

The background of the cover features a futuristic, high-tech aesthetic. It includes a magnifying glass with a glowing orange 'AI' logo inside its lens, set against a backdrop of glowing blue and purple circuitry and architectural lines. The overall color palette is dominated by teal, blue, and purple hues.

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A Higher Degree of Online Learning

AI Advisory Group Report

JUNE 2026

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Purpose

In June 2024, Charter Oak's AI Advisory Group produced its first report outlining ethical principles, AI literacy frameworks and guidance for faculty and students. Since that time, generative AI systems have rapidly evolved, new agentic AI capabilities are emerging, and the labor market continues to shift from AI literacy to AI fluency. To remain at the forefront of technological change and ensure our community is prepared, the college reconvened an AI Advisory Group in early 2026. This update describes the recent AI landscape, highlights workforce and educational impacts centered around the BHEF AI-Enabled Professional Framework, provides case study examples of faculty implementation, details the updated recommended student guidelines, and recommended professional development for faculty and staff.

Audience and Use of This Report

This report is intended for Charter Oak administrators, faculty, staff, governance bodies, and external partners who are helping the college make decisions about AI adoption, curriculum, student guidance, faculty development, and institutional safeguards. The report moves from environmental context to implementation planning, then to practical guidance for faculty and students, and concludes with professional-development recommendations. Taken together, these sections provide a roadmap for preparing Charter Oak students, faculty, and staff for an AI-enabled future while protecting academic integrity, student privacy, and human judgment.

Executive Summary

This report recommends that Charter Oak State College move from AI awareness to responsible AI integration across curriculum, teaching practice, student guidance, and institutional operations. Since the 2024 AI Advisory Group report, generative AI has shifted from novelty to routine use, and emerging agentic AI tools are beginning to reshape work, learning, and organizational decision-making. For Charter Oak's working professional online learners, AI fluency is now a workforce-readiness issue. The report recommends embedding the BHEF AI-Enabled Professional Framework into academic programs, providing clear guidance for students and faculty, protecting student data through secure AI practices, and building an ongoing professional-development ecosystem for faculty and staff. The central recommendation is not simply to use AI more often, but to use it with transparency, verification, privacy protections, and human judgment.

SECTION 1:

Why AI Integration Matters Now: Landscape, Risks, and Strategic Implications for Charter Oak

Landscape Analysis Summary

The period between June 2024 and May 2026 marks dramatic shifts in the evolution of higher education and workforce development. The initial “novelty phase” of generative AI has rapidly matured into an “integration and agentic phase,” characterized by the shift from passive chatbots to autonomous digital coworkers (McKinsey Global Institute [MGI], 2025). This landscape analysis provides a detailed synthesis of the technological, societal, and educational shifts occurring over the last 18 months, with a particular emphasis on the Connecticut economic ecosystem.

The core finding of this analysis is that “AI Literacy” (the baseline understanding of AI tools) is no longer the competitive differentiator it was in 2024. Today, the global and local markets demand AI Fluency. As defined by the Business-Higher Education Forum (BHEF), fluency represents a deep-seated ability to integrate AI into professional workflows while maintaining high-level human judgment (BHEF, 2025). For Charter Oak State College, this shift necessitates a transition from teaching students how to generate “prompts” to teaching them how to engineer “contexts” by designing the complex informational environments in which AI agents operate.

Furthermore, this report identifies critical risks, specifically “AI Workslop” and cognitive atrophy, which threaten institutional productivity and student learning. To mitigate these risks, this report proposes a robust framework for data privacy and organizational safeguards, advocating for high-security, institutionally-hosted AI solutions that protect the intellectual property of our faculty and the sensitive data of our students.

This landscape analysis is a rationale for the recommendations that follow. The trends described

below point to four institutional priorities for Charter Oak: preparing students for AI-enabled workplaces, supporting faculty in responsible AI integration, protecting student and institutional data, and ensuring that AI use strengthens rather than weakens human judgment. Sections 2 through 6 translate this landscape into an implementation framework, student guidance, faculty guidance, and professional-development recommendations.

The Upskilling Imperative and the Looming Skills Gap

The scale of the workforce transformation required over the next five years is unprecedented. According to the World Economic Forum (WEF) 2025 Future of Jobs Report, employers globally anticipate that 59% of their current workforce will require significant upskilling or reskilling by 2030. When applied to the Connecticut economic landscape, a state with approximately 1.7 million non-farm workers, this suggests that over one million residents will need to acquire entirely new competencies or fundamentally shift their professional focus within the next four years.

This is not merely a technical challenge; it is an economic existential threat. Without a rapid expansion of upskilling and reskilling infrastructure, Connecticut faces a massive “skills gap” that could destabilize the state’s economic base. The WEF (2025) highlights that the time-to-competency is shrinking, meaning the window for institutions like Charter Oak State College to intervene is narrow. If the workforce cannot transition at the pace of technological adoption, industries, particularly in areas such as insurance, finance, and advanced manufacturing, Connecticut will face a critical talent shortage that inhibits growth.

The “Cognitive Exposure” of Connecticut

The risk to Connecticut is magnified by its unique demographic profile. As detailed by Social Impact Partners (SIP, 2026), approximately 70% of Connecticut’s workforce is employed in cognitive or “knowledge-based” roles, significantly higher than the national average of roughly 50%. Historically, technological disruption primarily targeted manual labor or routine clerical tasks (Job Zones 1-3). However, the 2024–2026 era has seen the first meaningful impact on senior-level, non-routine cognitive work (Job Zones 4 and 5).

The SIP report (2026) projects a potential impact equivalent to 550,000 Full-Time Equivalent (FTE) roles in Connecticut over the next decade. This exposure is concentrated in high-value sectors where workers are paid for their judgment, analysis, and communication. These are all areas where agentic AI is now showing high proficiency. For these professionals, the threat is not necessarily total displacement, but “task erosion,” where the most valuable parts of their job are automated, leaving a vacuum in their professional identity and value proposition.

From AI Literacy to AI Fluency: The New Educational Standard

In response to this disruption, the educational mandate has evolved. The U.S. Department of Labor’s (DOL) AI Literacy Framework (2026) establishes the initial baseline, focusing on the ability to interact with AI, understand its limitations, and use it responsibly. However, as the workforce enters the “partnership era,” literacy is no longer sufficient for career advancement.

The Business-Higher Education Forum (BHEF) AI-Enabled Professional Framework (2025) argues that the market now requires AI Fluency. Fluency is characterized by:

- **Workflow Orchestration:** The ability to manage a “hybrid” team of humans and AI agents.
- **Durable Human Skills:** A renewed emphasis on empathy, ethical reasoning, and complex problem-solving—skills that McKinsey Global Institute (2025) notes become more valuable as technical tasks are automated.

- **Strategic Judgment:** The ability to validate and “audit” AI outputs to prevent the proliferation of “AI Workstop” (Gartner, 2026).

Charter Oak’s student population includes working professionals who are already navigating changing workplace expectations. The shift from AI literacy to AI fluency means students need more than general awareness of AI tools. They need structured opportunities to evaluate AI outputs, use AI ethically, protect sensitive information, communicate transparently about AI use, and apply human judgment in AI-supported environments. This directly supports the recommendation to embed the BHEF AI-Enabled Professional competencies into programs, assignments, and assessments.

The “Tech-to-Trades” Shift and Skill Partnerships

A significant and counter-intuitive trend identified by Gartner (2026) is the “tech-to-trades” career path. As generative AI commoditizes entry-level white-collar work, such as junior coding or financial reporting, there is an observed migration of the talent pool toward skilled trades and “high-touch” roles that remain resilient to automation. This shift suggests that higher education must broaden its definition of “high-tech” training to include the integration of AI into physical and specialized service sectors.

Simultaneously, McKinsey Global Institute (2025) highlights the rise of “skill partnerships.” In this model, workers are no longer viewed as individual contributors but as part of an augmented system. Employers are increasingly looking for “Process Pros”. These are individuals who can redesign an entire business process to incorporate AI agents, rather than just using AI to perform a single task. This shift from “task-completion” to “system-orchestration” represents the core of the modern educational challenge.

Institutional Risk: Cognitive Atrophy and Mental Fitness

As Charter Oak prepares students for this landscape, it must also address the “hidden costs” identified in the Gartner CHRO Guide (2026). The over-reliance on AI for foundational tasks (writing, basic analysis,

coding) presents a risk of “cognitive atrophy,” where students and junior employees fail to develop the underlying mental models required for senior leadership. Furthermore, the “escalated performance pressure” in AI-augmented environments is a primary driver of declining employee mental fitness (Gartner, 2026). Educational programs must, therefore, include resilience training and “metacognitive” skills by teaching students how to think while using tools that are designed to think for them.

Responsible AI integration should not encourage students or faculty to outsource thinking. Instead, AI use should be designed to strengthen critical thinking, reflection, disciplinary judgment, and professional decision-making. This supports later recommendations related to transparent student use, assignment design, faculty feedback practices, and human-in-the-loop expectations.

The Dawn of Agentic AI

Since June 2024, the most significant technological leap has been the transition from Generative AI (which creates content) to Agentic AI (which executes actions). According to McKinsey Global Institute (2025), agentic systems are defined by their “reasoning loops” with the ability to break a complex goal into sub-tasks, use external tools (like spreadsheets or databases), and refine their own performance based on feedback.

In sectors critical to Connecticut, such as healthcare, MGI (2025) projects that agentic AI can reduce human effort in claims processing by up to 80%. This level of automation shifts the employee’s role from “data entry” to “system orchestrator.”

The Pivot: From Prompt Engineering to Context Engineering

As AI models have become more sophisticated, the focus on “Prompt Engineering” (the tactical phrasing of a question) has diminished. In its place has emerged Context Engineering.

- **Prompt Engineering** is the “user-facing” skill of 2024; it is about finding the right words to get a single answer.

- **Context Engineering** is the “system-facing” skill of 2026. It involves the systematic design of the information environment by providing the AI with the right historical data, organizational constraints, and “memory” before a prompt is even written (BHEF, 2025; Gartner, 2026).

For Charter Oak, this means our technology and business programs must focus on data architecture and retrieval-augmented generation (RAG). We are no longer training students to talk to a machine; we are training them to build the “knowledge stage” upon which the machine performs.

The Convergence of AI and Blockchain: Redefining Professional Trust and Infrastructure

The convergence of artificial intelligence with blockchain technology is fundamentally reshaping the infrastructure of professional trust and decentralized workforce development. While AI focuses on the automation and augmentation of cognitive tasks, blockchain provides the immutable, distributed ledgers necessary to verify professional credentials, certifications, and “self-sovereign identities” (SSI) in an increasingly digital labor market. This synergy enables new organizational models, such as Decentralized Autonomous Organizations (DAOs), which facilitate more equitable platforms for gig workers and reduce reliance on traditional intermediaries. Furthermore, the integration of these technologies demands a higher tier of digital literacy, as workers must navigate a landscape where “ethics by design” and cryptographic proof become the primary safeguards against misinformation and data exploitation. Ultimately, this technological pairing creates a secure foundation for the “agentic era,” where autonomous AI systems can operate within transparent, auditable business frameworks.

The Institutional Vulnerability: “Shadow AI”

The Gartner CHRO Report (2026) highlights that “Shadow AI” where staff and students using unvetted, free AI tools is now a top organizational risk. When

sensitive institutional data is entered into public models, it becomes part of the global training set, potentially exposing intellectual property and violating FERPA regulations.

To maintain institutional trust, Charter Oak must move from a “policy of restriction” to a “policy of infrastructure.” If students, faculty, and staff do not have clear guidance and training, they are more likely to experiment with unvetted tools in ways that may expose student data, institutional information, or intellectual property. The appropriate response is not simply restriction, but a combination of approved tools, clear expectations, privacy guidance, and recurring training for students, faculty, and staff.

Recommendations for Institutional Safeguards

As Charter Oak adopts AI solutions, the following “Privacy-by-Design” principles are recommended:

- 1. Secure, In-House Hosting:** To ensure total data sovereignty, Charter Oak should prioritize AI solutions hosted on our own secure servers or within a dedicated Virtual Private Cloud (VPC). This ensures that no data leaves the college’s secure environment to train external models (Gartner, 2026).
- 2. Enterprise-Grade APIs with Zero Retention:** When utilizing third-party models (like OpenAI or Anthropic), the college should exclusively use Enterprise APIs. Unlike consumer versions, these contracts often include “zero-retention” clauses, meaning the vendor cannot store or learn from the college’s data.

3. Data Classification and Masking: Before data is fed into any AI system, an automated “masking” layer should be used to redact PII (Personally Identifiable Information). This is especially critical for student records and financial data.

4. The Strategic “Human-in-the-Loop” (HITL) Mandate: No consequential decision (grading, admissions, or financial aid) should be made by an AI system without a mandatory human review step. This mitigates the risk of “AI Workslop” and ensures algorithmic accountability (DOL, 2026).

5. Digital Doppelgänger Protections: As faculty expertise is increasingly used to “train” internal AI tutors, the college must develop clear policies regarding the ownership and use of “digital likenesses” and synthesized knowledge (Gartner, 2026).

The analysis above leads to several practical recommendations. First, Charter Oak should embed AI-enabled professional competencies into academic programs so students develop workforce-relevant fluency rather than isolated tool familiarity. Second, the college should provide clear guidance for student AI use so that students understand when AI can support learning and when it undermines academic integrity. Third, faculty should receive guidance and professional development on both teaching with AI and using AI responsibly in their own instructional work. Fourth, the college should continue developing safeguards around privacy, data protection, tool vetting, and human review of consequential decisions. These recommendations are addressed in the implementation and guidance sections that follow.

Landscape Summary

The transition from AI literacy to AI fluency marks a definitive shift in the strategic mission of Charter Oak State College. To remain a leader in educating working professionals, the college must quickly move beyond treating AI as a standalone subject and instead embed it as a fundamental layer of the professional curriculum. By adopting the BHEF AI-Enabled Professional Framework and pivoting toward instruction in context engineering, Charter Oak can provide the specific “upskilling bridge” needed to protect the million-plus Connecticut workers facing workflow disruption. Our graduates must be prepared not just to use these tools, but to serve as the high-level system orchestrators who ensure AI-augmented work remains accurate, ethical, and of the highest professional quality.

Simultaneously, the college must lead by example in its own operational adoption of these technologies. By prioritizing secure, in-house hosting of AI solutions and establishing rigorous “human-in-the-loop” mandates, Charter Oak can create a blueprint for the responsible use of agentic AI. Protecting the mental fitness of our community and the integrity of our data is as critical as the education we provide. As the state’s economy grapples

with a widening skills gap, Charter Oak has a unique opportunity to act as the stabilizing force, turning the threat of automation into a catalyst for unprecedented economic growth and human potential in Connecticut.

For this reason, the remainder of the report moves from analysis to action. Section 2 applies the BHEF AI-Enabled Professional Framework as a structure for curriculum integration. The student and faculty guidance sections translate responsible AI principles into practical expectations. The professional-development recommendations identify how Charter Oak can support faculty, staff, and students as AI tools continue to evolve. Together, these sections create a roadmap for moving from awareness to responsible adoption.

SECTION 2:

AI-Enabled Professional Framework: Implementation Plan

Overview

Artificial intelligence is rapidly reshaping work across all industries, requiring workers to understand, evaluate, and responsibly use AI tools. Employers report that people are more likely to lose jobs to those who know how to use AI effectively, and more than 150 million workers will need AI upskilling in the coming years. For Charter Oak State College, serving working adult learners with an average age of 36, embedding AI-Enabled Professional (AIE) competencies is essential to ensure that students remain competitive in a fast-changing labor market and that the curriculum remains aligned with workforce expectations. Students gain essential skills in AI literacy, data literacy, ethical use of AI, problem-solving, and adaptability, strengthening their employability and preparing them for AI-powered workplaces. Faculty receive training and support to integrate AI concepts into teaching, improve digital instruction, and confidently guide students in ethical and effective AI use.

Programs become more relevant and future-ready by embedding the seven AIE competencies into outcomes, assessments, and learning activities. This modernization enhances curriculum quality, supports accreditation needs, and positions the college as a leader in AI-enabled online education.

Framework Used:

BusinessHigher Education Forum (BHEF) AIEEnabled Professional Framework

SEVEN COMPETENCIES:

COMPETENCY (AIE)	WHAT IT MEANS
AI Literacy	Understanding what AI is, how it works, and where it fits into one’s role; preventing misuse and enabling confident innovation.
Data Literacy	Interpreting data to make AI insights actionable and bridging intuition with evidence for smarter decisions.
Critical Thinking, Problem-Solving & Creativity	Evaluating AI-generated outputs, spotting flawed reasoning, and prompting systems effectively.
Ethics, Governance & Responsible AI Use	Spotting bias, ensuring transparency, and upholding compliance.
Digital & Computational Skills	Navigating digital environments, interpreting automation logic, and understanding computational systems.
Collaboration & Communication	Translating technical information and collaborating with colleagues and AI systems in hybrid environments.
Adaptability & Continuous Learning	Cultivating the mindset to learn, unlearn, and pivot as technology and business models advance — the built-in mechanism for staying current as AI evolves alongside other emerging technologies.

Implementation Plan:

1. Map competencies: Identify where AIEs appear in programs and where gaps exist

ACTIONS:

- Collect syllabi, program learning outcomes, and course maps.
- Use a standardized AIE mapping rubric aligned with the BHEF framework.
- Conduct faculty workshops to ensure consistent interpretation of competencies.
- Produce a gap analysis showing strengths, deficiencies, and opportunities for integration.

2. Develop curricular integration strategies

ACTIONS:

- Identify the most relevant AIE competencies per major.
- Determine points of integration (program outcomes, course outcomes, learning modules, assignments).
- Develop models for integrating AI literacy, ethics, data use, and computational thinking into coursework.
- Establish alignment with accreditation standards and workforce needs.

3. Create templates for departments/programs

TEMPLATES MAY INCLUDE:

- AIE-aligned syllabus language
- Model course outcomes aligned with AIE competencies
- Assignment templates using AI tools responsibly
- Assessment rubrics for evaluating AIE skills
- Program-level integration roadmap
- Faculty guidance on responsible AI use

4. Pilot integration in selected courses

ACTIONS:

- Select representative courses across disciplines (introductory, major core, capstone).
- Implement redesigned outcomes, assignments, and assessments.
- Gather feedback from students and faculty on clarity, workload, and skill relevance.
- Monitor learning outcomes using pre/post AIE assessments or embedded assignments.

- Identify what works and what needs refinement prior to full rollout.

5. Produce guidance for college wide embedding

DELIVERABLES:

- College-wide AIE competency guide
- Faculty handbook or digital resource hub with examples, templates, and best practices
- Syllabus language and policy suggestions for AI use
- Recommendations for integration into program reviews and general education
- Suggested professional development pathways for faculty and staff

Examples of How AIEs Can Be Implemented

1. BUSINESS ADMINISTRATION / ORGANIZATIONAL LEADERSHIP

What the data tells us

This program serves as the broadest lens in the analysis, and the data reflects that scope. The World Economic Forum's 2025 Future of Jobs Report finds that employers expect 39% of workers' core skills to change by 2030, with AI and big data topping the list of fastest-growing skills. PwC's 2025 Global AI Jobs Barometer found that industries most exposed to AI are experiencing nearly four times higher productivity growth than those least exposed — making AI fluency not just a credential but a competitive differentiator for organizational leaders.

Current and forecasted AI skills

Leaders in 2025 need to understand AI-enabled decision-making well enough to govern it — not necessarily to build it. Change management in the context of AI adoption is a growing competency gap: organizations are struggling to bring their workforces along as they implement new tools. Gartner predicts that through 2026, 20% of organizations will use AI to flatten their organizational structures, with implications for how leadership pipelines are built and managed. Automation literacy — understanding what can and should be automated, and what still requires human judgment — is a core leadership skill. Workforce planning in an AI-enabled environment, including

reskilling strategy, is rapidly becoming a core function of organizational leadership rather than solely an HR concern.

Within three to five years, agentic AI — systems that act autonomously on complex goals — will require leaders who understand governance, ethics, and the human implications of deploying these systems at scale. AI risk management and responsible AI governance are expected to become standard leadership competencies. The BHEF framework's emphasis on Adaptability and Continuous Learning is especially relevant here: as Frank Valier noted in the March 2026 council meeting, the leaders COSC prepares need to be on the lookout for what is coming next — blockchain, agentic AI, and technologies not yet named — not just fluent in what exists today.

How faculty can embed these skills

- Use case studies on AI-driven organizational restructuring decisions, including ethical analysis of how those decisions were communicated to affected employees.
- Assign a reskilling plan for a fictional organization implementing AI tools, including stakeholder communication, timeline, and a budget framework.
- Simulate a change management scenario where a team is resistant to AI adoption; ask students to develop a leadership response strategy grounded in organizational behavior theory.
- Capstone: Design an AI governance framework for a fictional mid-size company, including a responsible use policy, risk assessment process, and ongoing review mechanism.

Primary BHEF competencies (AIEs)

AI Literacy; Ethics, Governance & Responsible AI Use; Collaboration & Communication; Adaptability & Continuous Learning; Critical Thinking, Problem-Solving & Creativity

2. EARLY CHILDHOOD EDUCATION

What the data tells us

Early childhood education is one of the most nuanced fields in this analysis. AI adoption is increasing rapidly in the sector, but the field's relationship to AI is rightly cautious given the vulnerability of the population served. The World Economic Forum projects more than

40% growth in AI-related education roles over the next five years, including positions such as AI Curriculum Specialist, Educational Data Analyst, and Technological Facilitator for Early Learning.

Current and forecasted AI skills

Adaptive learning platforms powered by AI are becoming standard tools in early learning settings, and educators need to know how to use them without ceding professional judgment to an algorithm. Research is clear that AI-generated curricula and content risk eroding the reflective, responsive practice that defines high-quality early childhood education. The ability to evaluate these tools critically — and to keep the educator, not the algorithm, in the driver's seat — is a skill graduates need from day one.

Data interpretation is a growing job expectation: reading what an AI platform tells you about a child's developmental progress and deciding what to do with that information requires both technical literacy and deep knowledge of child development. Child privacy and data ethics are central concerns, as families and regulators are increasingly scrutinizing how children's data is collected, used, and shared by EdTech platforms.

Within three to five years, ECE graduates will encounter AI tools embedded in everything from curriculum planning to administrative systems. The ability to critically evaluate these tools, advocate for ethical deployment with vulnerable populations, and communicate clearly with families about how data is used will differentiate prepared graduates from unprepared ones.

How faculty can embed these skills

- Ask students to evaluate an adaptive learning platform using a child privacy and ethics rubric they help develop, drawing on FERPA, COPPA, and the NAEYC Code of Ethics.
- Facilitate discussion around the question: When does using AI in an ECE setting genuinely benefit the child, and when does it replace professional judgment in ways that harm the child or the educator's practice?
- Design a parent communication plan for a program that uses AI-powered observation and documentation tools, explaining what data is collected, how it is used, and how families can opt out.

- Capstone: Evaluate a suite of three EdTech tools used in a fictional early learning center and produce a recommendation report with an equity and ethics analysis.

Primary BHEF competencies (AIEs)

Ethics, Governance & Responsible AI Use; AI Literacy; Collaboration & Communication; Critical Thinking, Problem-Solving & Creativity

3. HEALTHCARE ADMINISTRATION & HEALTH INFORMATION MANAGEMENT

What the data tells us

Healthcare organizations are adopting AI at 2.2 times the pace of the broader economy. A September 2025 study found that 71% of U.S. hospitals had already implemented predictive AI models. Employers increasingly list proficiency in healthcare analytics and digital fluency as essential skills for administrative staff at all levels — and administrative positions requiring AI skills have seen up to 15% greater salary growth than traditional roles.

Current and forecasted AI skills

AI-assisted clinical documentation tools are reducing physician burnout and reshaping the work of health information managers. Emerging roles such as Healthcare Informatics Coordinator and Automation Compliance Officer combine knowledge of healthcare regulations with AI risk assessment. Data privacy skills are non-negotiable: HIPAA compliance in an AI-enabled environment requires understanding how patient data is processed and protected by automated systems. Human oversight of AI outputs — knowing when to question or override a recommendation — is a skill employers consistently flag as critical and underdeveloped.

Within three to five years, AI-generated clinical decision support tools will become standard. Healthcare administrators will need to evaluate these tools critically, communicate their limitations to clinical staff, and ensure compliance with evolving state and federal regulations governing AI in healthcare.

How faculty can embed these skills

- Ask students to evaluate a real or simulated AI documentation tool using a structured ethical review rubric covering accuracy, bias, HIPAA

implications, and human oversight requirements.

- Use a case simulation where an AI recommendation conflicts with clinical judgment; ask students to document the decision-making process and what factors would justify overriding the system.
- Assign a compliance brief: How does HIPAA apply when patient data is used to train an AI model? What disclosure obligations exist?
- Capstone: Design an AI adoption plan for a healthcare facility, including staff training, governance structure, and patient communication strategy.

Primary BHEF competencies (AIEs)

Ethics, Governance & Responsible AI Use; Digital & Computational Skills; Data Literacy; Critical Thinking, Problem-Solving & Creativity

4. HUMAN RESOURCES

What the data tells us

SHRM's 2025 Talent Trends data shows that 31% of organizations now require AI skills in full-time HR positions, a figure that has risen significantly in recent years. McKinsey's workforce research places HR squarely in the AI-exposed category, with three-quarters of AI skill demand in the U.S. concentrated in management and business and financial operations. The picture for HR professionals is not displacement but transformation: AI is handling routine tasks, freeing practitioners to focus on work that requires judgment, empathy, and ethical reasoning — which employers consistently rank as harder to find than technical skills.

Current and forecasted AI skills

Employers in 2025 are looking for HR professionals who can use AI tools to support recruiting and candidate screening while recognizing bias in algorithmic outputs. People analytics — using data to track workforce trends, predict turnover, and measure engagement — is now a core expectation rather than a specialty. AI-assisted performance management tools are in widespread use, and HR practitioners need to understand how those systems work, how to interpret what they produce, and when to override them. Policy writing for responsible AI use in the workplace is an emerging and fast-growing need as organizations build governance frameworks.

Within three to five years, HR professionals will be expected to manage hybrid human-AI workflows, serve as internal advisors on ethical AI deployment, and develop and maintain AI use policies. The role of HR as the organizational steward of responsible AI adoption is growing rapidly — and that is a natural fit for the profession's existing ethics orientation.

How faculty can embed these skills

- Ask students to audit a simulated AI-assisted hiring process for potential bias, using SHRM's ethical AI guidelines as a rubric.
- Assign drafting of a workplace AI use policy for a fictional mid-size organization, covering acceptable use, data privacy, and employee notification.
- Have students analyze a people analytics dataset and present workforce recommendations to a fictional leadership team, including a risk section on data limitations.
- Capstone: Design an AI governance framework for an HR department, including stakeholder communication and a plan for continuous review.

Primary BHEF competencies (AIEs)

Ethics, Governance & Responsible AI Use; Data Literacy; AI Literacy; Adaptability & Continuous Learning

5. SOCIAL WORK

What the data tells us

Social work sits at a uniquely urgent intersection with AI: the tools are already being deployed in the systems and agencies where graduates will work, often before practitioners have been trained to critically evaluate them. Over 30% of social work agencies have already adopted automation technologies. NASW has called on the profession to engage proactively, noting that social workers need to be actively involved in shaping how AI is integrated rather than having it imposed on them. For COSC's BSW graduates, this is not a future concern — it is a present-day job reality.

A note on accreditation: COSC's BSW program is currently in candidacy for accreditation by the Council on Social Work Education (CSWE). Any curriculum recommendations for this program should be framed as suggested instructional approaches and reviewed in collaboration with the BSW Program Director for compatibility with CSWE accreditation standards. The

Program Director can advise on where in the candidacy timeline curriculum discussions are most appropriate.

Current and forecasted AI skills

The most immediate area of AI impact in social work is predictive risk assessment, particularly in child welfare and protective services. AI tools are being used to generate risk scores that influence decisions about family intervention, foster care placement, and resource allocation. Social workers who understand how these tools work, and critically, where they fail, are better equipped to advocate for clients. Algorithmic bias is a documented and serious problem in this context: historical decision-making in child welfare has reflected racial and economic disparities, and when biased datasets train predictive models, those disparities are carried forward. Social workers are well-positioned to contribute to the ethical implementation and governance of AI systems, given their expertise in addressing systemic inequities.

Beyond risk assessment, AI is reshaping documentation and administrative workflows across social service agencies. Data literacy, which is understanding what a tool is measuring, where its data comes from, and what it cannot account for, is increasingly essential. Social workers with AI-related expertise currently earn up to 15% more than their counterparts without these competencies, indicating that the labor market is already responding.

Within three to five years, as predictive tools become more widespread across public child welfare, mental health, housing, and benefits systems, social workers will increasingly need to advocate for clients who have been misclassified or disadvantaged by algorithmic decisions. AI literacy and algorithmic accountability will become core professional ethics competencies, not optional technical skills.

Suggestions for how faculty can embed these skills

- Use documented real-world cases, such as the Allegheny Family Screening Tool and its documented racial disparities, as case studies for ethical analysis. Consider asking: Who built it? What data trained it? Who is affected? What recourse do clients have?
- Connect AI ethics directly to the NASW Code of Ethics. Which of the profession's core values are implicated when an algorithm influences a family intervention decision?

- Assign evaluation of an AI tool using a social justice lens, producing a written recommendation on whether a fictional agency should adopt the tool and under what conditions.
- Capstone: Draft an AI use policy for a social service agency that centers client dignity, equity, and transparency — including a client notification and appeals process.
- Primary BHEF competencies (AIEs)
- Ethics, Governance & Responsible AI Use; AI Literacy; Critical Thinking, Problem-Solving & Creativity; Collaboration & Communication

Summary Table: AI Skills by Discipline

The table below provides a quick reference across all five disciplines. It is intended for use in faculty conversations, curriculum mapping sessions, and as a companion to the BHEF competency alignment work.

DISCIPLINE	CURRENT AI SKILLS EMPLOYERS NEED	FORECASTED SKILLS (3–5 YEARS)	PRIMARY BHEF COMPETENCIES (AIES)
Business Administration / Organizational Leadership	AI-enabled decision-making, automation literacy, change management for AI adoption, workforce reskilling planning	Agentic AI governance, AI risk management, managing human-AI hybrid teams, organizational AI strategy	AI Literacy; Ethics & Responsible AI; Collaboration & Communication; Adaptability & Continuous Learning
Early Childhood Education	Adaptive learning platform use, developmental data interpretation, child data privacy & ethics, critical evaluation of EdTech tools	AI tool evaluation for vulnerable populations, family communication about data use, ethical AI integration in early learning settings	Ethics & Responsible AI; AI Literacy; Collaboration & Communication; Critical Thinking
Healthcare Administration & Health Information Management	AI-assisted clinical documentation, EHR/analytics proficiency, data privacy (HIPAA + AI), human oversight of AI outputs, clinical decision support tool awareness	AI compliance officer roles, regulatory navigation for clinical AI, critical evaluation of AI diagnostic tools	Ethics & Responsible AI; Digital & Computational Skills; Data Literacy; Critical Thinking
Human Resources	People analytics, AI-assisted recruiting & screening, algorithmic bias detection, workplace AI policy writing, AI-enabled performance management tools	Hybrid human-AI workflow management, internal AI governance advising, AI ethics compliance roles	Ethics & Responsible AI; Data Literacy; AI Literacy; Adaptability & Continuous Learning
Social Work	Predictive risk tool interpretation, algorithmic bias recognition, AI-assisted documentation, client data privacy, advocacy for AI-affected clients	Algorithmic accountability as core ethics practice, AI governance in public agencies, policy advocacy for equitable AI	Ethics & Responsible AI; AI Literacy; Critical Thinking; Collaboration & Communication

SECTION 3:

Student Improper Use – Faculty Communication Tips

Overview

Addressing a situation where you suspect an individual student is using AI to inappropriately complete their work involves a delicate and fair approach. Here are steps you can take when working with a specific student:

- **Gather Evidence:** Before approaching the student, gather specific evidence that raises your suspicion. This could include inconsistencies in writing style, abrupt improvements in performance, or content that appears beyond the student's demonstrated capabilities.
 - **Schedule a Meeting or Initiate an Email Conversation:** Arrange a private meeting or initiate an email conversation with the student to discuss their work. Approach the conversation with a mindset of inquiry rather than accusation. Frame the meeting as an opportunity to understand their thought process and the development of their work.
 - **Express Concerns Positively:** Begin the conversation by expressing your positive observations about the student's work. Then, share your concerns about specific aspects that have raised questions. Use non-confrontational language and emphasize your desire to help them improve their skills overall, including their responsible and ethical use of generative AI.
 - **Ask Clarifying Questions:** During the meeting or email exchange, ask the student to explain certain concepts, arguments, or methodologies present in their work. This can help you gauge their understanding and identify whether the work truly reflects their own thinking and development.
 - **Discuss Academic Integrity:** Clearly articulate your expectations regarding academic integrity and original work. Explain the importance of students demonstrating their understanding of the material and developing critical thinking skills.
- Emphasize the long-term benefits of genuine learning.
- **Provide Guidance and Resources:** Offer support and guidance to help the student improve their skills. Suggest resources or tutoring services that can assist them in overcoming challenges. Reinforce the idea that learning is a continuous process, and that seeking help is a positive step.
 - **Offer a Second Chance:** If appropriate, allow the student an opportunity to redo the assignment or parts that are of concern. Emphasize the importance of personal growth and improvement rather than focusing solely on punitive measures.
 - **Document the Conversation:** Document the details of your conversation, including the concerns raised, the student's responses, and any agreed-upon actions. This documentation can be valuable if further steps are necessary.
 - **Consult Academic Policies:** Familiarize yourself with your institution's academic integrity policies and student fair use of AI. If the suspicion persists or if the evidence is compelling, follow the appropriate procedures outlined in the policies.
- Remember to approach the situation with empathy and a commitment to helping the student grow academically. It's essential to maintain a fair and respectful tone throughout the process, fostering an environment that supports genuine learning, personal development, and accountability.

Recommended Student Training and Support

Charter Oak already provides students with foundational exposure to responsible AI use through the general education curriculum, including AI basics, responsible use in coursework, and disclosure expectations. In addition, the AI-Enabled Professional Framework implementation plan will help embed AI

fluency and career readiness across programs over time. Therefore, the next phase of student support should focus on two practical needs: helping students use AI responsibly for research, writing, and learning support, and maintaining clear, accessible student-facing resources as tools and expectations evolve.

AI for Research, Writing, and Learning Support

Charter Oak should provide targeted guidance on how students can use AI to support learning without replacing their own thinking, analysis, or academic work. This guidance should help students distinguish between productive uses of AI and uses that create academic integrity concerns.

Appropriate uses may include using AI to brainstorm research questions, create a study plan, explain a difficult concept in different words, organize notes, generate practice questions, identify areas where writing may be unclear, or help a student think through how to revise a draft. These uses can support learning when the student remains actively engaged, verifying information, and produces final work that reflects their own understanding and voice.

The guidance should also clearly identify uses that are inappropriate or high-risk, such as asking AI to generate an entire assignment, relying on AI-generated summaries without reading assigned material, submitting AI-generated language as one's own, using fabricated or unverified citations, or allowing AI to replace the student's own analysis. Because AI tools can produce inaccurate or invented information, students should be reminded that they are responsible for verifying facts, checking sources, and ensuring that submitted work meets course expectations.

This guidance could be developed in partnership with academic support, library services, writing support, instructional design, and faculty. It should include examples that are easy for students to apply, such as "acceptable," "use with caution," and "not acceptable" scenarios for common academic tasks.

Ongoing Student AI Resource Hub

Charter Oak should maintain a student-facing AI resource page that provides plain-language guidance, sample disclosures, frequently asked questions, privacy reminders, academic integrity expectations, and examples of appropriate and inappropriate AI use. This resource should not function as a static policy page only. It should serve as a practical support tool students can return to when they are unsure how AI may be used in a course, assignment, or learning activity.

THE RESOURCE HUB COULD INCLUDE:

- Examples of appropriate AI use for brainstorming, studying, outlining, revision, and concept review.
- Examples of inappropriate AI use, including submitting AI-generated work as original, using unverified citations, or entering private information into public tools.
- Sample AI disclosure statements students can adapt when disclosure is required or appropriate.
- Guidance on protecting personal, workplace, and academic information when using AI tools.
- A short checklist students can use before submitting AI-assisted work.
- Links to academic support, library resources, writing support, and any approved college guidance on AI tools.

Because AI tools and academic expectations will continue to change, this resource should be reviewed and updated regularly. The goal is to give students a reliable place to find current guidance while reinforcing the broader message of the report: AI can support learning and professional preparation, but students remain responsible for their judgment, integrity, privacy protection, and final submitted work.

SECTION 4:

Faculty Use of AI in Instructional and Professional Work

Just as students are expected to use AI responsibly in their learning, faculty are encouraged to use AI thoughtfully and ethically in their instructional and professional work. Used well, AI can support teaching, reduce administrative load, improve clarity and accessibility, and create more time for the high-judgment work that matters most in teaching and learning. Faculty use of AI should not be viewed only as a compliance issue or a response to student use. It is also an opportunity to strengthen course design, improve communication, and model the responsible professional use of emerging technologies.

The same principles that guide students' use of AI should also guide faculty practice: transparency, verification, privacy protection, and human judgment. AI can assist faculty, but it should not replace the instructor's professional role, disciplinary expertise, or responsibility for consequential academic decisions. Faculty remain accountable for the quality, accuracy, fairness, and appropriateness of any AI-assisted work they use in teaching, grading, communication, or course development.

Appropriate Faculty Uses of AI

Faculty may use AI to support a range of instructional and professional activities, provided that they review, revise, and verify the output before using it. Appropriate uses may include:

COURSE DESIGN AND CONTENT DEVELOPMENT

Faculty can use AI to brainstorm course topics, organize weekly modules, draft learning activities, generate examples, or create first drafts of instructional materials. For example, a faculty member might ask AI to suggest case studies related to ethical leadership, generate practice scenarios for a health care course, or propose discussion prompts that align with a course learning outcome. The faculty member should then

review the output for accuracy, disciplinary relevance, tone, rigor, and alignment with the course objectives.

ASSIGNMENT AND ASSESSMENT DESIGN

AI can support the development of assignments, rubrics, quiz questions, reflection prompts, applied scenarios, and authentic assessments. For example, a faculty member might use AI to draft a rubric for evaluating a student presentation or to generate sample workplace scenarios that require students to apply course concepts. Faculty should revise these materials to ensure they are appropriate for the level of the course, aligned with stated outcomes, and inclusive of the diverse backgrounds and experiences of Charter Oak students.

STUDENT COMMUNICATIONS

Faculty may use AI to help draft announcements, reminder messages, outreach to students, or explanations of course expectations. For example, AI might help revise an announcement so that it is clearer, more encouraging, or easier for students to follow. Faculty should review all communications before sending them to ensure that the message reflects their intent, is accurate, and maintains an appropriate instructor presence.

ACCESSIBILITY AND CLARITY

AI can assist faculty in improving the clarity, organization, readability, and accessibility of written materials. For example, faculty may use AI to simplify confusing instructions, generate alternative explanations of a difficult concept, identify jargon that may need explanation, or suggest ways to structure material for online learners. Faculty should ensure that any AI-assisted revisions maintain academic rigor and do not oversimplify essential content.

COURSE PREPARATION AND PROFESSIONAL ORGANIZATION

Faculty may use AI to summarize publicly available material, organize notes, develop planning checklists, draft outlines, or prepare ideas for future course revisions. For example, a faculty member might use AI to organize themes from a set of open educational resources or to create a planning outline for updating a course module. Faculty should verify all summaries and sources before relying on them.

RESPONSIBLE USE EXPECTATIONS

Responsible faculty use of AI requires intentional human oversight. Faculty should keep a human in the loop for academic judgments and other consequential decisions. AI may assist with drafting, organizing, or suggesting, but the instructor remains the decision-maker.

Faculty should also verify the accuracy of AI-generated content before using it. AI tools can produce inaccurate, incomplete, biased, outdated, or fabricated information. This is especially important when AI is used to support course content, examples, citations, or assignment directions. Faculty should not assume that AI-generated material is correct simply because it is written clearly or confidently.

Protecting student privacy is essential. Faculty should not enter FERPA-covered information, personally identifiable information, student records, grades, private student communications, or identifiable student work into unvetted or public AI tools. When AI is used to support instruction, faculty should use approved or appropriately vetted tools whenever available and should follow IT guidance on data protection, privacy, and information security.

Faculty should also be transparent where appropriate. This does not mean that every routine use of AI must be disclosed in detail, but faculty should model the same responsible practices expected of students. When AI substantially assists in the creation of instructional materials, course resources, assignment examples, or other content presented to students, faculty should consider whether disclosure is appropriate based on the nature of the use, the course context, and college expectations.

Inappropriate Uses of AI

Faculty should not use AI in ways that compromise privacy, academic integrity, fairness, or professional responsibility. Examples of inappropriate uses include:

- Entering student records, grades, personally identifiable information, private student communications, or identifiable student work into unsecured or public AI systems.
- Allowing AI to assign grades, determine academic standing, evaluate student performance, or make other consequential decisions without meaningful instructor review.
- Presenting AI-generated content, scholarship, or analysis as one's own original work without appropriate disclosure.
- Using AI-generated citations, legal claims, research summaries, or disciplinary content without verifying accuracy.
- Using AI in ways that create inequitable treatment of students or reduce meaningful instructor engagement in the learning process.

Examples of Responsible Faculty Practice

EXAMPLE 1: REVISING ASSIGNMENT INSTRUCTIONS

A faculty member notices that students often misunderstand a major project. The faculty member uses AI to review the assignment instructions for clarity and asks it to suggest a more student-friendly structure. The instructor then revises the directions, adds examples, and ensures that the assignment still aligns with the course outcomes and grading rubric. In this case, AI supports clarity and student success without replacing faculty expertise.

EXAMPLE 2: CREATING APPLIED SCENARIOS

A faculty member teaching business ethics uses AI to generate several fictional workplace scenarios involving algorithmic bias, data privacy, and responsible technology adoption. The faculty member reviews the

scenarios, removes inaccurate or unrealistic elements, and adapts them to fit the level and goals of the course. In this case, AI helps generate instructional material, but the faculty member ensures disciplinary accuracy and relevance.

Example 3: Improving accessibility and readability

A faculty member uses AI to identify complex wording in a weekly announcement and suggest a clearer version. The faculty member reviews the revision, ensures that the meaning is unchanged, and posts the improved announcement. In this case, AI supports accessibility and communication while the faculty member maintains control over the final message.

EXAMPLE 4: SUPPORTING RUBRIC DEVELOPMENT

A subject matter expert developing a course uses AI to draft a rubric for an applied capstone project. The subject matter expert then revises the rubric to align with program outcomes, clarify performance levels, and reflect the expectations of the discipline. In this case, AI provides a starting point, but the subject matter expert ensures quality, alignment, and fairness.

Guiding Questions for Faculty

Before using AI in instructional or professional work, faculty should ask:

- Does this use of AI support sound professional judgment rather than replace it?
- Have I protected student privacy and avoided entering FERPA-covered or personally identifiable information into an unvetted tool?
- Have I verified the accuracy, fairness, and appropriateness of the AI-generated content?
- Am I maintaining responsibility for consequential academic decisions?
- Would I be comfortable explaining how AI assisted this work if asked by a student, colleague, program director, or administrator?
- Does this use of AI strengthen teaching, learning, clarity, accessibility, or efficiency without weakening the instructor's role?

Faculty use of AI should ultimately reflect Charter Oak's broader commitment to responsible innovation. The goal is not to automate teaching, diminish faculty judgment, or distance instructors from students. The goal is to help faculty use emerging tools in ways that improve instructional quality, support student learning, protect privacy, and model the kind of AI fluency that students will need in their professional lives.

SECTION 5:

AI Advisory Group Guidance and Resources for Students

Overview

Artificial Intelligence (AI) tools are now part of how people learn, work, and solve problems.

At Charter Oak State College (Charter Oak), the question is not simply whether you will use AI — it is how to use it well, responsibly, ethically, and in ways that strengthen your learning.

As a Charter Oak student, you are here to build knowledge, skills, and professional judgment.

AI can support that process when used thoughtfully and appropriately. It can help you explore ideas, clarify concepts, organize information, and improve your work. However, AI should enhance your learning, not replace the learning process.

Your goal is not just to complete assignments, but to develop the abilities employers value most:

critical thinking, ethical decision-making, creativity, communication, and lifelong learning. Learning how to work effectively with AI is now part of being an educated professional.

When using AI in your coursework:

- Use it to support your thinking and growth
- Stay actively engaged in the learning process
- Be transparent about when and how it was used
- Ensure your final work reflects your own understanding and voice

You remain responsible for all work you submit. Responsible and ethical AI use means using these tools to deepen your learning, strengthen your skills, and prepare for success in an AI-enabled workplace and community.

APPROPRIATE USES OF AI

Students may use AI tools to support learning when consistent with course expectations.

Appropriate uses include:

- Brainstorming and idea development
- Clarifying concepts and supporting research
- A study partner and tool for deeper insights
- Improving organization, clarity, spelling, punctuation, and grammar
- Analyzing or organizing information to support understanding

These are the requirements for responsible use.

When AI contributes to academic work, students must:

- Disclose use of the AI tool used and provide citation or acknowledgement
- Describe how it was used
- Verify accuracy and credibility of all information including citations
- Ensure final work reflects the student's own thinking

AI use must only support a student's learning, not replace the process.

You can find APA guidance on citing AI tools here.

INAPPROPRIATE USES OF AI

The following uses violate academic integrity and college policy:

- Submitting AI-generated work as your own without disclosure
- Using AI to complete assignments in place of your own learning
- Fabricating or falsifying information, data, or citations
- Using AI for discussion board replies, exams, quizzes, or graded assessments unless explicitly permitted
- Entering confidential, personal, or sensitive information, or others' academic work into AI systems

Students remain responsible for the accuracy, originality, and integrity of all submitted work.

Decision Rules for Students

Before using AI, ask yourself:

Learning

- Does this support my learning rather than replace the process?
- Will I still demonstrate my own thinking?

Permission

- Is AI allowed for this assignment?
- Are there limits or specific requirements?

Transparency

- Can I clearly explain and disclose how I used AI?

Integrity

- Is the final work primarily my own?
- Have I verified accuracy and sources?

If unsure, consult your instructor.

AI Literacy Skills Framework

This framework is aligned to Business-Higher Education Forum (BHEF) and National Association of Colleges and Employer (NACE) Career Readiness Competencies and prepares students for ethical and effective participation in an AI-enabled workforce by aligning institutional learning outcomes with:

BHEF AI-ENABLED PROFESSIONAL COMPETENCIES
NACE CAREER READINESS COMPETENCIES

Competency Alignment Table

BHEF COMPETENCY	ALIGNED NACE COMPETENCY	STUDENT LEARNING OUTCOMES (BLOOM’S-ALIGNED)
AI Literacy	Technology	• Explain how AI tools function and identify appropriate uses • Apply AI tools responsibly with proper disclosure
Data Literacy	Critical Thinking	• Evaluate credibility and limitations of AI-generated information • Interpret AI-supported data to support decisions
Critical Thinking & Creativity	Critical Thinking / Innovation	• Analyze AI outputs for bias or errors • Generate original work integrating AI support and personal judgment
Ethics & Responsible Use	Ethical Leadership	• Assess ethical and legal implications of AI use • Demonstrate responsible and policy-aligned AI practices
Digital & Computational Skills	Technology	• Utilize AI tools within academic workflows • Construct effective prompts to improve output quality
Collaboration & Communication	Teamwork / Communication	• Communicate AI-supported work clearly and transparently • Collaborate ethically while maintaining accountability
Adaptability & Continuous Learning	Career & Self-Development	• Evaluate emerging AI tools for relevance • Develop a plan for ongoing AI skill development

WHY THIS MATTERS FOR EMPLOYABILITY

Employers increasingly expect graduates to:

- Work effectively with AI tools
- Evaluate AI outputs critically
- Communicate and collaborate in digital environments
- Demonstrate ethical and responsible technology use
- Adapt to rapidly changing technologies

Alignment with BHEF and NACE ensures graduates are prepared for evolving workforce expectations.

WAYS STUDENTS SHOULD BE USING AI (PROFESSIONAL DEVELOPMENT)

Habits

- Use AI to support learning and productivity
- Verify outputs and sources
- Practice ethical and transparent use
- Reflect on how AI affects learning and work

Portfolio Artifacts

- Students should graduate with evidence of:
- Responsible AI-assisted work
- Iterative prompt development and revision
- Reflections on ethical AI use
- Examples of improved productivity or creativity

Enduring Human Skills Emphasized

AI increases the importance of:

- Judgment
- Ethics
- Creativity
- Empathy
- Leadership

These human capabilities, aligned with NACE career readiness competencies, remain essential in AI-enabled workplaces.

Glossary

Academic Integrity: Honest and responsible scholarship.

Agent: AI system that performs tasks with some autonomy.

Artificial Intelligence (AI): Technology performing human-like tasks.

Bias: Systematic error producing unfair or inaccurate results.

Citation: Acknowledging use of AI or other sources.

Data Privacy: Protection of personal or sensitive information.

Generative AI: A type of AI that can generate new, original content, such as images, music, or text.

Grounding: Verifying AI output using reliable sources.

Hallucination: Fabricated or incorrect AI information.

Large Language Model (LLM): AI trained on large text datasets.

Multimodal AI: AI that processes text, images, audio, or video.

Output: Content generated by AI.

Plagiarism: Presenting others' work as your own.

Prompt: Instructions given to an AI tool.

Transparency: Clear disclosure of AI use.

SECTION 6:

Faculty & Staff AI Professional Development Recommendations

Purpose and Framing

This document presents Charter Oak State College’s recommended professional development plan for faculty and staff in the area of artificial intelligence. It is one of three deliverables from Subcommittee 4 of the COSC AI Advisory Council and responds directly to the council’s charge to provide a schedule of workshops, webinars, and peer-learning sessions to help faculty and staff stay current with AI tools, prompt engineering, ethical considerations, and practical applications.

The plan is designed to serve faculty and staff at all levels of AI experience, from those who have never opened a generative AI tool to those already integrating AI into their teaching practice. It is intentionally tiered: foundational offerings build confidence, intermediate offerings deepen skill, and ongoing peer structures sustain learning over time.

No single workshop or program is sufficient on its own. This plan works as an ecosystem.

This plan is also directly aligned with COSC’s project to embed the BHEF AI-Enabled Professional (AIE) Framework across all bachelor’s programs, for which the college is seeking funding from the Davis Educational Foundation. Professional development of faculty is one of the three core pillars of that project. The plan demonstrates that COSC has already begun this work and has a clear, structured path forward.

Faculty guidance including competency alignment and awareness of what is coming next are built into this plan. Every offering is mapped to the BHEF framework’s seven competencies, and the ongoing peer-learning and schedule structure are designed to evolve continuously with Competency 7, Adaptability and Continuous Learning, as the instrument that keeps the plan current as AI itself changes.

What COSC Already Has: Internal/System Programming

CSCU launched an internal professional development series in April 2026. The series address the online asynchronous teaching context that defines COSC’s faculty experience, which many external programs do not.

SERIES	FORMAT	TOPICS	FACILITATOR	BHEF AIES	NOTES
AI Shift Series	3-webinar series; online	Recognizing authentic student voice in the AI era; navigating AI misuse with empathy; designing courses for authentic engagement	UCF	AI Literacy; Ethics & Responsible AI; Critical Thinking; Collaboration	Launched May 2026. Targets faculty already using AI who want to go deeper on academic integrity, agentic AI detection, and course design. Complements the Basics series.

The series covers foundational AI literacy through advanced academic integrity and course design. Faculty who complete both will have engaged with every major dimension of AI in teaching: what it is, how to use it, how to evaluate it, and how to respond when students misuse it.

To ensure that faculty and staff can effectively integrate artificial intelligence into their work, the AI Advisory

Group recommends that Charter Oak, in collaboration with the system office, schedule regular and timely professional development sessions. The rapid evolution of generative and agentic AI means that educators and support staff need structured opportunities to explore how AI affects assessment practices, course design, student affairs operations, and other institutional functions. Research on AI adoption in schools

underscores that implementation “requires time, training, and support” and that highquality, ongoing professional development is essential for using AI responsibly and effectively. By offering workshops, webinars and communityofpractice meetings throughout the year, Charter Oak can ensure its faculty and staff remain current with AI developments and are prepared to harness these tools for student success.

External Programs: Curated Recommendations

The following five external programs are options from a review of what peer institutions and national organizations are currently offering. Selection criteria included relevance to higher education faculty (not just general AI training), alignment with the BHEF framework, accessibility for online faculty, quality of facilitators, and cost-effectiveness for a small institution like COSC. Programs are listed alphabetically.

ORGANIZATION	PROGRAM	FORMAT	COST & NOTES	BHEF AIES ADDRESSED	WHY IT FITS COSC
AAC&U	Teaching with AI Workshop Series	4-part live online workshop series	Member/non member pricing; contact AAC&U for current rates. Free copy of Teaching with AI (JHU Press) included with full series registration.	AI Literacy; Critical Thinking; Ethics & Responsible AI; Adaptability	Led by Bowen & Watson (Teaching with AI, 2025). Covers AI landscape, academic integrity, assignment redesign, course management. Highly recommended for faculty new to AI pedagogy.
EDUCAUSE	Teaching with AI (with Micro-credential)	2-week online cohort; 5 modules; 5-6 hours minimum	\$199/person (EDUCAUSE member rate). Bulk discount available for 40+ registrations — institution-specific cohort option. Note: Verify COSC’s CSCU system membership status before registering.	AI Literacy; Ethics & Responsible AI; Digital & Computational Skills; Collaboration	Participants earn a Teaching with AI digital micro-credential upon completion. Delivered via Canvas. Runs multiple times per year. Strong peer-learning component.
Stanford Teaching Commons	Defining AI for Educators Workshop Kit	Self-paced DIY kit; ~60 minutes per module	Free. Licensed under Creative Commons BY-NC-SA 4.0 — COSC may adapt and use for internal workshops at no cost.	AI Literacy; Ethics & Responsible AI; Adaptability & Continuous Learning	Includes slide decks, facilitator notes, sample agenda, evaluation tools. Designed to acknowledge emotional responses to AI and build from there. Excellent foundation for COSC-led internal workshops.
University of Florida	AI Learning Academy (4-Day Workshop)	4-day in-person cohort; up to 36 participants; micro-credential included	\$500/person (individual registration, includes lunch). Group/cohort pricing available. contact ai@ufl.edu. Provost Ferreira has been in contact with UF regarding group rates.	AI Literacy; Data Literacy; Digital & Computational Skills; Ethics & Responsible AI	Covers AI fundamentals, ethics, applications, and pedagogical implementation. Cohort of up to 36 enables COSC-wide group training. Microcredential awarded by UF via Credly.
California Community Colleges Chancellor’s Office	AI Webinar Series (2025-2026)	Monthly webinar pairs: 1-hour main + 1-hour hands-on deep dive	Free for California CCC faculty/staff. Recorded sessions publicly accessible — COSC faculty can access recordings at no cost regardless of location.	AI Literacy; Digital & Computational Skills; Ethics & Responsible AI; Adaptability	Topics include agentic AI, synthetic media, ethics, communities of practice, and hands-on tool deep dives. Paired format (big picture + hands-on) mirrors COSC’s own Basics and AI Shift series structure.

Internal Peer Learning: Building a Community of Practice

Workshops and webinars alone do not create a learning culture. The research on faculty professional development, and the experience of institutions doing this well, including Vanderbilt, whose model was noted in the environmental scan consistently shows that peer-learning communities are what make individual training stick. COSC’s small size and collegial culture are actually advantages here: a community of practice is easier to sustain at a college where people know one another.

PROPOSED STRUCTURE

- Monthly one-hour virtual meeting for faculty and staff who have completed at least one AI workshop or training.
- Facilitated by rotating faculty champions, individuals who have completed external training or the full internal series and want to share what they are learning.
- Each session organized around one of three formats: Show and Tell (a faculty member shares an AI tool or technique they tried in a course), Case Discussion (the group works through a real scenario involving AI in teaching or administration), or Guest Spotlight (an invited practitioner from another institution or industry shares a relevant experience).

- Sessions recorded and archived for faculty who cannot attend live.
- A shared Teams channel or similar space for ongoing conversation, resource sharing, and questions between meetings.

CONNECTION TO BHEF FRAMEWORK

BHEF Competency 6 (Collaboration and Communication) and Competency 7 (Adaptability and Continuous Learning) cannot be addressed through individual training alone. They require practice in community. The peer-learning structure is where faculty build the habit of learning alongside each other about AI, which is exactly the habit their students will need in the workforce.

CONNECTION TO THE DAVIS EDUCATIONAL FOUNDATION GRANT

The grant proposal explicitly includes maintaining faculty communities of practice as a key sustainability strategy. Launching this structure in Spring 2026, before the grant period begins, positions COSC to demonstrate that the community of practice is an organic, faculty-driven initiative that the grant will sustain and deepen, not one that only exists because of external funding.

RECOMMENDED SCHEDULE: SUMMER THROUGH FALL 2026

The schedule below is organized in phases that reflect how professional learning builds over time. It is not prescriptive about exact dates for most items, since faculty schedules and external program offerings change. The phases and recommended activities should be treated as a planning guide, with specific dates confirmed by the Provost’s office as needed.

TIMEFRAME	PHASE	RECOMMENDED ACTIVITIES	AUDIENCE	GOAL
Summer 2026	Immerse	UF AI Learning Academy cohort (coordinate through Provost’s office for group rate); CCC recorded webinar review sessions for staff; community of practice meets monthly	Select faculty cohort (up to 36); staff	Deep-dive immersive learning; microcredential attainment
Fall 2026	Sustain	AAC&U Teaching with AI Workshop Series (September/October cohort); community of practice continues monthly; discipline-specific AI skill workshops piloted by program area	Faculty by discipline; continuing cohort	Discipline-specific embedding; sustained peer culture
Ongoing	Iterate	Monitor EDUCAUSE, AAC&U, and CCC offerings for new sessions; community of practice continues; annual PD needs assessment; update plan as AI tools evolve	All faculty and staff	Continuous learning aligned with BHEF Competency 7

BHEF Competency Alignment: What Gets Covered and Where

The table below maps each of the seven BHEF AI-Enabled Professional (AIE) competencies to the external and internal programs in this plan. This mapping is intended to support the Davis Educational Foundation grant proposal and to help COSC confirm that no competency is left unaddressed by the plan as a whole. It is also useful for helping individual faculty choose which programs to prioritize based on where they want to grow.

BHEF COMPETENCY (AIE)	EXTERNAL PROGRAMS THAT ADDRESS IT	INTERNAL PROGRAMS / ACTIVITIES THAT ADDRESS IT
AI Literacy	Basics Series (Prompt Engineering, ChatBots); EDUCAUSE Teaching with AI; UF AI Learning Academy; AAC&U Workshop Series; CCC Webinar Series	Basics Series; AI Shift Series Webinar 1
Data Literacy	UF AI Learning Academy (Day 2: Data & Analytics); Basics Series (Data Analysis workshop)	Discipline-specific workshops (HR, Healthcare focus)
Critical Thinking, Problem-Solving & Creativity	AI Shift Series (all 3 webinars); Basics Series (AI-Resistant Assignments); AAC&U Workshop Series	Community of practice case discussions; course redesign sessions
Ethics, Governance & Responsible AI Use	Basics Series (Equity & AI Use Policy workshops); AI Shift Series; Stanford DIY Kit; AAC&U Workshop Series; CCC Ethics webinar	Community of practice; discipline-specific workshops (Social Work, ECE, HR focus)
Digital & Computational Skills	UF AI Learning Academy; EDUCAUSE Teaching with AI; CCC Deep Dive sessions; Basics Series (ChatBots)	CCC recorded deep-dive tool sessions
Collaboration & Communication	EDUCAUSE (peer learning cohort); AAC&U (interactive workshop series); CCC Communities of Practice webinar	COSC community of practice; peer-learning sessions
Adaptability & Continuous Learning	All programs address this implicitly; explicitly reinforced in AI Shift Series and AAC&U; ongoing CCC webinar monitoring	Community of practice; annual PD needs assessment; Fall 2026 discipline-specific series

Recommendations and Possible Next Steps

SUMMER-FALL 2026

- Coordinate the UF AI Learning Academy cohort for a group of faculty and staff. This is the deepest and most immersive option in the plan.
- Register interested faculty for the AAC&U Teaching with AI Workshop Series September/October cohort.
- Pilot discipline-specific AI skill workshops for the five programs identified in the companion discipline skills document, drawing on the program faculty who have completed training.
- Conduct a brief PD needs assessment in Fall 2026 to evaluate what is working, what gaps remain, and what emerging AI developments, including agentic AI and beyond, should shape the following year's plan.

A Note on Pace and Culture

One theme that came through clearly in the environmental scan is that the institutions doing this best are not the ones that launched the most programs. They are the ones that met faculty where they are. As Vanderbilt's team noted, in a recent course design program roughly half of participants had little to no existing knowledge of how to work with a large language model. That is likely true at COSC as well.

The goal of this plan is not compliance or credential collection. It is genuine readiness: faculty who feel confident engaging with AI, curious about what it can do, honest about its limitations, and thoughtful about how they help students navigate it. This readiness is built over time, in community, with room for experimentation and honest conversation about what is not working.

The BHEF framework's seventh competency, Adaptability and Continuous Learning, is the right area to focus on. The specific tools will change. The sessions listed here will be replaced by new ones. What endures is a faculty culture that sees professional learning about AI as an ongoing, collaborative practice.

Preparing Charter Oak for an AI-Enabled Future

Charter Oak's opportunity is to lead with both innovation and responsibility. The college serves working professionals who will increasingly need to navigate AI-enabled workplaces, evaluate AI-generated outputs, protect sensitive information, and exercise sound human judgment in partnership with intelligent tools. This report provides a practical path forward: embed AI-enabled professional competencies across programs, give students clear and transparent guidance, support faculty in both teaching with AI and using AI responsibly in their own work, and sustain professional development through workshops, peer learning, and ongoing review. The work ahead should be iterative. AI tools will continue to evolve, and Charter Oak's policies, curriculum, and professional-development structures must evolve with them. By grounding adoption in academic integrity, privacy, equity, workforce relevance, and human judgment, Charter Oak can prepare its students, faculty, and staff not only to respond to AI-driven change, but to shape it responsibly.

AI Disclosure Statement

This report was thoughtfully produced by Charter Oak State College's AI Advisory Group. Faculty and staff created the content using professional judgment and subjectmatter expertise; generative AI tools were employed in a limited, transparent manner to support the work. Specifically, AI was used in three sequential steps: (1) researching current and forecasted AI-related skills by discipline, (2) mapping those skills to the BusinessHigher Education Forum's AIEnabled Professional Framework competencies, and (3) drafting initial summaries. All AIgenerated drafts were carefully reviewed, verified for accuracy and applicability, and refined by human authors before publication. This process aligns with widely endorsed principles that AI should augment rather than replace human thinking, and that all outputs must be critically evaluated and verified for accuracy.

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