruitment Events:
   - Attend college fairs, career expos, and industry conferences to promote the program and engage with potential students.
   - Host on-campus recruitment events, open houses, and tours to showcase facilities and faculty.
8. Scholarships and Financial Aid Awareness:
   - Provide information on available scholarships, grants, and financial aid options to alleviate concerns about the cost of education.
   - Highlight the potential return on investment and earning potential for graduates of the program.
9. Alumni Involvement:
   - Leverage successful alumni to share their experiences and success stories in promotional materials and at recruitment events.
   - Establish an alumni network to connect current students with professionals in the field.
10. Regular Monitoring and Evaluation:
    - Implement tracking mechanisms to monitor the effectiveness of marketing and recruitment strategies.
    - Regularly evaluate enrollment numbers, demographic data, and feedback to make necessary adjustments to the recruitment plan.

- What student engagement strategies will be employed to advance student retention and completion in program?

  CT State Norwalk has numerous programs and activities in place throughout its session for ensuring appropriate student retention and completion of its various programs. Through them, the following strategies will be adopted for the new optics program:

1. Orientation Programs:
   - Through available online and in-person orientation programs at CT State Norwalk, student will familiarize with the program's requirements, expectations, and its available resources.
   - Provide information on support services, academic advising, and career counseling during orientation to help students navigate their academic journey.
   - Make students feel at home especially during their first week through various Ask Me Tables available within the College.
2. Academic Advising and Mentorship:
   - Assignment of dedicated academic advisors called Guided Pathways (GP) Advisors to each student to guide them through their academic and career goals.
   - Establish mentorship programs through dedicated and Faculty Advisors that support student to overcome academic challenges relevant to the optics program and personal challenges.
3. Interactive Learning:
   - Incorporate interactive and hands-on learning experiences to enhance student engagement.
   - Utilize technology, simulations, and real-world applications to make the curriculum more engaging and relevant to students.
4. Collaborative Projects:
   - Foster a collaborative learning environment by assigning group projects that encourage teamwork and peer support.
   - Incorporate industry partnerships with companies such as ASML and Zygo Corporation among others to provide students with real-world projects, connecting classroom learning to practical applications in the field of optics manufacturing and metrology.
5. Feedback Mechanisms:
   - Implement regular feedback mechanisms, including surveys and focus groups, to understand students' experiences and identify areas for improvement.
   - Use feedback to make necessary adjustments to the curriculum, teaching methods, and support services.
6. Personalized Learning Plans:
   - Develop personalized learning plans for students, considering their individual strengths, weaknesses, and learning styles.
   - Encourage students to attend available tutorials at the Tutoring Center of the College to enhance their comprehension.
   - Provide resources such as workshops, and additional materials depending on the identified need of the students.
7. Career Development Support:
   - Integrate career development support into the program, including workshops on resume building, job searching, and interview skills.
   - Facilitate networking opportunities with industry professionals, alumni, and potential employers.
8. Online Learning Resources:
   - Strengthen the available Blackboard platform with resources such as recorded lectures, discussion forums, and important lecture documents related to optic to accommodate different learning styles.
   - Ensure that online resources are easily accessible and user-friendly.
9. Progress Tracking:
   - Implement a system for tracking student progress and intervening promptly when signs of academic or personal challenges arise.
   - Keep students posted about their grades through mid-term grading system and blackboard grading center
   - Offer intervention programs, such as academic probation support or counseling services, to address issues hindering student success.
10. Community Building Activities:
    - Organize social and extracurricular activities to build a sense of community among students.
    - Foster networking opportunities through clubs, workshops, and events related to optics fabrication and metrology.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)? ☐ Yes ☒ No

If yes, describe the selection process, including all criteria:

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No

If yes, describe:

The program will be requiring a capstone project to serve as a culmination of the students' academic journey, providing them with the opportunity to showcase their comprehensive understanding of optical fabrication and metrology while preparing them for successful entry into the workforce or further academic pursuits.

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix:

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

1. Demonstrate comprehensive knowledge of geometric and physical optics for advanced fabrication and metrology applications.
2. Operate and integrate laboratory tools, CNC fabrication machines, automated systems, and laser platforms safely within professional standards.
3. Apply conventional, CNC, and advanced fabrication methods to manufacture precision optical components, including spherical, aspheric, and freeform optics.
4. Use advanced metrology equipment (interferometers, profilometers, spectrophotometers, coordinate measuring machines) to ensure compliance with ISO 10110 and MIL-STD standards.
5. Implement and evaluate quality control frameworks, including Six Sigma and process control methods, in optical manufacturing.
6. Troubleshoot, optimize, and maintain fabrication, coating, and metrology systems in industrial environments.
7. Interpret and generate technical blueprints and schematics, applying tolerance analysis and GD&T principles.
8. Perform and analyze optical coatings, material synthesis, and characterization for advanced optical applications.
9. Design and evaluate introductory optical systems using optical design software, connecting theory with fabrication feasibility.
10. Apply mathematics, physics, computing, and core technology studies to solve advanced optics problems, and complete either a capstone project or an internship to demonstrate professional readiness.
11. Demonstrate collaborative skills, professionalism and ethical work practices.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes: The learning outcomes of the program will be assessed based on the following five (5) assessment components:

1. Written Examinations:
   - Use written exams fortnightly to assess theoretical knowledge in optics, fabrication techniques, and metrology principles.
   - Include multiple-choice questions, short answers, and essay questions to evaluate different levels of understanding.
2. Online Quizzes and Homework Assignments:
   - Utilize online platforms for quizzes and assignments to assess understanding of specific topics, keeping track of progress throughout the course.

3. Practical Skills Assessments:
   - Conduct hands-on assessments to evaluate students' proficiency in optics fabrication and metrology techniques.
   - Assign practical tasks such as lens fabrication, optical testing, and equipment calibration to measure practical skills.
   - Require students to submit detailed laboratory reports documenting their experimental work.
   - Assess their ability to design experiments, collect data, analyze results, and draw conclusions.
4. Presentations:
   - Have students deliver presentations on specific topics related to optics fabrication and metrology.
   - Evaluate their ability to communicate complex ideas effectively and engage with the audience.
   - Assess interpersonal skills, communication skills, and professional behavior during group activities, presentations, or collaborative projects.
5. Project Work:
   - Assign projects that require students to apply their knowledge and skills to solve real-world problems in optics fabrication and metrology.
   - Evaluate their project management, problem-solving, and teamwork skills.

Curriculum

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)/Co-Req.	Credit Hours
Program Core: Required & Elective Courses			
PHYS 1201/ PHYS 2201 - General Physics I or Calculus-Based Physics I	10	MATH 1610/ MATH 2600	4
Elective BHEL-Behavioral Science Elective (ANTH, PSY or SOC course)	11		3
MATH 1200/1201- Statistics I /Statistics I with Computer Applications	10		3/4
*OPT 1311 - Introduction to Optical Technology	1, 10		3
*OPT 1321 - Applications of Geometric and Physical Optics	1, 2, 10		3
*OPT 1412 - Conventional Optical Fabrications and Metrology	2, 3, 5, 6, 7, 8, 10	OPT 1311	4
*OPT 1313 - Introduction to Laser Technology			3
*OPT 1422 - Advanced Optical Fabrications and Metrology	2, 3, 4, 5, 6, 7, 8, 10	OPT 1412, OPT 1314, OPT 1321	4
*OPT 1324 - Synthesis and Characterization of Optical Materials	6, 8	OPT 1412, OPT 1422	3
*OPT 1314 - Technical Mathematics and Blueprint Interpretation for Optics Manufacturing	7, 10		3
*OPT 1323 - Advanced Optical System	4, 9, 10	OPT 1321, OPT 1412, OPT 1422	3
*OPT 2390/OPT 2395 - Optics Capstone Project or Internship	2, 3, 10	OPT 1412 and OPT 1422	3
General Education Courses			
ENG 1010 – Composition	11	ENG 0930 or ENG 0960 or placement	3
MATH 1610 - Precalculus	10		4
ENG 1080 - Composition II: Technical Writing and Presentations	11	ENG 1010 or placement	3

ART Elective	10		3
CHEM 1110/1210 - Concepts of Chemistry/General Chemistry I	10	Eligibility for ENG 1010 and C- or higher in MATH 1200	4
Elective HISX - Historical Knowledge Course Or SBSX - Social and Behavioral Science Gen Ed Courses (SBSX) (Preferably a course from economics)	11		3
CCS 1001 - College & Career Success	11	ENG 0960, or ENG 0930) or higher. ESOL 1302 or placement	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits (must match number of credits reported on page 1):			62/63

** HA: High School Algebra

***PI: Permission of Instructor

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program.

- Identify the CT State Community College program that best articulates to the proposed program:
  ☐ Liberal Arts & Sciences – Arts and Humanities, A.A. ☐ Liberal Arts & Sciences – Social and Behavioral Sciences, A.A.
  ☒ Liberal Arts & Sciences – Math and Natural Sciences, A.S. Only
  ☐ Transfer Ticket, specify:
  ☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true?
  ☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  ☒ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- What steps have been taken to reduce the number of excess credit hours that a student may obtain (check all that apply):
  ☒ The degree was created in collaboration with CT State Faculty
  ☒ A review of CT State courses was conducted to assess what can be applied to the proposed program
  ☒ A CT State transfer student advising guide has been created and will be posted on our department's website
  ☒ Information sessions will be available for CT State Faculty and staff
  ☒ Other: Meetings with the College of Technology representatives.

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/pdfs/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap).

- Does the proposed degree include all ten (10) CT State General Education Categories, also referred to as the Framework30?
  ☒ Yes ☐ No, please explain:

- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)
TBD	TBD	TBD

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

Graduates of CT State Norwalk's proposed 1 year (2 semesters) and 6-month (one semester) certificates in Optical Fabrication and Metrology can complete two (2) and three (3) additional semesters, respectively to be awarded with the certificate of this program (Associate of Science in Technology Studies: Optics Technology)

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

The quality and success of the program within its first five years will be monitored with the assistance of the Department of Program Review and Assessment (DOPRA) through its Academic Program Review guidelines. Based on that, various key aspects will be considered as summarized below:

1. Curriculum Review:
   - Regular assessment and revision of the curriculum to ensure its alignment with optics industry standards, technological advancements, and emerging trends in optical fabrication and metrology.
   - Seek input from optics industry professionals, alumni, and faculty members to identify areas for improvement and relevance.

2. Student Performance:
    - Tracking of student success rates, retention rates, and graduation rates to gauge the effectiveness of the program.
    - Monitoring of students' performance in key courses and labs to identify areas where additional support or adjustments to teaching methods may be needed.
3. Employment Rates:
    - Monitoring the percentage of students who secure jobs in the field within a reasonable timeframe after graduation.
    - Establishment of partnerships with optics industry stakeholders like ASML to provide students with practical experiences and enhance their employability.
4. Feedback Mechanisms:
    - Implementation of regular surveys for students, faculty, and industry partners to gather feedback on the program's strengths and areas for improvement.
    - Employment of feedback to make informed decisions and adjustments to enhance the overall quality of the program.
5. Accreditation Standards:
    - Ensuring that the program meets accreditation standards set by relevant accrediting bodies in the field of optical fabrication and metrology.
    - Regularly review and address any recommendations or concerns raised during accreditation visits.
6. Faculty Development:
    - Support ongoing professional development opportunities for faculty members to stay updated on advancements in the field and enhance their teaching methodologies through participation in various academic gathering such as conferences and workshops.
    - Monitoring of faculty-student ratios to ensure adequate support for individualized learning.
7. Technology and Resources:
    - Keeping technology and equipment up to date to provide students with hands-on experience using the latest tools in optical fabrication and metrology.
    - Monitoring the availability of resources, such as laboratories and research facilities, to support student learning.
8. Alumni Tracking:
    - Establishing a system to track the career progression of alumni, including their achievements and contributions to the field.
    - Using alumni success stories as a measure of the program's effectiveness and to attract prospective students.
9. Industry Engagement:
    - Fostering strong ties with optics industry partners through advisory boards, collaborative projects, and guest lectures.
    - Evaluation of the program's responsiveness to industry needs and adapt accordingly.
10. Diversity and Inclusion:
    - Monitoring and promoting diversity within the program to ensure an inclusive learning environment.
    - Tracking the success and satisfaction of students from diverse backgrounds.

Assuring Equitable Outcomes

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

Below are some key metrics for each dimension:

1. Ability:
    - Recruitment:
        - Participation rates in pre-requisite courses: Analyzing enrollment in foundational courses to ensure equal access to educational opportunities.
        - Outreach effectiveness: Measuring the success of outreach programs in attracting students with diverse abilities.
    - Enrollment:
        - Admission rates: Evaluating the acceptance rates for students with different abilities to identify any disparities.
        - Special accommodations utilization: Monitoring the use of accommodations for students with diverse abilities.
    - Retention and Completion:
        - Progression rates: Tracking the progression of students with different abilities through the program.
        - Graduation rates: Assessing the completion rates for students with diverse abilities.
2. Ethnicity/Race:
    - Recruitment:
        - Demographic representation: Examining the diversity of applicants and attendees in recruitment events.
        - Targeted outreach impact: Assessing the success of targeted outreach efforts to underrepresented ethnic/racial groups.
    - Enrollment:
        - Admissions by ethnicity/race: Analyzing the distribution of admissions across different ethnic/racial groups.
        - Retention by ethnicity/race: Monitoring retention rates for students from various ethnic/racial backgrounds.
    - Retention and Completion:
        - Graduation rates by ethnicity/race: Evaluating the completion rates for different ethnic/racial groups.
        - Alumni success: Examining the career success of graduates from diverse ethnic/racial backgrounds.
3. Economics:
    - Recruitment:
        - Socioeconomic status of applicants: Analyzing the economic background of individuals applying for the program.
        - Financial aid application rates: Monitoring the utilization of financial aid resources.
    - Enrollment:
        - Affordability and enrollment: Examining the correlation between tuition costs and enrollment rates.
        - Work-study participation: Evaluating the participation of economically disadvantaged students in work-study programs.
    - Retention and Completion:
        - Graduation rates by socioeconomic status: Assessing completion rates for students from different economic backgrounds.
        - Student debt levels: Examining the impact of economic factors on student debt post-graduation.
4. Gender:
    - Recruitment:
        - Gender representation in outreach events: Assessing the presence of gender diversity in recruitment activities.
        - Gender-specific outreach success: Measuring the success of outreach efforts targeted at specific genders.
    - Enrollment:
        - Gender distribution in admissions: Analyzing the balance of male and female students in admitted cohorts.
        - Gender-based scholarship utilization: Monitoring the utilization of scholarships by different genders.
    - Retention and Completion:
        - Graduation rates by gender: Evaluating completion rates for male and female students.
        - Post-graduation career paths: Assessing the career paths and success of male and female graduates.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

The following specific aspects will be considered to enhance the inclusivity of the program and its contribution to more equitable student outcomes:

1. Inclusive Recruitment Strategies:
    - Implement targeted outreach programs to underrepresented groups in optics, such as women and minorities.
    - Collaborate with high schools and community organizations to raise awareness about the program.
    - Offer scholarships or financial incentives to encourage a diverse range of students to enroll.
2. Pre-Program Preparation and College Readiness:
    - Develop pre-program courses or workshops to address foundational skills required for success in the program, such as mathematics, physics, and basic computer skills.
    - Provide access to online resources and tutorials for self-paced learning in preparation for the program.
    - Establish partnerships with local educational institutions to create bridge programs for students lacking certain prerequisites.
3. Comprehensive Academic and Career Counseling:
    - Assign dedicated advisors to support students throughout their academic journey, helping them set goals and navigate the program requirements.
    - Provide information on career pathways and opportunities within optics fabrication and metrology to help students make informed decisions about their education and future.
4. Mentorship Programs:
    - Create mentorship programs that pair students with industry professionals or senior students to provide guidance, share experiences, and offer career advice.
    - Ensure mentorship programs are inclusive and considerate of diverse backgrounds and perspectives.
5. Financial Support:
    - Offer financial aid and scholarships to mitigate economic barriers to education.
    - Provide information about external funding opportunities, internships, and part-time work relevant to the field.
6. Culturally Responsive Curriculum:
    - Develop a curriculum that includes diverse perspectives, examples, and case studies to make it more culturally relevant.
    - Incorporate real-world applications and hands-on projects that resonate with a broad range of students.
7. Flexible Learning Pathways:
    - Offer flexible scheduling options, such as evening classes or online courses, to accommodate diverse student needs.
    - Allow for part-time enrollment to cater to students with work or family responsibilities.
8. Continuous Program Evaluation:
    - Regularly assess the effectiveness of interventions and support systems through surveys, feedback sessions, and tracking student outcomes.
    - Adjust strategies based on ongoing evaluations to ensure they remain relevant and effective in promoting equitable student success.

o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

The following step-by-step process could be followed to address the identified inequities:

1. Analysis of the Collected Data:
    - Analyze the collected data to identify patterns and disparities in the experiences and outcomes of different student groups within the program.
2. Identify Root Causes:
    - Work with faculty, staff, and students to identify potential barriers and challenges that may contribute to the identified inequities.
    - Consider factors such as access to resources, support services, mentorship opportunities, and the inclusivity of the learning environment.

3. Promote Inclusive Policies and Practices:
    - Review and revise program policies and practices to ensure they are inclusive and support the diverse needs of students.
    - Implement proactive measures to address implicit biases, discrimination, and microaggressions within the program.
4. Enhance Student Support Services:
    - Strengthen academic advising and mentoring programs to provide personalized support for students, especially those from underrepresented groups.
    - Offer additional tutoring, study groups, or workshops to address academic challenges that may disproportionately affect certain student populations.
5. Diversify Faculty and Staff:
    - Work towards increasing diversity among faculty and staff to provide role models and mentors from various backgrounds.
    - Foster a culture of inclusivity by promoting diversity, equity, and inclusion training for all program stakeholders.
6. Develop Outreach and Recruitment Initiatives:
    - Create targeted outreach and recruitment strategies to attract a diverse pool of students to the optics fabrication and metrology program.
    - Collaborate with local high schools, community organizations, and industry partners to increase awareness of the program and its opportunities.
7. Establish Partnerships:
    - Collaborate with industry partners and professional organizations to create internship opportunities, networking events, and career development programs that benefit all students, with a particular focus on those facing inequities.
8. Continuous Monitoring and Evaluation:
    - Implement mechanisms for ongoing data collection and evaluation to monitor the effectiveness of the implemented strategies.
    - Adjust interventions based on feedback and the evolving needs of the student population.
9. Promote a Culture of Inclusion:
    - Foster a welcoming and inclusive learning environment where students feel valued and supported.
    - Encourage open communication and feedback mechanisms to address concerns and continuously improve the program.
10. Advocate for Resources:
    - Work with institutional leaders and relevant optics industries such as ASML and Zygo Corporation among others to allocate resources, including funding and personnel, to support initiatives aimed at addressing inequities in the optics fabrication and metrology program.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Cost Effectiveness and Availability of Adequate Resources

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The equipment/tools and materials needed for the program will be procured using Perkins grant, college fund and additional fund that may be secured from the Department of Defense through AmeriCOM (American Center for Optics Manufacturing) and other possible sources. Moreover, Southern Connecticut State University will be supporting the program in the aspects of synthesis and characterization of optical materials.

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

Instructional materials have been purchased using institutional funds, Perkins funding, and donations.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Fahad Usman, fahad.usman@ctstate.edu, 973-444-8750

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. PhD Engineering/Science-3 Credit/Year

Program Faculty

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item)* 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 1

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience
Fahad Usman (Associate Professor of Engineering Technology)	PhD Applied Physics (University of Technology PETRONAS, Malaysia)	Biomedical Optics Experience: • More than 9 years of university teaching experience in optics and related areas • Possesses extensive experience in the management of optical components and the development of advanced optical systems and sensing devices • Synthesis and characterization of novel optical materials • Head of Physics Department • Director of a research institute (Institute of Semi-Arid Zone Studies) • Chairman of a committee overseeing university seminars,

			conferences, workshops and inaugural lectures • More than 10 years' experience in teaching A-level physics and mathematics	

*Reminder: Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Completed forms should be submitted to CSCU Academic and Student Affairs office by email (CSCU-ACandASASub@ct.edu)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

*APPLICATION FOR **NEW PROGRAM APPROVAL — SUPPLEMENT B***

PRO FORMA BUDGET

Institution: CT State Community College, Norwalk Campus Program: Technology Studies: Optics Technology

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	17	6					17	6					17	6				
Continuing Students progressing to credential			17	6			17	6	34	12			17	12	34	18		
Internal Transfer (students changing majors)																		
Headcount Enrollment	**17**	**6**	**17**	**6**			**34**	**12**	**34**	**12**			**34**	**18**	**34**	**18**		
Total Estimated FTE per Year[1]	**20**						**40**						**43**					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	44,353	5,218	44,353	5,218			93,126	10,956	93,126	10,956			97,784	17,256	97,784	17,256		
Tuition from Internal Transfer (students changing majors)[2]																		
Program Specific Fees (lab fees, etc.)	9,146	3,228	9,146	3,228			9,146	3,228	9,146	3,228			9,146	3,228	9,146	3,228		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	**$123,890**						**$232,912**						**254,828**					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]			

Pro Forma Budget Narrative:

Include details regarding ROI projections, mission alignment, and supporting rationale.

This program will answer the workforce needs within the optics fabrication area. The courses will use real-world applications of optical systems from defense and aerospace to healthcare, telecommunications,

Faculty (Full-time, total for program)[4]	102,437	108,070	114,015	and environmental monitoring. These courses have been prepared in collaboration with our industry partners, who have recommended equipment to be utilized and content to be taught. Aspects of this program have been run successfully as a noncredit certificate. The certificate will be completed in the first year, and the general education courses and capstone or internship will be finished in the second year for those that continue in the program.
Faculty (Part-time, total for program)[4]	14,392	15,183	16,018	
Faculty Reassignment Costs				
Support Staff (lab or grad assist, tutor)				
Library Resources Program				
Equipment (List in narrative)				
Other[5]	16,000	16,800	17,640	
Estimated Indirect Costs[6]				
Total Expenditures per Year	$132,829	$140,053	$147,673	**Notes Dropdown**

Presidential Approval Signature _____

Proposal is in alignment with the 2023 CSCU Deficit Mitigation Plan

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 8/12/26

Institution: Connecticut State Community College
Most Recent NECHE Institutional Accreditation Action and Date: 7/1/23

Program Characteristics

Name of Program: Technology Studies: Optics Technology Certificate (OPTC-CC-COT)

Program Type *(degree type, abbreviation, name, e.g., Associates, AS,* Associate of Science): Certificate

Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses: 40%

Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both

Program website: N/A

Total # Credits in Program: 29

Credits in General Education: 0

Department where program is housed: Norwalk – Engineering Unit, Mathematics Department

Anticipated Program Initiation Date: January 2027

Anticipated Date of First Graduation: December 2027

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1 year

CIP Code Number 40.0807 Title of CIP Code Optics/Optical Sciences (Laser and Optical Technology/Technician).

Location Offering the Program *(e.g., main campus):* CT State Norwalk

Provide estimated cost of program (tuition and fees): $TBD OR url for link to tuition/fee information: INVESTING in A CT State Education - CT State

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

Provide the intended catalog description for this program: Engineering and Technology

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A
Phase Out Period N/A Date of Program Termination N/A
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: N/A
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal (Provost or Chief Academic Officer)

Name: Karen Hynick
Title: Acting Provost, CT State
Phone: 860-612-7004
Email: karen.hynick@ctstate.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 07/17/2026 (Provost final approval)
- Curriculum committee: 04/17/2026 (CT State Curriculum Congress)
- Faculty senate: 04/17/2026 (CT State Curriculum Congress)
- Institutional president: N/A

NOTES:

- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 400 *Multi-Use Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

Program's Purpose and Goals

In line with the vision and mission of CSCU to provide affordable, innovative, and rigorous academic programs for ensuring the wellbeing of Connecticut residents; and overall economic development of Connecticut, this program is designed to achieve the following objectives among others:

1. Equip graduates with a strong foundation in the theoretical and practical aspects of optical manufacturing, including precision machining, grinding, polishing, assembling of optical components, and coating processes to address the serious shortage of optics technicians.

2. Prepare graduate with appropriate proficiency in installing, operating, maintaining, and troubleshooting traditional and modern optical manufacturing equipment, such as CNC machines, lathes, and other specialized tools used in the production of optical components.

3. Strengthen graduates' expertise in optical metrology techniques and quality control processes to ensure the precision and accuracy of optical components, including the use of precision measuring instruments, interferometers, spectrometers, and other equipment for accurate characterization of optical components.

4. Develop knowledge about various optical materials and coatings, their properties, and their application in manufacturing processes, with a focus on optimizing performance and durability.

5. Prepare graduates with appropriate skills in understanding technical drawings, programming, and optical materials as well as the demonstration of the use of CAD and CAM software for designing optical components and simulating manufacturing processes, fostering proficiency in digital tools essential for modern optical manufacturing.

6. Instill a strong commitment to safety protocols and environmental sustainability in optical manufacturing processes, ensuring that graduates are well-versed in industry regulations and ethical practices.

7. Enhance communication and collaboration skills to effectively work within interdisciplinary teams including engineers, designers, and other professionals to meet project goals and specifications of clients or stakeholders.

8. Develop proficiency in documenting processes, procedures, and quality control measures.

9. Prepare graduates with the skills and knowledge needed for diverse professional paths in areas such as communications, medicine, semiconductor fabrication, optical systems development, electronics, military, sales, education, and displays.

Executive Summary

Provide an overview of the program's vision and note any related academic actions (e.g., modification, discontinuation).

The Optics Technology certificate is a one-year certificate designed to provide students with a comprehensive understanding of optics manufacturing processes, optics assembly, optical materials processing and metrological techniques. It incorporates general education courses, core physical science courses and optics specialization courses that all aimed at providing theoretical knowledge and hands-on practical skills to prepare students for careers in the optics manufacturing industries. Additionally, despite the increased demand of optical technicians associated with the growth optical manufacturing industries in Connecticut and throughout New England region, optics programs are seriously lacking throughout the region. As such, this program is first of its kind throughout the New England region that will significantly contribute toward the mitigation of this shortage. CT State Norwalk will successfully run this program with the collective efforts of its optics experts and other supporting departments within the college such as mathematics and physics among others.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

Precision optics play a crucial role in various aspects of our daily lives, leading to a substantial reliance of industries such as healthcare, manufacturing, transportation, communication, and technology on these high-precision optical components and systems. The increasing demand for precision optical elements has created a corresponding need for proficient optics technicians. However, despite the growing demand, there is a shortage of skilled optics technicians, resulting in numerous vacant positions within the optics and photonics fields in the United States. The current training capacity in the U.S. community college system is insufficient to either train replacement workers or expand the workforce to meet future demands. Consequently, the industrial progress of the nation is impeded. Fortunately, the Optics Technology associate degree program at CT State Norwalk will address this critical issue by preparing its students with the necessary skills to become proficient optics technicians, thereby contributing significantly to mitigating the shortage in the workforce and supporting the industrial advancement of the Connecticut State, New England region and the nation at large.

Graduates of the program will be prepared for entry-level positions in optics manufacturing and metrology, quality control, optical design, and related fields including medical, military, aerospace, research, and development industries among many others. The program is also relevant to those currently in the optics labor force intending to improve their skills. Potential job titles include Optics Technician, Optical Manufacturing Specialist, Quality Assurance Technician, Optical Metrology Technician, Optics Inspection Technician and Optical Design Assistant among many others.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
17-3029.08	Engineering Technologists and Technicians, Except Drafters, All Other (Photonics Technician)	$79, 710

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
333314	Optical Instrument and Lens Manufacturing
339115	Ophthalmic Goods Manufacturing
327210	Glass and Glass Product Manufacturing

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Bachelor's degree in optics/photonics technology

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same 6-digit CIP) currently exist at your institution: N/A
- *Include enrollment and completion data for the past 5 years for each of these programs as an Appendix*
- How will the proposed program impact enrollment and completion in these existing programs? N/A
- Are there plans to discontinue any of the existing similar programs? N/A
- What is the value added of the proposed program in relation to the existing programs? N/A
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): N/A

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same 6-digit CIP) currently exist at other institutions within CSCU: N/A
- How is the new program distinct from these existing programs? N/A
- Analyze the gap between existing CSCU programs and the demands of students and employers. Additionally, provide an assessment of the sustainability and growth prospects for both current and proposed programs. N/A

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

Apart from the popularity of CT State Norwalk among CT State Community Colleges in terms of greater students' enrollment as reported on the CSCU website, in the next three years and beyond, this proposed optics program will at least record a steady growth of students' enrollment due to the following obvious reasons among others:

(i) Changes in the optics industry, technological advancements, and increased reliance on optics-related technologies.
(ii) Strong job market for graduates in optics fabrication and metrology.
(iii) Government initiatives to promote and support career and technical education programs in high schools and colleges including careers in optics and its related fields across the United States.
(iv) Increased demand for career and technical education programs as reported by New England Association of Schools and Colleges.
(v) Lack of colleges that run optics programs within Connecticut and New England region at large despite the presence of established optics companies with workforce needs within region such as ASML, Zygo Corporation, Aperture Optical Science Inc., and Danbury Mission Technologies among many others.
(vi) Mission of the Department of Defense (DoD) to increase the pipeline of optics technicians with the help of American Center for Optics Manufacturing (AmeriCOM) from 50 to 800 annually throughout United States.
(vii) Investment of million dollars by the Connecticut State government for the expansion of dual credits programs.
(viii) Strong interest from local optics companies within Connecticut to improve the skills of their employee through the proposed program following our discussion/communication.

Based on the above reasons and factors such as sustained marketing strategies, program popularity, and economic conditions, a minimum of 26 students is highly anticipated to be enrolled in the first year. The number is expected to be sourced from the optics companies identified within Connecticut and high school graduates among others.

Also, with the assumption that the above facts will result in a steady growth of the program, the three-year enrollment is projected as follows:

Year 1: 26 students
Year 2: 34 students
Year 3: 42 students

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*:

Prospective students for the Certiicate in the Optics Technology will include the following categories of students, among others:

(i) Students who have completed their high school education and have a strong foundation in mathematics and science.
(ii) Students with a keen interest in optics, light, and precision manufacturing processes.
(iii) Students aspiring to enter the workforce in industries such as optics manufacturing, semiconductor fabrication, quality control, and related fields.
(iv) Students who enjoy solving complex problems, especially those related to the fabrication and measurement of optical components.
(v) Students who are naturally curious, innovative, and open to exploring new technologies and advancements in the field of optics and metrology.
(vi) Individuals who are currently working in optics manufacturing industries and are seeking career advancement.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:

Below are some of the strategies to be adopted to ensure the sustainability and realization of the projected enrollments:

1. Market Research and Analysis:
   - Conducting a thorough market research with the assistance of optics companies within CT to understand the demand for optics fabrication and metrology professionals.
   - Identification of key demographics and targeting audiences interested in pursuing a career in optics.
   - Analysis of the competition and identification of unique selling points of the optics program.
2. Develop a Strong Brand Identity:
   - Create a compelling and cohesive brand identity for the program, including a memorable logo, tagline, and marketing materials.
   - Emphasize the program's strengths, industry relevance, and career opportunities with the help of ASML.
3. Digital Marketing:
   - Implement a robust online presence through a dedicated program website and social media platforms.
   - Utilize targeted online advertising to reach potential students, including display ads, social media ads, and search engine optimization (SEO) strategies.
   - Develop engaging content such as blog posts, videos, and webinars to showcase the program's benefits and success stories.
4. Print and Traditional Marketing:
   - Design and distribute brochures, posters, and flyers highlighting program details, curriculum, and career outcomes.
   - Collaborate with local newspapers, community centers, and high schools for traditional advertising.
5. Partnerships and Outreach:
   - Establish partnerships with local high schools, community colleges, and optics industries within Connecticut, government organizations and non-governmental organization such as AdvanceCT to promote the program.
   - Organize outreach events, workshops, and information sessions to engage with prospective students and their parents.
6. Advising and Counseling Services:
   - Offer specialized advising sessions for students interested in optics fabrication and metrology.
   - Collaborate with academic advisors to ensure they are well-informed about the program's details and can guide students appropriately.
7. Recruitment Events:
   - Attend college fairs, career expos, and industry conferences to promote the program and engage with potential students.
   - Host on-campus recruitment events, open houses, and tours to showcase facilities and faculty.
8. Scholarships and Financial Aid Awareness:
   - Provide information on available scholarships, grants, and financial aid options to alleviate concerns about the cost of education.
   - Highlight the potential return on investment and earning potential for graduates of the program.
9. Alumni Involvement:
   - Leverage successful alumni to share their experiences and success stories in promotional materials and at recruitment events.
   - Establish an alumni network to connect current students with professionals in the field.
10. Regular Monitoring and Evaluation:
    - Implement tracking mechanisms to monitor the effectiveness of marketing and recruitment strategies.
    - Regularly evaluate enrollment numbers, demographic data, and feedback to make necessary adjustments to the recruitment plan.

- What student engagement strategies will be employed to advance student retention and completion in program?

  CT State Norwalk has numerous programs and activities in place throughout its session for ensuring appropriate student retention and completion of its various programs. Through them, the following strategies will be adopted for the new optics program:

1. Orientation Programs:
   - Through available online and in-person orientation programs at CT State Norwalk, student will familiarize with the program's requirements, expectations, and its available resources.
   - Provide information on support services, academic advising, and career counseling during orientation to help students navigate their academic journey.
   - Make students feel at home especially during their first week through various Ask Me Tables available within the College.
2. Academic Advising and Mentorship:
   - Assignment of dedicated academic advisors called Guided Pathways (GP) Advisors to each student to guide them through their academic and career goals.
   - Establish mentorship programs through dedicated and Faculty Advisors that support student to overcome academic challenges relevant to the optics program and personal challenges.
3. Interactive Learning:
   - Incorporate interactive and hands-on learning experiences to enhance student engagement.
   - Utilize technology, simulations, and real-world applications to make the curriculum more engaging and relevant to students.
4. Collaborative Projects:
   - Foster a collaborative learning environment by assigning group projects that encourage teamwork and peer support.
   - Incorporate industry partnerships with companies such as ASML and Zygo Corporation among others to provide students with real-world projects, connecting classroom learning to practical applications in the field of optics manufacturing and metrology.
5. Feedback Mechanisms:
   - Implement regular feedback mechanisms, including surveys and focus groups, to understand students' experiences and identify areas for improvement.
   - Use feedback to make necessary adjustments to the curriculum, teaching methods, and support services.
6. Personalized Learning Plans:
   - Develop personalized learning plans for students, considering their individual strengths, weaknesses, and learning styles.
   - Encourage students to attend available tutorials at the Tutoring Center of the College to enhance their comprehension.
   - Provide resources such as workshops, and additional materials depending on the identified need of the students.
7. Career Development Support:
   - Integrate career development support into the program, including workshops on resume building, job searching, and interview skills.
   - Facilitate networking opportunities with industry professionals, alumni, and potential employers.
8. Online Learning Resources:
   - Strengthen the available Blackboard platform with resources such as recorded lectures, discussion forums, and important lecture documents related to optic to accommodate different learning styles.
   - Ensure that online resources are easily accessible and user-friendly.
9. Progress Tracking:
   - Implement a system for tracking student progress and intervening promptly when signs of academic or personal challenges arise.
   - Keep students posted about their grades through mid-term grading system and blackboard grading center

- Offer intervention programs, such as academic probation support or counseling services, to address issues hindering student success.

10. Community Building Activities:
    - Organize social and extracurricular activities to build a sense of community among students.
    - Foster networking opportunities through clubs, workshops, and events related to optics fabrication and metrology.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)? ☐ Yes ☒ No

If yes, describe the selection process, including all criteria:

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No

If yes, describe:

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix:

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

1. Demonstrate comprehensive knowledge of geometric and physical optics for advanced fabrication and metrology applications.
2. Operate and integrate laboratory tools, CNC fabrication machines, automated systems, and laser platforms safely within professional standards.
3. Apply conventional, CNC, and advanced fabrication methods to manufacture precision optical components, including spherical, aspheric, and freeform optics.
4. Use advanced metrology equipment (interferometers, profilometers, spectrophotometers, coordinate measuring machines) to ensure compliance with ISO 10110 and MIL-STD standards.
5. Implement and evaluate quality control frameworks, including Six Sigma and process control methods, in optical manufacturing.
6. Troubleshoot, optimize, and maintain fabrication, coating, and metrology systems in industrial environments.
7. Interpret and generate technical blueprints and schematics, applying tolerance analysis and GD&T principles.
8. Perform and analyze optical coatings, material synthesis, and characterization for advanced optical applications.
9. Design and evaluate introductory optical systems using optical design software, connecting theory with fabrication feasibility.
10. Apply mathematics, physics, computing, and core technology studies to solve advanced optics problems, and complete either a capstone project or an internship to demonstrate professional readiness.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

1. Written Examinations:
    - Use written exams fortnightly to assess theoretical knowledge in optics, fabrication techniques, and metrology principles.
    - Include multiple-choice questions, short answers, and essay questions to evaluate different levels of understanding.
2. Online Quizzes and Homework Assignments:
    - Utilize online platforms for quizzes and assignments to assess understanding of specific topics, keeping track of progress throughout the course.
3. Practical Skills Assessments:

- Conduct hands-on assessments to evaluate students' proficiency in optics fabrication and metrology techniques.
- Assign practical tasks such as lens fabrication, optical testing, and equipment calibration to measure practical skills.
- Require students to submit detailed laboratory reports documenting their experimental work.
- Assess their ability to design experiments, collect data, analyze results, and draw conclusions.

4. Presentations:
   - Have students deliver presentations on specific topics related to optics fabrication and metrology.
   - Evaluate their ability to communicate complex ideas effectively and engage with the audience.
   - Assess interpersonal skills, communication skills, and professional behavior during group activities, presentations, or collaborative projects.

5. Project Work:
   - Assign projects that require students to apply their knowledge and skills to solve real-world problems in optics fabrication and metrology.
   - Evaluate their project management, problem-solving, and teamwork skills.

Curriculum

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
*OPT 1311 - Introduction to Optical Technology	1,10		3
*OPT 1321 - Applications of Geometric and Physical Optics	1,2,10		3
*OPT 1412 - Conventional Optical Fabrications and Metrology	2,3,5,6,7,8,10	OPT 1311	4
*OPT 1313 - Introduction to Laser Technology			3
*OPT 1422 - Advanced Optical Fabrications and Metrology	1,2,10	OPT 1412, OPT 1314, OPT 1321	4
*OPT 1324 - Synthesis and Characterization of Optical Materials	6,8	OPT 1412, OPT 111422	3
*OPT 1314 - Technical Mathematics and Blueprint Interpretation for Optics Manufacturing	7,10		3
*OPT 1323 - Advanced Optical System	4,9,10	OPT 1321, OPT 1412, OPT 1422	3
*OPT 2341/OPT 2342 - Optics Capstone Project or Internship	2,3,10	OPT 1412 and OPT 1422	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Certificate Credits (must match number of credits reported on page 1):			29

**HA: High School Algebra
**PI: Permission of Instructor

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program.

- Identify the CT State Community College program that best articulates to the proposed program:
  ☐ Liberal Arts & Sciences – Arts and Humanities, A.A. ☐ Liberal Arts & Sciences – Social and Behavioral Sciences, A.A.
  ☒ Liberal Arts & Sciences – Math and Natural Sciences, A.S. Only
  ☐ Transfer Ticket, specify:
  ☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true?
  ☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  ☒ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- What steps have been taken to reduce the number of excess credit hours that a student may obtain (check all that apply):
  ☒ The degree was created in collaboration with CT State Faculty
  ☒ A review of CT State courses was conducted to assess what can be applied to the proposed program
  ☒ A CT State transfer student advising guide has been created and will be posted on our department's website
  ☒ Information sessions will be available for CT State Faculty and staff
  ☒ Other: College of Technology meetings

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/pdfs/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap).

- Does the proposed degree include all ten (10) CT State General Education Categories, also referred to as the Framework30?
  ☒ Yes ☐ No, please explain:

- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)
TBD	TBD	TBD

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs within your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.), as well as any other pathways to/from the proposed program.

Graduates of CT State Norwalk's proposed 1 year (2 semesters) and 6-month (one semester) certificates in Optical Fabrication and Metrology can complete two (2) and three (3) additional semesters, respectively to be awarded with the certificate of this program (Associate of Science in Technology Studies: Optics Technology)

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

The quality and success of the program within its first five years will be monitored with the assistance of the Department of Program Review and Assessment (DOPRA) through its Academic Program Review guidelines. Based on that, various key aspects will be considered as summarized below:

1. Curriculum Review:
   - Regular assessment and revision of the curriculum to ensure its alignment with optics industry standards, technological advancements, and emerging trends in optical fabrication and metrology.
   - Seek input from optics industry professionals, alumni, and faculty members to identify areas for improvement and relevance.
2. Student Performance:
   - Tracking of student success rates, retention rates, and graduation rates to gauge the effectiveness of the program.
   - Monitoring of students' performance in key courses and labs to identify areas where additional support or adjustments to teaching methods may be needed.
3. Employment Rates:
   - Monitoring the percentage of students who secure jobs in the field within a reasonable timeframe after graduation.
   - Establishment of partnerships with optics industry stakeholders like ASML to provide students with practical experiences and enhance their employability.
4. Feedback Mechanisms:
   - Implementation of regular surveys for students, faculty, and industry partners to gather feedback on the program's strengths and areas for improvement.
   - Employment of feedback to make informed decisions and adjustments to enhance the overall quality of the program.
5. Accreditation Standards:
   - Ensuring that the program meets accreditation standards set by relevant accrediting bodies in the field of optical fabrication and metrology.
   - Regularly review and address any recommendations or concerns raised during accreditation visits.
6. Faculty Development:
   - Support ongoing professional development opportunities for faculty members to stay updated on advancements in the field and enhance their teaching methodologies through participation in various academic gathering such as conferences and workshops.
   - Monitoring of faculty-student ratios to ensure adequate support for individualized learning.

7. Technology and Resources:
    - Keeping technology and equipment up to date to provide students with hands-on experience using the latest tools in optical fabrication and metrology.
    - Monitoring the availability of resources, such as laboratories and research facilities, to support student learning.
8. Alumni Tracking:
    - Establishing a system to track the career progression of alumni, including their achievements and contributions to the field.
    - Using alumni success stories as a measure of the program's effectiveness and to attract prospective students.
9. Industry Engagement:
    - Fostering strong ties with optics industry partners through advisory boards, collaborative projects, and guest lectures.
    - Evaluation of the program's responsiveness to industry needs and adapt accordingly.
10. Diversity and Inclusion:
    - Monitoring and promoting diversity within the program to ensure an inclusive learning environment.
    - Tracking the success and satisfaction of students from diverse backgrounds.

Assuring Equitable Outcomes

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

Below are some key metrics for each dimension:

1. Ability:
    - Recruitment:
        - Participation rates in pre-requisite courses: Analyzing enrollment in foundational courses to ensure equal access to educational opportunities.
        - Outreach effectiveness: Measuring the success of outreach programs in attracting students with diverse abilities.
    - Enrollment:
        - Admission rates: Evaluating the acceptance rates for students with different abilities to identify any disparities.
        - Special accommodations utilization: Monitoring the use of accommodations for students with diverse abilities.
    - Retention and Completion:
        - Progression rates: Tracking the progression of students with different abilities through the program.
        - Graduation rates: Assessing the completion rates for students with diverse abilities.
2. Ethnicity/Race:
    - Recruitment:
        - Demographic representation: Examining the diversity of applicants and attendees in recruitment events.
        - Targeted outreach impact: Assessing the success of targeted outreach efforts to underrepresented ethnic/racial groups.
    - Enrollment:
        - Admissions by ethnicity/race: Analyzing the distribution of admissions across different ethnic/racial groups.
        - Retention by ethnicity/race: Monitoring retention rates for students from various ethnic/racial backgrounds.
    - Retention and Completion:
        - Graduation rates by ethnicity/race: Evaluating the completion rates for different ethnic/racial groups.
        - Alumni success: Examining the career success of graduates from diverse ethnic/racial backgrounds.

3. Economics:
    - Recruitment:
        - Socioeconomic status of applicants: Analyzing the economic background of individuals applying for the program.
        - Financial aid application rates: Monitoring the utilization of financial aid resources.
    - Enrollment:
        - Affordability and enrollment: Examining the correlation between tuition costs and enrollment rates.
        - Work-study participation: Evaluating the participation of economically disadvantaged students in work-study programs.
    - Retention and Completion:
        - Graduation rates by socioeconomic status: Assessing completion rates for students from different economic backgrounds.
        - Student debt levels: Examining the impact of economic factors on student debt post-graduation.
4. Gender:
    - Recruitment:
        - Gender representation in outreach events: Assessing the presence of gender diversity in recruitment activities.
        - Gender-specific outreach success: Measuring the success of outreach efforts targeted at specific genders.
    - Enrollment:
        - Gender distribution in admissions: Analyzing the balance of male and female students in admitted cohorts.
        - Gender-based scholarship utilization: Monitoring the utilization of scholarships by different genders.
    - Retention and Completion:
        - Graduation rates by gender: Evaluating completion rates for male and female students.
        - Post-graduation career paths: Assessing the career paths and success of male and female graduates.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

The following specific aspects will be considered to enhance the inclusivity of the program and its contribution to more equitable student outcomes:

1. Inclusive Recruitment Strategies:
    - Implement targeted outreach programs to underrepresented groups in optics, such as women and minorities.
    - Collaborate with high schools and community organizations to raise awareness about the program.
    - Offer scholarships or financial incentives to encourage a diverse range of students to enroll.
2. Pre-Program Preparation and College Readiness:
    - Develop pre-program courses or workshops to address foundational skills required for success in the program, such as mathematics, physics, and basic computer skills.
    - Provide access to online resources and tutorials for self-paced learning in preparation for the program.
    - Establish partnerships with local educational institutions to create bridge programs for students lacking certain prerequisites.
3. Comprehensive Academic and Career Counseling:
    - Assign dedicated advisors to support students throughout their academic journey, helping them set goals and navigate the program requirements.
    - Provide information on career pathways and opportunities within optics fabrication and metrology to help students make informed decisions about their education and future.
4. Mentorship Programs:
    - Create mentorship programs that pair students with industry professionals or senior students to provide guidance, share experiences, and offer career advice.
    - Ensure mentorship programs are inclusive and considerate of diverse backgrounds and perspectives.
5. Financial Support:
    - Offer financial aid and scholarships to mitigate economic barriers to education.
    - Provide information about external funding opportunities, internships, and part-time work relevant to the field.

6. Culturally Responsive Curriculum:
    - Develop a curriculum that includes diverse perspectives, examples, and case studies to make it more culturally relevant.
    - Incorporate real-world applications and hands-on projects that resonate with a broad range of students.
7. Flexible Learning Pathways:
    - Offer flexible scheduling options, such as evening classes or online courses, to accommodate diverse student needs.
    - Allow for part-time enrollment to cater to students with work or family responsibilities.
8. Continuous Program Evaluation:
    - Regularly assess the effectiveness of interventions and support systems through surveys, feedback sessions, and tracking student outcomes.
    - Adjust strategies based on ongoing evaluations to ensure they remain relevant and effective in promoting equitable student success.

- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

The following step-by-step process could be followed to address the identified inequities:

1. Analysis of the Collected Data:
    - Analyze the collected data to identify patterns and disparities in the experiences and outcomes of different student groups within the program.
2. Identify Root Causes:
    - Work with faculty, staff, and students to identify potential barriers and challenges that may contribute to the identified inequities.
    - Consider factors such as access to resources, support services, mentorship opportunities, and the inclusivity of the learning environment.
3. Promote Inclusive Policies and Practices:
    - Review and revise program policies and practices to ensure they are inclusive and support the diverse needs of students.
    - Implement proactive measures to address implicit biases, discrimination, and microaggressions within the program.
4. Enhance Student Support Services:
    - Strengthen academic advising and mentoring programs to provide personalized support for students, especially those from underrepresented groups.
    - Offer additional tutoring, study groups, or workshops to address academic challenges that may disproportionately affect certain student populations.
5. Diversify Faculty and Staff:
    - Work towards increasing diversity among faculty and staff to provide role models and mentors from various backgrounds.
    - Foster a culture of inclusivity by promoting diversity, equity, and inclusion training for all program stakeholders.
6. Develop Outreach and Recruitment Initiatives:
    - Create targeted outreach and recruitment strategies to attract a diverse pool of students to the optics fabrication and metrology program.
    - Collaborate with local high schools, community organizations, and industry partners to increase awareness of the program and its opportunities.
7. Establish Partnerships:
    - Collaborate with industry partners and professional organizations to create internship opportunities, networking events, and career development programs that benefit all students, with a particular focus on those facing inequities.
8. Continuous Monitoring and Evaluation:
    - Implement mechanisms for ongoing data collection and evaluation to monitor the effectiveness of the implemented strategies.
    - Adjust interventions based on feedback and the evolving needs of the student population.

9. Promote a Culture of Inclusion:
    - Foster a welcoming and inclusive learning environment where students feel valued and supported.
    - Encourage open communication and feedback mechanisms to address concerns and continuously improve the program.
10. Advocate for Resources:
    - Work with institutional leaders and relevant optics industries such as ASML and Zygo Corporation among others to allocate resources, including funding and personnel, to support initiatives aimed at addressing inequities in the optics fabrication and metrology program.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Cost Effectiveness and Availability of Adequate Resources

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The equipment/tools and materials needed for the program will be procured using Perkins grant, college fund and additional fund that may be secured from the Department of Defense through AmeriCOM (American Center for Optics Manufacturing) and other possible sources. Moreover, Southern Connecticut State University will be supporting the program in the aspects of synthesis and characterization of optical materials.

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

Instructional materials have been purchased using institutional funds, Perkins funding, and donations.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Fahad Usman, fahad.usman@ctstate.edu, 973-444-8750

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. PhD Engineering/Science-3 Credit/Year

Program Faculty

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item)* 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 1

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credential and experience for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience
Fahad Usman (Associate Professor of Engineering Technology)	PhD Applied Physics (University of Technology PETRONAS, Malaysia)	Biomedical Optics Experience: • More than 9 years of university teaching experience in optics and related areas • Possesses extensive experience in the management of optical components and the development of advanced optical systems and sensing devices • Synthesis and characterization of novel optical materials • Head of Physics Department • Director of a research institute (Institute of Semi-Arid Zone Studies) • Chairman of a committee overseeing university seminars, conferences, workshops and inaugural lectures • More than 10 years' experience in teaching A-level physics and mathematics

*Reminder: Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Completed forms should be submitted to CSCU Academic and Student Affairs office by email (CSCU-ACandASASub@ct.edu)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

*APPLICATION FOR **NEW PROGRAM APPROVAL — SUPPLEMENT B***

PRO FORMA BUDGET

Institution: CT State Community College, Norwalk Campus Program: Certificate in Optical Fabrication and Metrology

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	17	6					17	6					17	6				
Continuing Students progressing to credential			17	6				6	17	12				6	17	12		
Internal Transfer (students changing majors)																		
Headcount Enrollment	**17**	**6**	**17**	**6**			**17**	**12**	**17**	**12**			**17**	**12**	**17**	**12**		
Total Estimated FTE per Year[1]	**20**						**23**						**23**					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	44,353	5,218	44,353	5,218			46,563	10,956	46,563	10,956			48,892	11,504	48,892	11,504		
Tuition from Internal Transfer (students changing majors)[2]																		
Program Specific Fees (lab fees, etc.)	9,146	3,228	9,146	3,228			9,156	6,456	9,146	6,456			9,146	6,456	9,146	6,456		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	**$123,890**						**$143,014**						**$148,768**					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]			
Faculty (Full-time, total for program)[4]	102,437	108,070	114,015
Faculty (Part-time, total for program)[4]	14,392	15,183	16,018

Pro Forma Budget Narrative:

Include details regarding ROI projections, mission alignment, and supporting rationale.

This certificate will answer the workforce needs within the optics fabrication area. The certificate will use real-world applications of optical systems from defense and aerospace to healthcare, telecommunications, and environmental monitoring. This certificate has been prepared in collaboration

Faculty Reassignment Costs				with our industry partners, who have recommended equipment to be utilized and content to be taught. Aspects of this certificate have been run successfully as a noncredit certificate.
Support Staff (lab or grad assist, tutor)				
Library Resources Program				
Equipment (List in narrative)				
Other[5]	16,000	16,800	17,640	
Estimated Indirect Costs[6]				
Total Expenditures per Year	$132,829	$140,053	$147,673	**Notes Dropdown**

Presidential Approval Signature _____

Proposal is in alignment with the 2023 CSCU Deficit Mitigation Plan

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Adoption of Revision to Animals on Campus Policy

October 15, 2026

WHEREAS, federal and state laws, including the Americans with Disabilities Act (ADA), Section 504, the Fair Housing Act (FHA), and Connecticut General Statutes § 46a-44, protect the rights of individuals with disabilities to utilize Service Animals and, where appropriate, Emotional Support Animals as reasonable accommodations; 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 Board of Regents seeks to revise the existing Animals on Campus Policy 5.10 to remove provisions no longer consistent with current federal and state disability-rights guidance; and

WHEREAS, the proposed revisions streamline the policy by organizing its substantive requirements around animal designation: Service Animal, Service Animal in Training, Emotional Support Animal, and Pet, rather than around the individual's institutional affiliation, campus type, or role (student, employee, or visitor); now, therefore, be it

RESOLVED, that the Board of Regents approves the revisions to the Animals on Campus Policy.

A True Copy:

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Ari Santiago, Interim Chair
Connecticut Board of Regents for Higher Education

I. Overview

The proposed revision to the Animals on Campus Policy was undertaken for two general purposes: (1) to remove provisions no longer consistent with current federal and state disability-rights guidance, and (2) to streamline the policy by organizing its substantive requirements around animal designation: Service Animal, Service Animal in Training, Emotional Support Animal, and Pet, rather than around the individual's institutional affiliation, campus type, or role (student, employee, or visitor).

II. Definitional Changes

Term	**Current Definition (Summary)**	**Proposed Definition (Summary)**
Service Animal	Dog or miniature horse trained to perform tasks; requests to use a miniature horse assessed case-by-case by Disability Services/HR	A dog (or, in limited circumstances, a miniature horse) individually trained to perform tasks, as defined by the ADA; case-by-case miniature horse assessment language not restated
Service Animal in Training	Blends service animal and training with trainer in one definition and introduces rights and responsibilities.	Simplified definition and added other rights/responsibilities to the policy language.
Emotional Support Animal	Must be specifically designated by a "Licensed Medical Practitioner," a term defined in detail, including an expectation that the practitioner generally practice in Connecticut or the handler's state	An animal providing emotional or therapeutic support related to a disability, approved through the institutional interactive process; the "Licensed Medical Practitioner" definition and its practitioner-location expectation are not carried forward
Handler	An individual with a disability who requires the use, support, or service of an animal on CSCU property, workplace, or campus housing	A person with a disability who uses a Service Animal or an approved ESA. Expanded to note that handlers also cover ESAs.
Public Spaces	Not separately defined; described only as "areas open to the general public with no limitations on access"	Newly defined as its own term, indoor and outdoor, expressly excluding classrooms, labs, residence halls, dining halls, and most workspaces
CSU Campus(es)	Separately defined to identify the subset of institutions with campus housing, used to scope the housing/ESA sections	Removed as a defined term; housing-related provisions apply CSCU-wide rather than to a defined institutional subset

III. Structural Changes

Current Policy Organized by Audience/Space	Proposed Policy Organized by Animal Designation
II. Controlled or Restricted Space	Controlled spaces are addressed by animal designation, and restricted spaces are addressed in section h.
III. Information & Responsibilities for Students, Faculty, Staff	Removed “best practice” guidance from the policy and otherwise included provisions in new organization.
IV. Information for Visitors	Removed the note that they do not need to request special access for Service Animals and generally included visitors in the Service animal provisions.
V. Animals in CSU Campus Housing (CSU-only)	Updated to reference housing in service animal and ESA sections and provided flexibility to institutions regarding pets rather than a blanket approval.
VI. Conflicting Disabilities or Other Special Circumstances	Retained as a shorter, generalized provision
VII. Reasonable Accommodation Process for Employees	Separate student/employee accommodation processes merged into one "interactive process" applicable to all. Returning procedures to institutions.
IX. Restrictions, Access Denial, or Removal	Multi-factor ESA-specific removal criteria replaced with a single, animal-neutral standard
X. Exclusions	Retained, with the campus approval process for non-educational animal presence removed and returned to institution discretion.
XI. Appeals and Grievances Process	Procedural language removed and required to be maintained at the institution level

Policy #	Policy Name	BOR Resolution	Adoption Date	Next Review Date
5.10	**Animals on Campus Policy**	**19-108**	**10/24/2019**	

Policy Owner(s): Connecticut State Colleges and Universities (CSCU) Institution Chief Human Resource Officers, and CSCU and Institution Americans with Disabilities Act (ADA) and Section 504 Coordinators

Applicability: This policy applies to students, employees, visitors and members of the public attending, working at, or visiting CSCU campuses.

Effective Date: TBD

I. Purpose

The Connecticut State Colleges and Universities (CSCU) system is committed to ensuring full participation by individuals with disabilities. This policy governs the presence of animals on CSCU property consistent with the Americans with Disabilities Act (ADA), Section 504, the Fair Housing Act (FHA), and Connecticut General Statutes § 46a-44. It establishes uniform rules for Service Animals and Emotional Support Animals (ESAs) and outlines when other animals may be permitted on CSCU property.

II. Definitions

Authorized Staff: Disability and Accessibility Services, ADA/Section 504 Coordinators, Human Resources, Residence Life, Campus Police/Security, Facilities, and other faculty and staff members acting within their professional responsibilities.

Controlled Spaces: Areas of CSCU property with restricted access (e.g., classrooms, labs, offices, dining halls, housing). Public outdoor areas such as sidewalks and lawns are not Controlled Spaces.

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

Emotional Support Animal (ESA): An animal that provides emotional or therapeutic support related to a person's disability. ESAs are not Service Animals and require approval as a reasonable accommodation in campus housing or other controlled spaces, consistent with FHA/Section 504 of the Rehabilitation Act of 1973.

Handler: A person with a disability who uses a Service Animal or an approved ESA.

Interactive Process: The process through which an employee, student, or visitor can obtain ADA and Section 504/FHA reasonable accommodations.

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

Public Spaces: For purposes of this policy, Public Spaces are indoor and outdoor areas (e.g., streets, lawns, sidewalks, parking lots) that are open to the public. Classrooms, labs, residence halls, dining halls, and most employee workspaces are not Public Spaces.

Restricted Spaces: Any areas within the CSCU Controlled Spaces with additional health or safety restrictions as required by federal regulations, other applicable laws, or CSCU policy, guidelines or procedures.

Service Animal: A dog (or in limited circumstances a miniature horse) individually trained to perform specific tasks for a person with a disability, as defined by the ADA. Service Animals are not pets.

Service Animals in Training: A service animal in training is a dog that is being trained by a person authorized as a trainer by a professional association of guide dogs or assistance dog schools.

III. Policy

a. Service Animals

Service Animals are allowed anywhere members of the public or campus community are permitted, including campus housing. Advance notice is not required, but individuals are encouraged to notify Disability and Accessibility Services or Human Resources, so the institution can provide support and safety coordination.

When the need for the Service Animal is not obvious, Authorized Staff may ask only:

1. *Is the animal required because of a disability?*
2. *What work or task has the animal been trained to perform?*

b. Service Animal in Training

Connecticut law entitles Service Animals in Training handled by authorized Service Animal Trainers access to all Public Spaces across CSCU. Under this policy, Service Animals in Training are not allowed in Controlled Spaces.

c. Service Animal Trainers

All Service Animal Trainers must:

1. Be authorized to engage in designated training activities by a professional Service Animal Organization or an individual who volunteers for a professional Service Animal Organization that authorizes such volunteers to raise dogs to become Service Animals.
2. Carry photographic identification indicating authorization to train the animal.
3. Clearly identify the Service Animal in Training with tags, ear tattoos, identifying bandanas (puppies), identifying coats (adult) or leashes and collars.

d. Emotional Support Animals

Emotional Support Animals (ESAs) require advanced campus approval through the institutionally established interactive process for employees, students, and visitors. ESAs are typically approved for campus housing or a designated workspace only. ESAs are not permitted in classrooms, dining halls, academic buildings, or other Controlled Spaces unless specifically approved through the interactive process. Disability and Accessibility Services, Human Resources, or other institutionally designated offices will decide on a case-by-case basis whether the presence of an ESA is reasonable.

e. Pets

Pets are permitted in outdoor Public Spaces. Pets are not allowed in Controlled Spaces. CSCU institutions may establish procedures and guidelines that allow pets in Controlled Spaces in limited circumstances, e.g., fish, pets for live-in professional housing staff.

f. Handler Responsibilities

Handlers must:

- Retain full control of the Service Animal or ESA at all times (leash, harness, or effective voice/signal control unless such devices interfere with the animal's work).
- Maintain regular bathing and grooming and ensure odor and pest control.
- Ensure the animal is fully housebroken and cared for.
- Comply with state licensing and vaccination laws, including current rabies vaccination when applicable.
- Clean up and properly dispose of animal waste.
- Prevent disruptive, unsafe, or destructive behavior.
- Ensure the animal does not remain in campus housing overnight without the Handler.
- Assume financial responsibility for damages or additional cleaning.
- For ESAs: Notify the appropriate campus office if the ESA is no longer required or is replaced.

g. Institutional Responsibilities

Institutions must:

- Identify and publish their appointed ADA/504 Coordinator.
- Establish and maintain processes for implementing this policy, including, at a minimum, processes to facilitate the interactive process and respond to allegations of discrimination and harassment.

h. Restricted Spaces

For safety or regulatory reasons, animals may be prohibited from specific locations (e.g., laboratories, food preparation areas, and rooms with hazardous materials). Before excluding a Service Animal, CSCU must conduct an individualized assessment of risk and possible reasonable modifications. ESAs are generally not allowed in Restricted Spaces.

i. Denial or Removal of Animals on Campus

CSCU may restrict, deny access, or remove any animal, including service animals and ESAs, if:

- The animal poses a direct threat to health or safety.
- The animal is not housebroken or is out of control, and the Handler does not take effective action.
- The animal causes substantial property damage that cannot be reduced by reasonable accommodation.
- The Handler fails to meet responsibilities outlined in this policy.

If removal occurs, the individual must still be offered the opportunity to participate in programs without the animal and the opportunity to identify an alternative animal.

j. Conflicting Disabilities or Religious Objections

If the presence of an animal conflicts with another person's disability or sincerely held religious practice, CSCU will evaluate both needs and implement reasonable accommodations for all parties.

Fear of animals or allergies alone are not grounds to deny another individual's access to a disability-supported Animal on Campus.

k. Exclusions

This policy does not apply to:

- Approved campus sponsored animal programming.
- Police, search and rescue, or clinical therapy animals used by CSCU or affiliated organizations.
- Animals present on campus for approved research or instruction.

IV. Enforcement

Failure to follow this policy may result in removal or denial of an animal on campus. Individuals who fail to uphold the rights of individuals with disabilities consistent with the ADA, Sec. 504/, or FHA and this policy are subject to investigation and sanctions, as appropriate, consistent with the CSCU Discriminatory Harassment, Nondiscrimination, and Title IX Policy.

Board of Regents for Higher Education 2027 Meeting Schedule 10/9/2026

ADVISORY COMMITTEES TO THE BOR		Academic and Student Affairs 9:30 am – Fridays unless otherwise noted	Audit 10am Thursdays unless otherwise noted	HR & Administration 12PM Fridays unless otherwise noted	Finance & Infrastructure Wednesdays 10:30am unless otherwise noted	Technology	Governance & Nominations Wednesdays 10am	Board of Regents Thursdays 10 am unless otherwise noted	NOTES Re: Dates & Locations
Students (SAC) 12 pm – Fridays Unless noted	Faculty (FAC) 1 pm – Fridays Unless noted								
	January 29							January 28	Potential Weather Issue=**SO or Remote** MLK Day Mon Jan. 18. Classes Resume Jan. 20-22:
February 19	February 19	February 5	February 18		February 17		February 10	February 25	Potential Weather Issue=**SO or Remote** Presidents' Holiday -2/15
March 12	March 12	March 5		March 19	March 17		March 10	March 25[1] *Honorary Degrees*	***On a CSCU Campus?*** Spring Break Mar. 15-21 Purim, March 22-23, Good Friday 3/26
April 16	April 23	April 2			April 21		April 14	*April 29*[2] *Faculty Awards*	***On a CSCU Campus?*** *Passover April 21-29*
May 7	May 21	May 7	May 20		May 19		May 12	**Wednesday**, May 26	**At COSC Finals May 10-17** **Commencements 5/15-5/27** **Memorial Day May 31**
	June 18	June 4		June 11	June 16		June 9	June 24	**At SO** Juneteenth June 19 (Celebrated June 18)
	July 23 August 27		August 18 **Wednesday**		August 11		Aug. 4	August 19 *Services Budget*	**At the SO**, Hartford CSU Classes begin 8/24 CSCC classes begin 8/27
September 17	September 17	September 3		September 10	September 15		Sept. 8	September 23	***On a CSCU Campus?*** Labor Day Sept. 6
October 22	October 22	October 1			October 20		Oct. 13	October 28 *Tuition & Fees*	**At SO** Rosh Hashanah Oct 1-3 Yom Kippur Oct 10-11 Columbus Day Oct. 11 Sukkot Oct. 15-22
November 19	November 12	November 5	November 17 **Wednesday**	November 12	November 10		Nov. 3	November 18[3]	***On a CSCU Campus?*** *Veterans Day Nov. 11* *Thanksgiving Nov. 25*
December 3	December 3	December 3	December 16		December 1			December 9 **(2nd Thurs. of Dec.)**	*At SO or a Campus* Hanukkah begins Dec.24 Finals 12/6-12/16

Unless otherwise noted, meetings are held via Webex and at the CSCU System Office, 61 Woodland Street, Hartford (agendas will specify room location).

[1] Includes Joint Session with SAC;
[2] Includes Joint Session with FAC
[3] Includes Joint Session with SAC and FAC

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Board of Regents for Higher Education 2027 Meeting Schedule 10/9/2026

Adopted XX-XX-2026/Updated xx-xx-xx

DRAFT

BOARD OF REGENTS
Finance Committee
SEPTEMBER

CONTRACTS FOR INFORMATION

No.	Institution	Contractor	New or Amendment	Contract Value	Contract Start Date	Contract End Date	Description/Purpose	Fund Source	Contract Business Owner	Sourcing
1	CT State	CMD Outsourcing Solutions Inc.	New PO	$1,500,000	7/1/2026	6/30/2026	Blanket PO for FY 27 - Enrollment Management Call Center Services Student Support Services support the academic, social and financial transactions for all students from initial application through goal completion, and beyond.	Operating	Gayle Barrett	CSCU Contract SO-1937
2	Western Connecticut State University	Coach Tours, Ltd	New	$1,350,000	8/1/2026	7/31/2029	Intercollegiate Atheletic Team Bus Transportation Services	Operational	Lori Mazza-Director of Athletics	Request for Proposal:WCSU-2026-RFP-003
3	Eastern	VFS LLC	Amendment	$.10013479/kWh ($1,916,640 projected over 5-year ammendment/agreement extention	11/1/2026	10/31/2031	On-site electric production - Fuel Cell Power Purchase Agreement projected cost avoidance vs public utility, including LREC credits and cost of natural gas consumed, is $473,275/yr ($2,366,378 over 5-yrs). Agreement extention utilizes fuel cell operating life and currently avoids a more costly new installation.	Operating	Facilities	5-yr ammednment from a prior publically bid agreement
4	Western	VFS LLC	Amendment	$.089534/kWh ($2,2,759,461 projected over 7-year ammendment/agreement extention	11/1/2026	10/30/2033	On-site electric production - Fuel Cell Power Purchase Agreement projected cost avoidance vs public utility, including LREC credits and cost of natural gas consumed, is $394,208/yr ($2,759,461 over 7-yrs). Agreement extention utilizes fuel cell operating life and currently avoids a more costly new installation.	Operating	Facilities	7-yr ammednment from a prior publically bid agreement

BOARD OF REGENTS

Finance Committee

OCTOBER

CONTRACTS FOR INFORMATION

No.	Institution	Contractor	New or Amendment	Contract Value	Contract Start Date	Contract End Date	Description/Purpose	Fund Source	Contract Business Owner	Sourcing
1	CSCU	A/Z Corporation	New	$2,300,000	7/20/2026	6/30/2031	Provide installation and maintenance of telecommunications and electrical systems, wiring, cabling, and components thereof, including the supplying of such hardware, components, and consumable supplies required for projects assigned	Various	Pete Kuzma, Sr. Mgr. of Data Center & Infrastructure	RFP
2	CSCU	ComNet Communications, LLC	New	$2,300,000	7/1/2026	6/30/2031	Provide installation and maintenance of telecommunications and electrical systems, wiring, cabling, and components thereof, including the supplying of such hardware, components, and consumable supplies required for projects assigned	Various	Pete Kuzma, Sr. Mgr. of Data Center & Infrastructure	RFP
3	CSCU	FibreOptics	New	$2,300,000	7/1/2026	6/30/2031	Provide installation and maintenance of telecommunications and electrical systems, wiring, cabling, and components thereof, including the supplying of such hardware, components, and consumable supplies required for projects assigned	Various	Pete Kuzma, Sr. Mgr. of Data Center & Infrastructure	RFP
4	CSCU	JKS	New	$2,300,000	7/1/2026	6/30/2031	Provide installation and maintenance of telecommunications and electrical systems, wiring, cabling, and components thereof, including the supplying of such hardware, components, and consumable supplies required for projects assigned	Various	Pete Kuzma, Sr. Mgr. of Data Center & Infrastructure	RFP
5	CSCU	Mercury	New	$2,300,000	7/1/2026	6/302031	Provide installation and maintenance of telecommunications and electrical systems, wiring, cabling, and components thereof, including the supplying of such hardware, components, and consumable supplies required for projects assigned	Various	Pete Kuzma, Sr. Mgr. of Data Center & Infrastructure	RFP
6	CSCU	Northeastern Communications	New	$2,300,000	8/17/2026	6/30/2031	Provide installation and maintenance of telecommunications and electrical systems, wiring, cabling, and components thereof, including the supplying of such hardware, components, and consumable supplies required for projects assigned	Various	Pete Kuzma, Sr. Mgr. of Data Center & Infrastructure	RFP
7	CSCU	SystemOne	New	$2,300,000	7/1/2026	6/30/2031	Provide installation and maintenance of telecommunications and electrical systems, wiring, cabling, and components thereof, including the supplying of such hardware, components, and consumable supplies required for projects assigned	Various	Pete Kuzma, Sr. Mgr. of Data Center & Infrastructure	RFP
8	Eastern Connecticut State University	Sarazin General Contractors	Change Order	$2,390,594.25	5/1/2025	4/30/2026 EXTENDED	South Residential Village Laurel Hall Chiller Change Orders: CO1 - $7,709.74 9/5/2025 CO2 - $22,816.51 9/5/2025 CO3 - $284.00 8/10/2026	Institutional Funding	Facilities	Bid ECSU # 2027-200
9	Eastern Connecticut State University	Alibozak Construction	Ammendment	$1,744,702.67	5/18/2026	8/21/2026	HTHW Pipe Replacement (Manhole 2S to 3S) Original Contract $997,740 Change Orders: 1-$61,472 Additional Work 5/28/2026 2- $642,600 Demo and removal of compromised piping 7/8/2026 Change Order 3 - 7,956.00 7/24/2026 CO4 - $19,080.00 8/4/2026 CO5- $15,854.67 8/10/2026	Institutional Funding and Bond Funding	Facilities	Bid ECSU # 2026-106
10	Eastern Connecticut State University	All State Construction	New	$2,447,000.00	8/31/20026	5/1/2027	Library Chiller Replacement Project	Bond Funds	Facilities	Bid # ECSU 27-0200 Project # ECSu 2026-02

An RFP was conducted to establish a pool of telecommunications vendors for the CSCU system. Seven vendors submitted proposals. Following a thorough review and evaluation, the RFP committee recommended awarding contracts to all seven vendors.

The intent is to obtain competitive quotes from this pre-qualified vendor pool at the time services are needed. This approach allows requestors to select the vendor that best meets their requirements based on qualifications, pricing, and availability. It also promotes ongoing competition while reducing procurement cycle times.

These are master contracts that will be utilized on a Statement of Work (SOW) basis and the value of the contract is potential spend. As a result, actual expenditures will vary depending on the scope and volume of services requested.

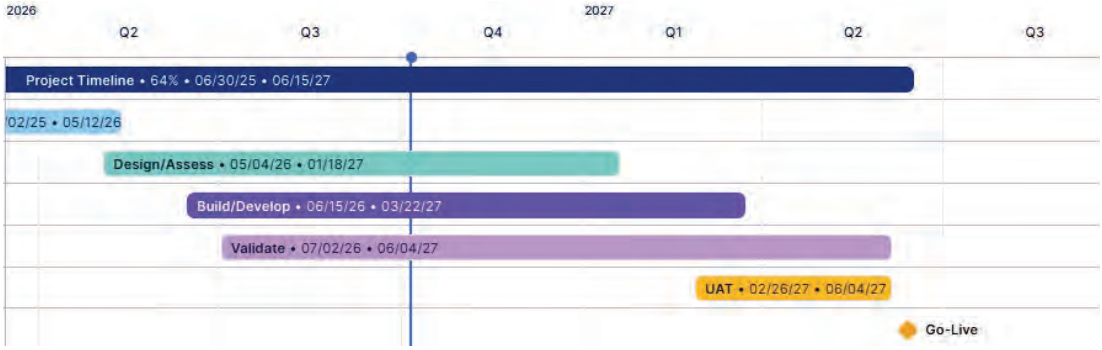
Project Status Summary

Central Connecticut State University		Eastern Connecticut State University		Southern Connecticut State University		Western Connecticut State University		Connecticut State Community College	
Current Project Health		**Current Project Health**		**Current Project Health**		**Current Project Health**		**Current Project Health**	
Overall:		Overall:		Overall:		Overall:		Overall:	
Scope:		Scope:		Scope:		Scope:		Scope:	
Schedule:		Schedule:		Schedule:		Schedule:		Schedule:	
Budget:		Budget:		Budget:		Budget:		Budget:	
Resource:		Resource:		Resource:		Resource:		Resource:	
Key Project Dates		**Key Project Dates**		**Key Project Dates**		**Key Project Dates**		**Key Project Dates**	
Contract Date:	06/30/25	Contract Date:	06/30/25	Contract Date:	06/30/25	Contract Date:	06/30/25	Contract Date:	11/18/25
Initiation Date:	09/01/25	Initiation Date:	09/01/25	Initiation Date:	07/08/25	Initiation Date:	09/09/25	Initiation Date:	01/23/26
Kickoff Date:	09/26/25	Kickoff Date:	09/22/25	Kickoff Date:	08/20/25	Kickoff Date:	09/25/25	Kickoff Date:	03/03/26
Discovery:	05/12/26	Discovery:	05/22/26	Discovery:	06/10/26	Discovery:	06/12/26	Discovery:	10/07/26
Go Live Date:	06/14/27	Go Live Date:	07/19/27	Go Live Date:	06/07/27	Go Live Date:	06/21/27	Go Live Date:	07/06/27
Status		**Status**		**Status**		**Status**		**Status**	
Status as of:	10/05/26	Status as of:	09/29/26	Status as of:	10/02/26	Status as of:	10/02/26	Status as of:	10/02/26
% Complete	64%	% Complete	47%	% Complete	51%	% Complete	40%	% Complete	41%
Project Status:	In Progress - On Track	Project Status:	In Progress - On Track	Project Status:	In Progress - Needs Attention	Project Status:	In Progress - Needs Attention	Project Status:	In Progress - On Track
Phase:	Build	Phase:	Build	Phase:	Build	Phase:	Build	Phase:	Build

CCSU TIMELINE:



CCSU INTEGRATIONS:



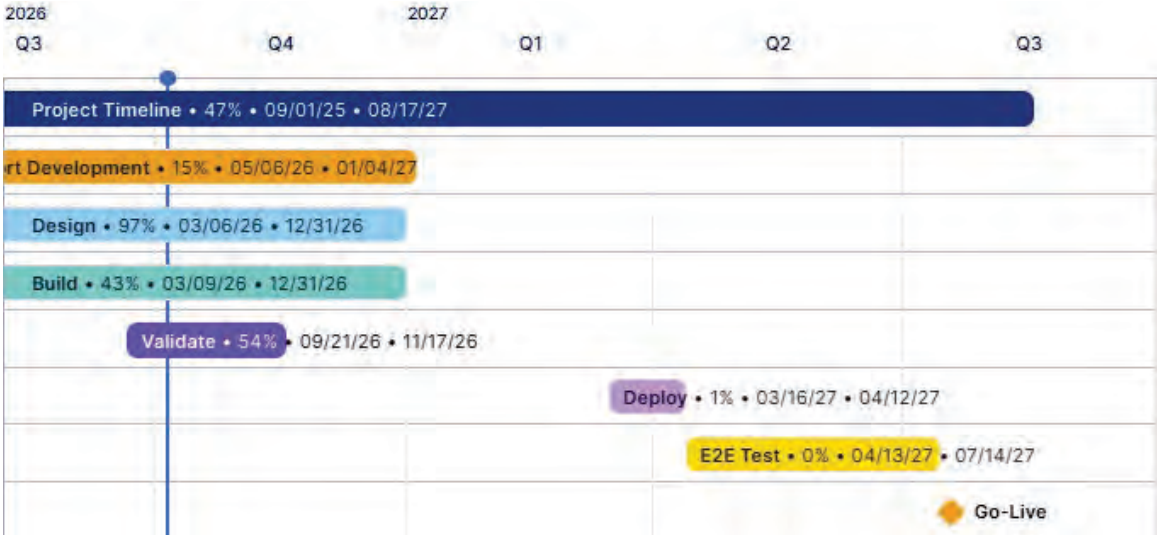
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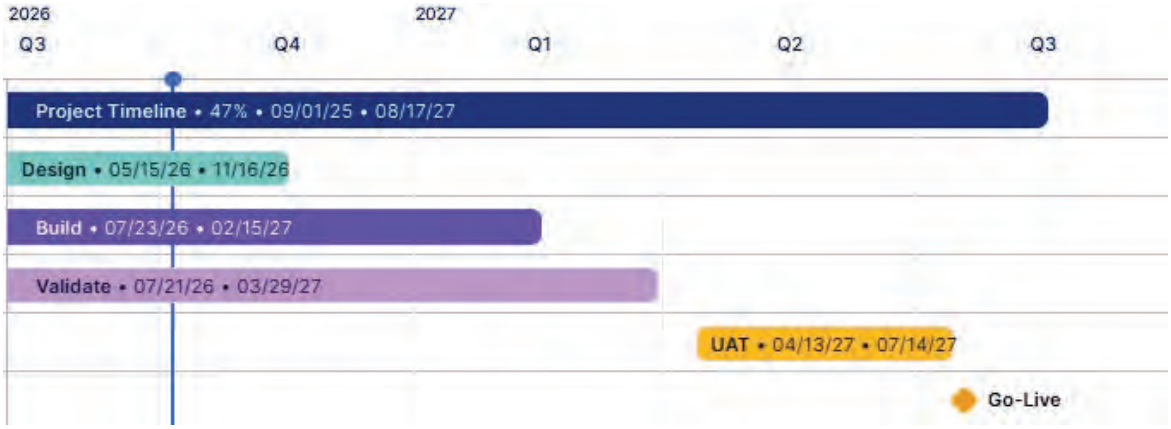
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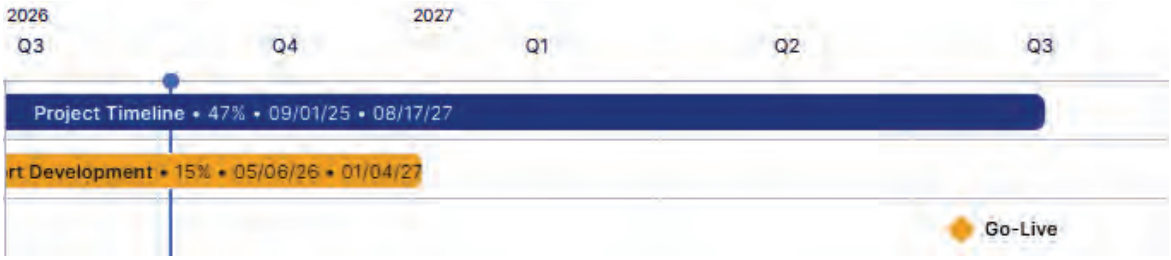
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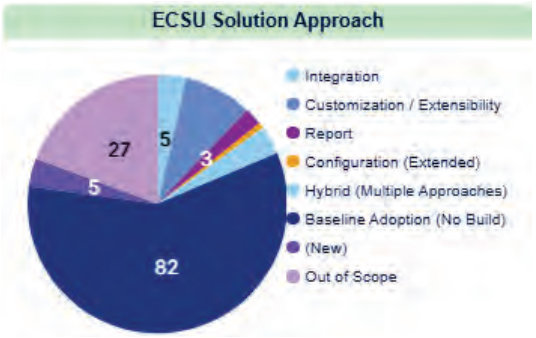
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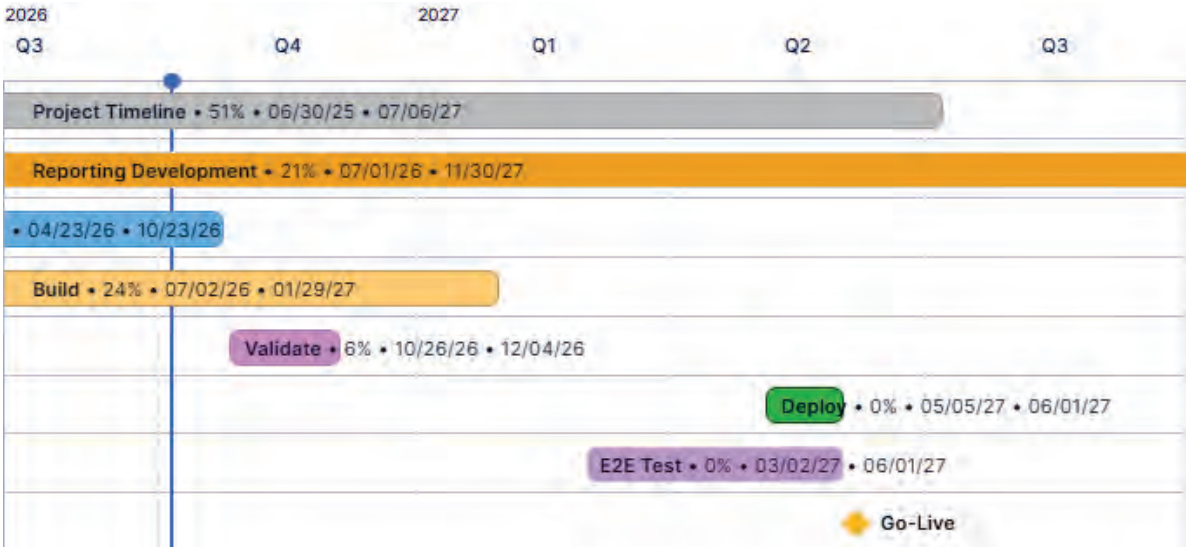
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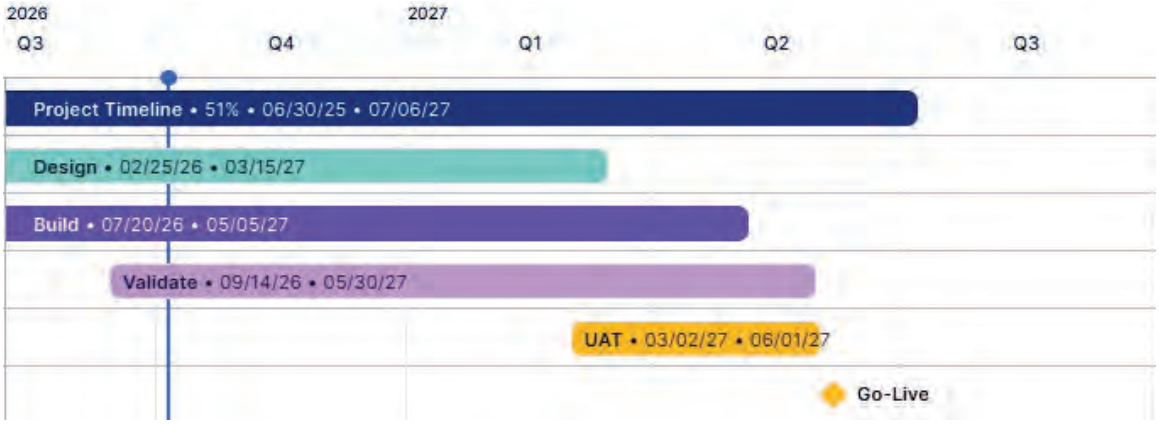
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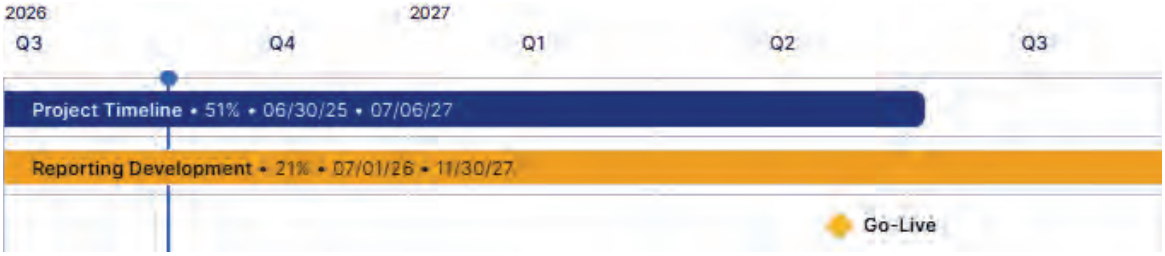
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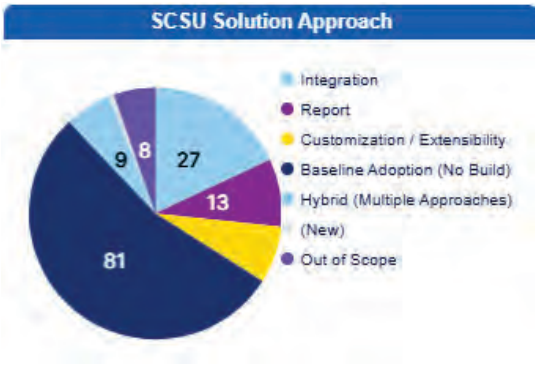
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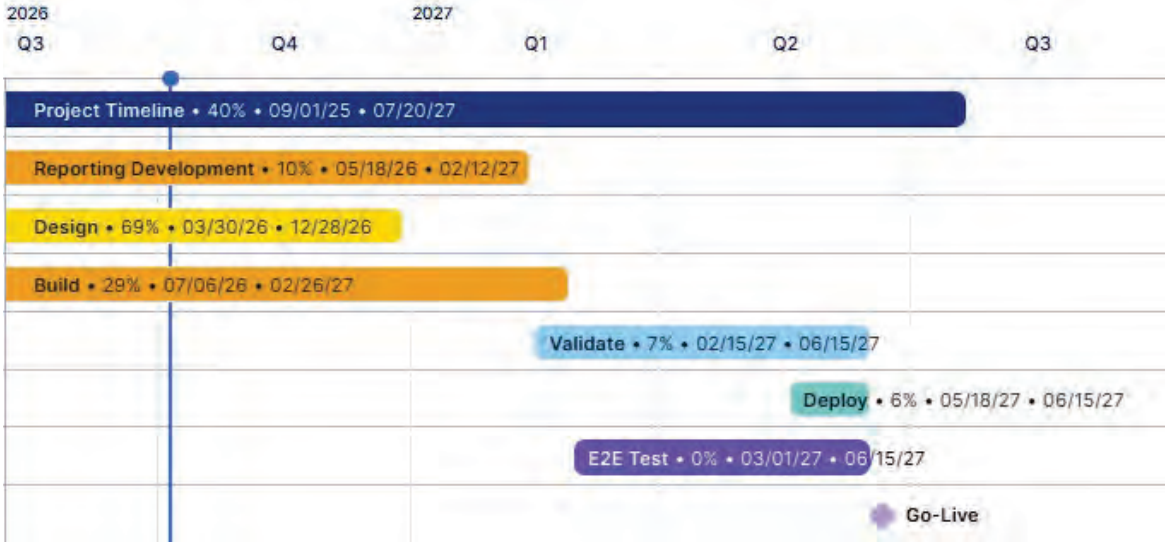
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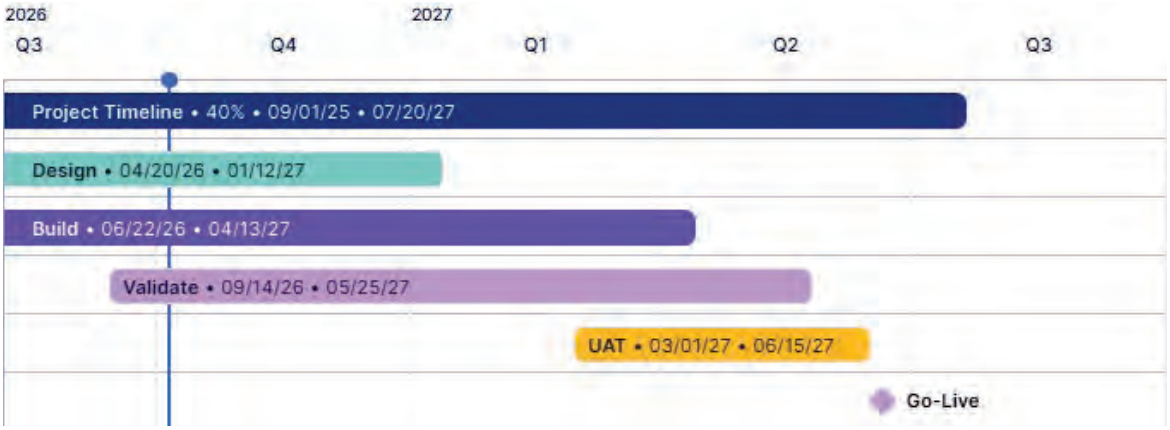
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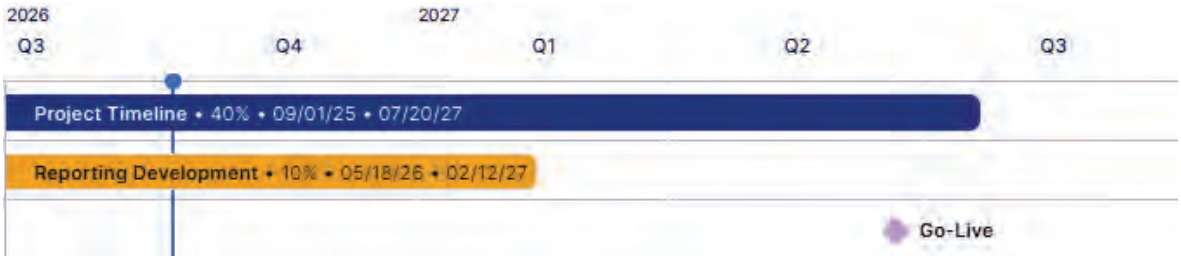
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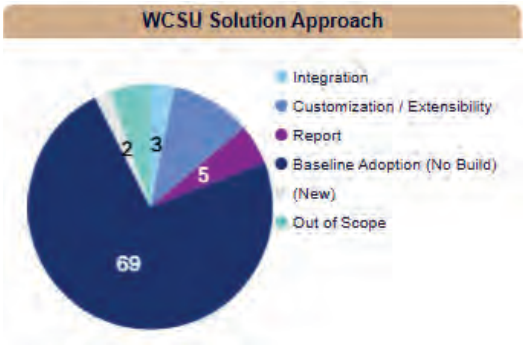
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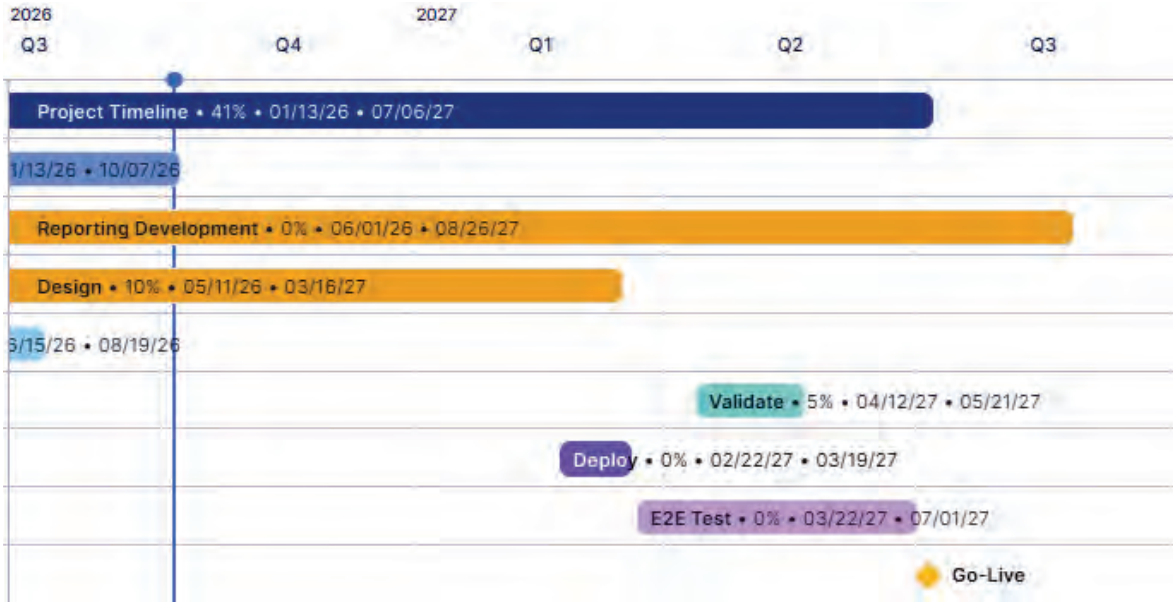
WCSU REPORTING:



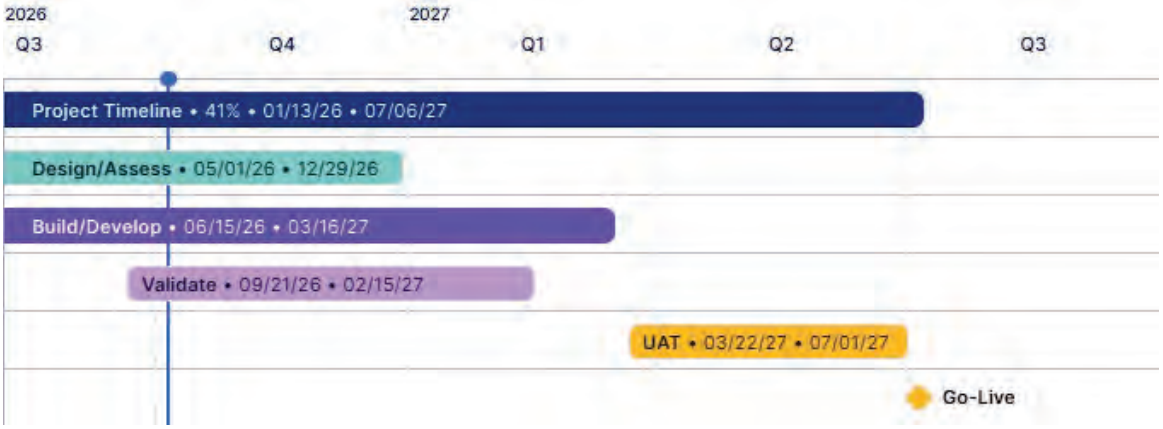
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CT-STATE / SO TIMELINE:

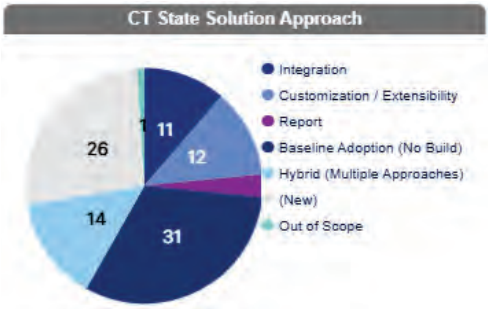


CTSTATE / SO INTEGRATIONS:



CTSTATE / SO REPORTING UNDER DEVELOPMENT:

CTSTATE / SO CUSTOMIZATION SOLUTIONING:



Operational AI Initiative | Executive Summary

Charter Oak State College (Charter Oak) is developing operational AI tools with LearningMate to improve responsiveness to inquiries, support admissions outreach, and establish a shared data foundation. Initial builds and proofs of concept have advanced. The next stage depends on approved institutional data access, production environments, and completion of privacy and governance controls. Current work therefore centers on preparing these tools for testing and eventual deployment with institutional data.

1. Data Privacy and Governance Framework

Contractual foundation

The internal contract review reports that the LearningMate agreements have received Connecticut Attorney General and CSCU system office review and sign-off. The agreements establish the following protections:

- Ownership and confidentiality. Charter Oak retains ownership of its institutional and student data. LearningMate may use confidential information only for contracted work. On termination, Charter Oak records must be returned, with electronic records in a non-proprietary format.
- Compliance and authorized AI use. Contract requirements include FERPA, GLBA, and applicable data-protection obligations. New AI functionality outside the original deliverable requires express written authorization. AI deliverables may not produce unlawful discrimination or unlawful disparate impact.
- Liability protections. The agreement includes defense and indemnification for covered third-party claims, including confidentiality and intellectual-property claims, subject to contractual exceptions, and requires commercial general liability insurance. Cyber/privacy and technology errors and omissions coverage remain to be verified.

Data controls being developed

Charter Oak is defining which data each approved use case needs, who may access it, and the protections required in test and production. A proposed cross-functional data group would bring together IT, data owners, and relevant staff to recommend access rules and appropriate masking, exclusion, or use of ranges for sensitive fields.

The September 30 data strategy meeting assigned hashing and tokenization work to the vendor and adopted an initial sample approach of 5–10 comprehensive student records per population. This is intended to preserve relationships needed for development while limiting the initial volume of records. The proposed access architecture uses a secure Charter Oak-controlled workstation or reporting environment, with VPN, multifactor authentication, institutional accounts, and local downloads disabled. These arrangements require validation before implementation.

Before full deployment, Charter Oak must validate access, single sign-on, integrations, and approved storage, processing, and access locations, including U.S. data residency. Restrictions on model training and third-party access, retention and secure deletion, incident notification, and ownership of AI-derived artifacts also remain to be documented and confirmed. Contractual protections provide the foundation; project-specific controls and compliance validation are still being completed.

2. Operational AI Project Status

Status reflects the October 2 vendor update and September 30 data strategy meeting. Several components have been built or tested with sample or synthetic data; readiness for production use has not yet been established.

Project and purpose	Progress	Deployment dependencies
Admissions triage web bot **Respond to routine admissions questions.**	Chatbot build and custom interface completed. Intent routing and basic FAQ logic configured.	Approved institutional documents are needed to enrich the knowledge base and validate responses.
Admissions dashboard **Support lead prioritization and admissions outreach.**	Core framework and interface completed; four analytics panels mapped; mock-data filters validated; natural-language input capability developed.	Live data feeds, field definitions, and data relationships are needed for backend validation, end-to-end testing, and TargetX integration.
HR and Bursar assistants **Support routine inquiries through chatbot and email assistance.**	Proof of concept signed off; retrieval tested with sample data. Production configuration remains on hold.	Production environment and approved HR/Bursar policy and reference materials are needed for tuning, validation, and deployment.
Data lakehouse **Provide the shared data foundation for operational AI and analytics.**	TargetX workflow reviewed; architecture baseline defined; alignment session held.	Approved source access and live data ingestion are needed. Data definitions and relationships across relevant systems must be established.

Near-term priorities

- Finalize data requirements and access. LearningMate is to provide formal schema requirements and revised sample guidelines. Charter Oak will identify active Jenzabar tables, coordinate Blackboard data through Academic Affairs, and build environment and secure access to a new Charter Oak data lakehouse.
- Complete deployment prerequisites. Establish approved production environments and knowledge sources, validate the proposed security architecture, and complete project-specific privacy and compliance checks before full deployment.
- Clarify coordination and accountability. Dedicated project management and a cross-functional data group are under consideration. These arrangements would coordinate staff capacity, data decisions, technical dependencies, and compliance work; no new decisions are reflected in this update.
- Update the delivery roadmap. Once data access and environment requirements are resolved, revise milestones and the next-phase project backlog. Current dependencies limit the ability to establish reliable deployment dates.

The immediate focus is moving completed builds and proofs of concept into validated use with institutional data. Benefits to service responsiveness, staff efficiency, and admissions outreach will need to be assessed following testing and deployment.