



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

Friday, March 8, 2019

**Federal Reserve Bank – Denver Branch
1020 16th Street**

COMMISSIONER & ADVISOR LEARNING SESSION

11:15 am – State Capitol

BUSINESS MEETING

1:00 pm – Federal Reserve Bank – Denver Branch

CALL-IN NUMBER: 1-877-820-7831

PARTICIPANT CODE: 128479#

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DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



Colorado Commission on Higher Education

March 8, 2019

Federal Reserve Bank – Denver Branch

1020 16th Street, Denver

11:15 -11:45am

COMMISSIONER & ADVISOR LEARNING SESSION (60 minutes)

- COSI Day at the Capitol
- Commissioners Meeting with Legislative Advisors

BUSINESS MEETING

1:00 – 1:30pm

I. Opening Business (30 minutes)

- A. Attendance
- B. Welcome Remarks - *Ms. Erin O. Davis, Senior Public Affairs Specialist at the Federal Reserve Bank of Kansas City, Denver Branch*
- C. Approval of the Minutes for the February 7, 2019 Commission Meeting
- D. Reports
 - i. Chair
 - ii. Vice Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisors
- E. Executive Director Report
- F. Public Comment

1:30 – 1:40pm

II. Consent Items (10 minutes)

- A. Recommend Approval of Middle School Math Endorsement at University of Colorado, Colorado Springs – *Dr. Brittany Lane*
- B. Recommend Approval of Middle School Math Endorsement at Relay Graduate School of Education – *Dr. Brittany Lane*
- C. Recommend Approval of Early Childhood Education Endorsement at Colorado State University, Pueblo - *Dr. Brittany Lane*
- D. Recommend Approval of Culturally and Linguistically Diverse Education at University of Denver – *Dr. Brittany Lane*
- E. Recommend Reauthorization of Educator Preparation Programs at University of Northern Colorado - *Dr. Brittany Lane*
- F. Recommend Reauthorization of Educator Preparation Programs at Denver College of Nursing - *Dr. Brittany Lane*
- G. Recommend Approval of Non-Monetary Supplemental of University of Northern Colorado Campus Commons Project – *Lauren Lopez*



H. Degree Authorization Act – Recommendation for Renewal of Authorization for Ashford University as a Place of Business – *Heather DeLange*

1:40 – 2:10pm

III. Action Items (30 minutes)

- A. Request for Waivers from GT-Pathways Requirements for Bachelor of Science in Nursing Programs at Select Colorado Community College System Institutions – *Dr. Chris Rasmussen*
- B. Revisions to CCHE Policy I, Part L: Statewide Transfer and gtPathways – *Dr. Chris Rasmussen*
- C. Recommendation to Approve Proposed Revisions to CCHE Policy I, Part J: Degree Authorization Act – *Heather Delange*

2:10 – 2:20pm

BREAK (10 minutes)

2:20 – 3:40pm

IV. Discussion Items (80 minutes)

- A. Legislative Update – *Chloe Mugg and Amanda DeLaRosa*
- B. FY 2019-20 Need Based Financial Aid Allocation Models - *Emily Burns*
- C. Update On Funding Formula Review Process – *Inta Morris & Budget Services Team*

3:40 – 4:15pm

V. Written Reports (35 minutes)

- A. Talent Pipeline Report – *Brandon McReynolds*
- B. Postsecondary Success of the Class of 2017 – *Katie Zaback and Bradley Tugan*



**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
CDHE
February 7, 2019**

Commissioner and Advisor Learning Session

The topic for the Learning Session was “Defining Affordability,” presented by the Colorado Department of Higher Education—Katie Zaback, Emily Burns, Lauren Lopez, Katie Wagon, and Emma Fedorchuk

I. OPENING BUSINESS

Chairman Luis Colón called the business meeting to order at 1:00pm.

A. Attendance

Chairman Luis Colón, Vice Chairman Renny Fagan, Commissioners Maia Babbs, Mary Beth Buescher, Cassie Gannett, Jeanette Garcia, Vanecia Kerr, Pardis Mahdavi (via phone), Tom McGimpsey and Monte Moses attended the meeting.

Also in attendance were CCHE Advisory Committee members Wayne Artis, Chad Marturano, Misti Ruthven, Rick Miranda (via phone), Rep. Cathy Kipp, Rep. Kevin Van Winkle, and Sen. Paul Lundeen.

B. Minutes

Commissioner Buescher moved to approve the minutes of the Dec. 6, 2018 CCHE meeting. The motion was seconded by Commissioner Garcia and passed unanimously.

C. Chair, Vice Chair, Commissioners and Advisors Reports

- Chairman Colon recognized the new administration’s commitment to education and higher education. He recognized Dr. Angie Paccione’s background in higher education, the K-12 system and experience as a legislator. Chairman Colon recognized Governor Polis’ approval of former Governor Hickenlooper’s additional funding for the higher education budget for the next fiscal year as well as his agreement with maintaining flat tuition. He expressed excitement over the next few months of working together to move the Master Plan forward.
- Vice Chair Renny Fagan reiterated Chairman Colón’s welcome to Executive Director Paccione and Representative Van Winkle. He thanked Dr. Paccione and the legislative team for reaching out to legislators to include them.
- Commissioner Gannett reported that the standing committee on Student Success and Academic Affairs met earlier and the discussion from that meeting will be presented as an agenda item later in the meeting.

- Mr. Chad Marturano, Institutional Finance Advisory Committee member thanked Dr. Paccione and Governor Polis for the 13% request to the JBC that will keep tuition flat for next year.
- Ms. Misti Ruthven, Advisory Committee K-12 Representative welcomed Dr. Paccione and expressed excitement at the opportunity to work with her and continuing the robust working relationship with Dr. Katy Anthes.

D. Executive Director Report

- Executive Director Paccione reemphasized Governor Polis' four bold goals of free full day kindergarten, reducing healthcare costs, achieving 100% renewable energy by 2040, and some tax reform.
- She recognized two goals for the Department of Higher Education. The first being cost containment/affordability, and the second goal of preparing students for the workforce of the 21st century via different pathways.
- Dr. Paccione reiterated Governor Polis' interest in raising the strength of the commission and reviewing the statutory authority of the commission.
- She reported that meetings have been taking place with presidents and CFOs around the state to begin the funding formula review process. She thanked the staff of the department for all their work in helping her get up to speed in her new role as executive director.

E. Public Comment

Dr. Will Simkins, Vice President for Student Affairs at MSU Denver and Tyler Mounsey, Director of Government Relations at MSU Denver, provided comment on the state of higher education funding formula and its ability to meet the postsecondary needs of all Coloradoans. Dr. Simkins suggested that the funding formula in its current form does not address the goals set forth by the Colorado master plan for higher education and encouraged the commission to use the same master plan to guide current and future revisions to the funding model. Dr. Simkins also encouraged the commission to replace the credit in the formula for those institutions serving large numbers of students of color, particularly those institutions serving black and Latin students. He asked the commission to prioritize Coloradoans and questioned why nonresident students would be given any credit at all in a current funding formula. Dr. Simkins also asked that additional support be considered for institutions in Colorado's growing urban areas where real estate, housing and transportation are all more expensive. He proposed that the master plan for higher education is the right document to guide our state toward meeting these needs. Yet the funding formula that operationalizes this visionary plan is out of sync with the realities of educating in Colorado

II. Consent Items

- A. Final Approval for Recommended Grants for OER Grant Program – Spencer Ellis**
- B. Recommend Authorization to Offer Math Supplemental Academic Instruction at Colorado State University-Pueblo – Dr. Chris Rasmussen**
- C. Degree Authorization Act – Recommendation for Approval of Renewal of Authorization – Heather DeLange**

D. Degree Authorization Act - Request for Place of Business Authorization for Norwich University – Heather DeLange

Commissioner McGimpsey moved to approve consent items A through D. The motion was seconded by Commissioner Gannett and unanimously passed.

III. Presentation

A. Funding Formula – Inta Morris, COO & CFO, CDHE was joined by Scott Boelscher, HCM Strategists to discuss where the department is in this process of looking at the funding formula to make sure that the commission is aware of how it's moving forward and what to expect in the future. Mr. Boelscher presented an analysis of Colorado's funding model and other state examples.

IV. Action Items

A. Date Changes for CCHE Meetings During the Legislative Session – Ms. Stark, Executive Assistant to the Commission, proposed the dates for the Commission meetings, during the Legislative Session in 2019, be changed to Friday afternoons from Thursday afternoons to accommodate the Legislative Advisor's schedules.

Commissioner Moses moved to approve the date changes. The motion was seconded by Commissioner McGimpsey and unanimously passed.

V. Discussion Items

A. Colorado Community College System Bachelor of Science in Nursing Completion Degree Programs: Update on Program Development and Implementation– Dr. Kim Poast briefed the Commission on activity since passage of HB 18-1086, which granted authority to the Colorado Community College System (CCCS) to create Bachelor of Science in Nursing completion degrees on individual campuses. The State Board for Community Colleges and Occupational Education approved seven programs at its July 2018 meeting. The Commission held two statewide convenings on the nursing profession in Colorado and how institutions, health care providers, and other stakeholders could work collaboratively to meet nursing workforce needs.

Dr. Landon Pirius, Vice Chancellor for Academic and Student Affairs for CCCS updated the Commission on the development and roll-out of the BSN programs on seven campuses. Three other campuses may develop BSN programs in the future. Commissioner questions for Dr. Pirius concerned the preservation of partnerships with four-year institutions, dual enrollment programs, the number of students CCCS expects to enroll in the BSN programs, how the new BSN programs will compete with existing programs for clinical placement sites, and if specific institutions are planning to develop programs.

B. Request for Waivers from GT-Pathways Requirements for Bachelor of Science in Nursing Programs at Select Colorado Community College System Institutions - Dr. Chris Rasmussen introduced a request from the Colorado Community College System (CCCS) for a waiver from GT-Pathways curricular requirements for BSN programs under development at seven campuses, and provided a brief history on the scope of waivers that have been granted across the

state. In response to future GT-Pathways waiver requests, CDHE staff drafted a set of questions for institutions to answer addressing the twin goals of GT-Pathways to 1) ease student transfer and minimize credit loss in transfer; and 2) promote broad-based learning and competency development through general education. Dr. Landon Pirius from CCCS then addressed the specifics of the system's GT-Pathways request.

Commissioners asked if limitations could be placed on a waiver request so that it was narrowly tailored rather than carte blanche. Dr. Rasmussen indicated that past waivers were of the carte blanche variety, with the understanding that institutions would continue to provide a general education "core of courses" that met the same aims of GT-Pathways. He indicated that the staff would consider how a limited waiver could be structured. Dr. Pirius expressed an openness to a waiver with stipulations.

- C. Proposed Revisions to CCHE Policy I, Part L: Statewide Transfer and gtPathways Policy-** Dr. Chris Rasmussen introduced proposed revision to the CCHE Statewide Transfer and gtPathways Policy, which was last revised in April 2014. The primary purpose of the proposed revision is to incorporate 2018 statutory changes regarding institutional obligations in transfer. Additional purposes are to clarify GT Pathways categories, competencies, and requirements, and to better align the policy with other changes in statute and CCHE policies over the past five years, including the CCHE Prior Learning Assessment policy.

Commissioner questions concerned mechanisms for holding institutions accountable for treating transfer students differently from native students within statewide transfer agreements, and how we can better inform students of their rights and institutions of their obligations. Dr. Rasmussen indicated that Department staff would utilize the CCHE Student Complaint Policy and process to resolve disputes between students and institutions related to the statutory provisions in CRS 23-1-108(7), since the disputes would be fundamentally about transfer rather than billing, and thus under the purview of the Commission.

- D. Revisions to CCHE Policy I, Part J: Degree Authorization Act-** Heather Delange, Director of the Office of Private Postsecondary Education, presented the proposed policy changes to the Degree Authorization Act, CCHE policy Section I, Part J. Chairman Colon asked Ms. DeLange if the extension request is adequate or too long for institutions. Ms. DeLange explained that she communicated with several accreditors and states to arrive at the two-year extension suggestion. There were no other questions from the Commissioners.

- E. Legislative Update -** Chloe Mugg, Legislative Liaison, and Amanda DeLaRosa, Chief of Staff, provided Commissioners with an update on the Department's 2019 Legislative Agenda and Budget items. In addition, Ms. Mugg highlighted a number of bills impacting higher education that are currently in the legislative process.

VI. Written Report

There being no further business, the meeting was adjourned at 5:00pm.

TOPIC: RECOMMEND APPROVAL OF MIDDLE SCHOOL MATH ENDORSEMENT AT UNIVERSITY OF COLORADO, COLORADO SPRINGS

PREPARED BY: DR. BRITTANY LANE, DIRECTOR FOR EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval to offer the Middle School Math Endorsement (4.24) at University of Colorado, Colorado Springs (UCCS).

II. BACKGROUND

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education (CCHE) considers approval of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the Colorado State Board of Education (SBE).

The process for initial approval of new educator preparation programs is as follows:

- The Colorado Department of Higher Education (DHE) reviews an application, through the parameters of the Degree Authorization Act, for operational compliance. If the program meets the requirements, DHE makes a recommendation to the Colorado Commission on Higher Education for “provisional authorization”.
- The Colorado Department of Education (CDE) conducts a review of the endorsement program, to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the State Board of Education for consideration.
- If the SBE approves the application, the approval is forwarded to DHE.
- Upon receiving an approval from SBE, DHE reviews the proposed program for the following statutory performance criteria [C.R.S. §23-1-121(2)]:
 - a comprehensive admission system;
 - ongoing advising and screening of candidates; integration of theory and practice in coursework and field-based training;
 - supervised field-based experience; and,
 - assessment of candidates’ subject matter and professional knowledge and ability to apply the professional knowledge base.
- DHE would then forward a recommendation for approval or denial to CCHE for action.

III. STAFF ANALYSIS

SBE approved the addition of a middle school math endorsement in June 2018. The new endorsement allows those interested in teaching middle school math the ability to do so without having to demonstrate proficiency on the PRAXIS exam necessary to teach higher level high

school math. The SBE approved the content of the University of Colorado, Colorado Springs Middle School Math endorsement program at its meeting on November 14, 2018 and CDE staff transmitted its affirmative recommendation to the Department.

Department staff has analyzed the proposed program according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it is comparable to the IHEs already approved secondary math program and, therefore, meets statutory performance criteria.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. The degree complies with GT Pathways requirements and the 120 credit cap.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Middle School Math (4.24) educator preparation program at University of Colorado, Colorado Springs.

III. STATUTORY AUTHORITY

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs – review

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and

administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

TOPIC: RECOMMEND APPROVAL OF MIDDLE SCHOOL MATH
ENDORSEMENT AT RELAY GRADUATE SCHOOL OF EDUCATION

PREPARED BY: DR. BRITTANY LANE, DIRECTOR FOR EDUCATOR
PREPARATION

I. SUMMARY

This consent item recommends approval to offer the Middle School Math Endorsement (4.24) at Relay Graduate School of Education.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education (CCHE) considers approval of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the Colorado State Board of Education (SBE).

The process for initial approval of new educator preparation programs is as follows:

- The Colorado Department of Higher Education (DHE) reviews an application, through the parameters of the Degree Authorization Act, for operational compliance. If the program meets the requirements, DHE makes a recommendation to the Colorado Commission on Higher Education for “provisional authorization”.
- The Colorado Department of Education (CDE) conducts a review of the endorsement program, to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the State Board of Education for consideration.
- If the SBE approves the application, the approval is forwarded to DHE.
- Upon receiving an approval from SBE, DHE reviews the proposed program for the following statutory performance criteria [C.R.S. §23-1-121(2)]:
 - a comprehensive admission system;
 - ongoing advising and screening of candidates; integration of theory and practice in coursework and field-based training;
 - supervised field-based experience; and,
 - assessment of candidates’ subject matter and professional knowledge and ability to apply the professional knowledge base.
- DHE would then forward a recommendation for approval or denial to CCHE for action.

III. STAFF ANALYSIS

SBE approved the addition of a middle school math endorsement in June 2018. The new endorsement allows those interested in teaching middle school math the ability to do so without having to demonstrate proficiency on the PRAXIS exam necessary to teach higher level high school math. The SBE approved the content of the Relay Middle School Math endorsement

program at its meeting on November 14, 2018 and CDE staff transmitted its affirmative recommendation to the Department.

Department staff has analyzed the proposed program according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it is comparable to the IHEs already approved secondary math program and, therefore, meets statutory performance criteria.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. The degree complies with GT Pathways requirements and the 120-credit cap.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Middle School Math (4.24) educator preparation program at Relay Graduate School of Education.

III. STATUTORY AUTHORITY

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs – review

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced

degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

TOPIC: RECOMMEND APPROVAL OF EARLY CHILDHOOD EDUCATION
AT COLORADO STATE UNIVERSITY, PUEBLO

PREPARED BY: DR. BRITTANY LANE, DIRECTOR OF EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval to offer Early Childhood Education (ECE 4.01) at Colorado State University, Pueblo (CSU-P).

II. BACKGROUND

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the State Board of Education.

The process for initial approval of new educator preparation programs is as follows:

- The Colorado Department of Education (CDE) conducts a review of the endorsement program to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the State Board of Education (SBE) for consideration.
- If the SBE approves the application, the approval is forwarded to DHE.
- Upon receiving an approval from SBE, DHE reviews the proposed program for statutory performance criteria [C.R.S. §23-1-121(2)]:
 - a comprehensive admission system;
 - ongoing advising and screening of candidates;
 - integration of theory and practice in coursework and field-based training;
 - supervised field-based experience; and,
 - assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base.
- DHE forwards a recommendation for approval or denial to CCHE for action.

III. STAFF ANALYSIS

The SBE approved the content of CSU-P's ECE endorsement program at its meeting on August 15, 2018 and CDE staff transmitted its affirmative recommendations to the department.

This program supports the development of educator candidates in CSU-P's Teacher Education Program (TEP) Department staff has analyzed the proposed program, according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it meets the statutory performance criteria. The following evidence is summarized from the institution's proposal:

1. **Comprehensive admission system:** CSU-P has committed to participate in the statewide articulation agreements for ECE and expects that the majority of students who apply will be transferring from a community college. Between 18 and 60 credit hours could be completed within the community college system before transferring to CSU-P.
2. **Ongoing screening and advising:** Faculty will use data from student learning outcomes as well as input from mentor teachers or practicum supervisors to assess professional skills and competencies. Students will meet quarterly with their faculty advisor for an academic progress report.
3. **Integration of theory and practice (aligned with Colorado Academic Standards) in coursework and field-based training:** An appropriate mix of general education, content knowledge and professional knowledge exists.
4. **Supervised field-based experience:** Field experiences are embedded in the coursework and the emphasis on child development and quality field experiences in the proposed program will insure that graduates can make an immediate impact on the community.
5. **Candidate skills and content knowledge:** Ongoing assessment will be conducted throughout the program, and upon completion students will take and pass the PRAXIS – required for licensure.
6. **Continual improvement:** The institution continues to review programs annually as part of their regular practice.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. The degree complies with GT Pathways requirements and the 120 credit cap. CSU-P's Provost approved the program in the fall of 2017.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Early Childhood Education program and degree at CSU-P.

V. STATUTORY AUTHORITY

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students

who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.



SECTION I

PART J DEGREE AUTHORIZATION ACT: AUTHORIZATION TO OPERATE AS A POSTSECONDARY INSTITUTION OF HIGHER EDUCATION IN COLORADO

1.00 Introduction

The Colorado Commission on Higher Education (Commission) has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, (amended 2012), which authorizes certain types of institutions to offer degrees or degree credits: (1) accredited private, degree-granting colleges and universities; (2) postsecondary seminaries and religious training institutions; and (3) out-of-state, public institutions with a Colorado presence. Persons or organizations which violate the provisions of the statute are subject to legal penalties.

The Colorado Department of Higher Education (Department) shall administer the statute by seeking information from any entity offering degrees or degree credits to determine the authority of an institution to operate in Colorado under this statute. Criteria are established for each institutional type to offer degrees or credits leading toward a degree.

No private college or university, out-of-state public college or university, or religious training institution or seminary shall operate within the state until authorized by the Commission to do so.

Private colleges and universities, including out-of-state public institutions with a physical presence in Colorado, that enroll the majority of students at the baccalaureate or higher level are required to obtain authorization to operate in Colorado and maintain authorization through criteria and requirements specified throughout this policy and pursuant to §23-2-101, et seq., C.R.S.

2.00 Statutory Authority

The Commission's policy for private colleges or universities, seminaries, or religious training institutions is based on Title 23, Article 2, which states in part:

The general assembly declares that this article is enacted for the general improvement of the educational programs available to the residents of the State of Colorado; to establish high standards for the education of such residents; to prevent misrepresentation, fraud, and collusion in offering such educational programs to the public; to eliminate those practices relative to such programs which are incompatible with the public interest; and to protect, preserve, foster, and encourage the educational programs offered by private



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educational institutions which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation. (§23-2-101, C.R.S.).

3.00 Definitions

3.01 “Accrediting agency or accrediting body” means a regional, national, or specialized accrediting body that is recognized by the U.S. Department of Education and awards institutional accreditation. Specialized accreditation is only recognized by the state when a specialized program is offered in a freestanding institution offering programs in that specific discipline exclusively and the accrediting body has the authority to accredit both the institution and the program. Specialized accreditation normally applies to the evaluation of programs, departments, or schools which are part of a total collegiate or other postsecondary institution. The unit accredited may be as large as a college or school within a university or as small as a curriculum within a discipline. Most specialized accrediting agencies review units within a postsecondary institution which is accredited by one of the regional accrediting commissions. However, certain specialized accrediting agencies accredit professional schools and other specialized or vocational or other postsecondary institutions which are free-standing in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.

3.01.01 “Accredited” means holding institutional accreditation on the basis of an on-site review from a regional or national accrediting body recognized by the U.S. Department of Education.

3.01.02 “Accreditation Status” means the institution’s standing with its accrediting agency. For purposes of state authorization, an accreditation status requiring reporting may be considered an adverse action or sanction.

3.02 “Adverse Action or Sanction” means an action by an institution’s regional or national accrediting body recognized by the U.S. Department of Education that results in a notice from the accrediting agency of “show cause”, “warning”, or “probation” or the equivalent.

3.03 “Alternate enrollment” means the opportunity for a student enrolled in a private college or university that ceases operation to meet the student’s educational objectives through education provided by another authorized private college or university, a community college, an area vocational school, or any other educational arrangement acceptable to the department and the commission.

3.04 “Authorization” means the authorization granted to a private college or university or seminary or religious training institution by the commission as provided in this



article and the policies adopted pursuant to this article. Authorization is not an endorsement of the institution by either the commission or the department.

3.04.01 Authorization types:

a. Full Authorization

An institution which is institutionally accredited by a regional or national accrediting body recognized by the U.S. Department of Education with a successful on-site review of its Colorado location(s).

b. Provisional Authorization

Institutions, new or new to Colorado, which have been evaluated by Department staff under Commission procedures and authorized by the Commission to enroll students, offer instruction, graduate students, and award degrees under the condition that the institution is continuously seeking and is making satisfactory progress toward accreditation. If an institution remains in provisional authorization status for three years or if the Commission determines that the institution is not making satisfactory progress toward accreditation, the Commission may, at its discretion, continue to extend provisional authorization for a two-year period, recommend probationary authorization, or revoke the institution's authorization.

c. Probationary Authorization

An institution with an adverse action or sanction by its accrediting agency or another governmental agency may be recommended for probationary authorization status by the Department. If probationary authorization status is imposed by the Commission, the institution shall remain in probationary authorization status until such time as the Commission determines, and as verified by the Department, that the adverse action or sanction has been lifted by the accrediting body or governmental agency. If an institution remains in probationary authorization status for three years, the Commission may, at its discretion, continue to extend the probationary authorization or revoke the institution's authorization.

d. Religious Authorization

A bona fide postsecondary seminary or religious training institution, offering only programs which are religious in nature, which is exempt from property taxation under the laws of this state and whose degrees or diplomas have no state recognition; or



e. Authorization for a Place of Business (with no instruction)

An institution that has a place of business within Colorado but offers no instruction in the state must receive formal authorization for a place of business by the Commission. Institutions with authorization for a place of business shall be subject to the deceptive trade practices provision as found in §23-2-104, C.R.S., and may be exempted from administrative procedures regarding accreditation at the local site and financial integrity.

f. Authorization for Field Placements (with no instruction)

An institution that intends to place more than ten students from the same program at one site to meet a field experience requirement must receive formal authorization for field placements from the Commission. Institutions with authorization for field placements shall be subject to the deceptive trade practices provision as found in §23-2-104, C.R.S., and may be exempted from administrative procedures regarding accreditation at the local site and financial integrity.

- 3.05 “Commission” means the Colorado Commission on Higher Education created pursuant to §23-1-102, C.R.S.
- 3.06 “Degree” means a statement, diploma, certificate, or other writing in any language that indicates or represents, or that is intended to indicate or represent, that the person named thereon is learned in or has satisfactorily completed a prescribed course of study in a particular field of endeavor or that the person named thereon has demonstrated proficiency in a field of endeavor as a result of formal preparation or training.
- 3.07 “Degree File” includes all students who have received a certificate, degree, or formal award approved by the Department during the report year. Degrees earned but not conferred during the report period should be included in the following year’s report. The degree file is collected annually for federal and state reporting. A summer degree file is collected for purposes of graduation rate calculations, but these records are reported again in the full year file.
- 3.08 “Department” means the Colorado Department of Higher Education created and existing pursuant to §24-1-114, C.R.S.
- 3.09 “Educator Preparation File” means data relating to the cooperative agreement between the Department and the institutions of higher education that offers an educator preparation program, pursuant to §23-1-121(4)(c), C.R.S. This data includes teacher, principal, administrator, and special education endorsement area programs, as well as any endorsement listed in the Field Definitions in the SURDS database.



- 3.10 “Enrollment Agreement” means the contract prepared by a private college or university or seminary or religious training institution that a student signs to indicate agreement to the terms of admission, delivery of instruction, and monetary terms as outlined in the institution’s student handbook or catalog. This definition also applies to electronic enrollment agreements.
- 3.11 “Enrollment File” includes all students enrolled in courses awarding credit toward a degree or other formal award and students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off campus centers and high school students taking college-level courses for credit. The population reported is not limited to students whose credit hours are included in official FTE reports. The enrollment file is collected every semester from each public postsecondary education institution participating in SURDS.
- “Field Experience” means a student learning experience comprised primarily of the practical application of previously studied theories and skills, under the oversight of a supervisor, mentor, faculty member or other qualified professional, located in the host state, who has direct or indirect reporting responsibility to the institution where the student is enrolled whether or not credit is granted. The field experience is part of a program of study offered by the enrolling institution. Examples include practica, student teaching, clinical placements or internships.
- 3.12 “Financial Aid File” means complete data regarding all student financial aid awards for a fiscal year, if the institution participates in the Colorado student aid program. This includes all enrolled students with a FAFSA on file who applied for or received aid:
- All students who submit an application for student aid maintained in the institution’s financial aid files, or who receive financial support from the institution and who are accepted for enrollment for one or more specific academic periods and enroll in the institution should be included.
- Student aid includes all need-based aid, non-need based aid, merit awards, loans, and any other forms of aid included in the Financial Aid File Data Dictionary. All students who received any form of aid that came through the financial aid office are to be included, whether or not the applicant applied for need-based aid.
- 3.13 “Governing board” means the elected or appointed group of persons that oversees and controls a private college or university or a seminary or religious training institution.
- 3.14 “Out-of-state public institution” means an institution of higher education that is established by statute in a state other than Colorado.
- 3.15 “Owner” means:
- a. An individual, if a private, for-profit college or university is structured as a sole proprietorship;



- b. Partners, if a private, for-profit college or university is structured as a partnership;
- c. Members in a limited liability company, if a private, for-profit college or university is structured as a limited liability company; or
- d. Shareholders in a corporation that hold a controlling interest, if a private, for-profit college or university is structured as a corporation.

3.16 “Physical presence”

- a. For the purpose of state authorization, an institution has physical presence and therefore must seek authorization to operate in Colorado if the institution:
 - 1. Establishes a physical location for students to receive synchronous or asynchronous instruction;
 - 2. Requires students to physically meet in a location for instructional purposes more than twice per full-term (quarter or semester) course for a total of more than six hours;
 - 3. Establishes an administrative office in the state;
 - 4. Provides information to students for the purpose of enrolling students, or provides student support services, from a physical site operated by or on behalf of the institution in the state;
 - 5. Offers a “short course” that requires more than 20 contact hours in one six-month period;
 - 6. Provides office space to instructional or non-instructional staff;
 - 7. Maintains a mailing address or phone exchange in the state;
 - 8. Carries out field study or field research located at a field station, research station or other physical site at which a faculty member or other institutional employee or contractor supervises or otherwise directs two or more students in an activity exceeding the allowable short course length and which either bears academic credit or is a requirement for the course or program.
- b. An institution does not have physical presence, and is therefore not required to seek formal authorization if the institution does not meet the requirements for physical presence ~~and if~~ the institution’s actions are limited to the following:
 - 1. Offering courses to individuals via distance learning that do not require students to gather physically in groups;
 - 2. Offering Consortia/cooperative courses, between accredited institutions with intentional cooperative agreements;
 - 3. Advertising to students within a state, whether through print, billboard, direct mail, internet, radio, television, or other medium. **An institution that is seeking authorization to operate in Colorado shall not market or advertise**



prospective Colorado-based programs in- or outside-of Colorado until and unless the Commission grants authorization;

4. Offering an educational field trip arranged for a group of students that are normally in residence at an institution in another state;
5. An accredited, out-of-state institution offering “in-house” courses, programs, and training exclusively and specifically for a private company or group is not required to seek authorization from the Commission but should notify the Department of its activity to avoid any regulatory misunderstanding;
6. Offering distance education courses on a military base or vessel if enrollment in such courses is limited to active and reserve military personnel, their dependents, and civilian employees of the installation;
7. Maintaining a server, router or similar electronic service device when such a device is not housed in a facility that would otherwise constitute a physical presence; the presence of a server or similar pass-through switching device in a state does not by itself constitute the offering of a course or program from the state;
8. Having faculty, adjunct faculty, mentors, tutors, recruiters, or other academic administrative personnel residing in the state. The presence of instructional faculty in the state, when those faculty offer entirely online or other distance-education instruction and never meet their students in person for educational purposes while in the state, does not establish a physical presence of the institution in the state; or
9. Holding proctored exams in Colorado on behalf of an institution in another state;
10. Operating limited supervised field experiences. Programs requiring a field experience may place up to ten students per site per program. More than ten students placed at the same site from the same program require authorization (see section 18.00).
11. Using recruiters in the state. This provision is not intended to restrict recruiting for courses or programs offered out of state, and does not include athletic recruiting.

3.17 “Private college or university” means a postsecondary educational institution doing business or maintaining a place of business in the state of Colorado, which enrolls the majority of its students in a baccalaureate or postgraduate degree program. For the purposes of determining eligibility for participation as a Degree Authorization Act institution pursuant to this section, an institution offering certificates comprised of credit-bearing courses at the upper division baccalaureate or at the graduate level will be considered a private college or university.

3.18 “Private nonprofit college or university” means a private college or university that maintains tax-exempt status pursuant to 26 U.S.C. sec. 501(c)(3).

3.19 “Private occupational school” means an institution authorized by the private occupational school division under the provisions of article 64 of title 23, C.R.S.,



and that enrolls the majority of students at the certificate or associate level and is regulated by the Division of Private Occupational Schools pursuant to article 64 of title 23, C.R.S.

- 3.20 “Seminary or religious training institution” means a bona fide religious postsecondary educational institution that is operating or maintaining a place of business in the state of Colorado, that is exempt from property taxation under the laws of this state, and that offers baccalaureate, master’s, or doctoral degrees or diplomas, the content of which are limited to the principles of the church or denomination with which it is affiliated. These institutions are not required to hold institutional accreditation but are not prohibited from seeking accreditation. Seminaries and religious training institutions are prohibited from offering or awarding degrees appropriate only for academic institutions, including but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title includes the religious field of study (e.g. Bachelor of Arts in Religious Studies); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations. Any seminary or religious training institution that offers instruction outside of this area must apply for authorization and must hold institutional accreditation from regional or national accrediting body recognized by the U.S. Department of Education.

4.00 Responsibilities of the Private Colleges and Universities, Seminaries or Religious training institutions

- 4.01 Private colleges or universities, seminaries or religious training institutions are required to:
- 4.01.02 Seek and maintain authorization from the Commission to operate in Colorado pursuant to §23-2-101 et seq., C.R.S. In order to maintain authorization, an institution must:
- a. Seek and maintain institutional accreditation on the basis of an on-site review by a regional or national accrediting body recognized by the U.S. Department of Education (**private colleges and universities only**);
 - b. Provide information and respond to inquiries by the Department and Commission; and
 - c. Immediately notify the Department of any information related to any action by the institution’s accrediting body concerning the institution’s accreditation status, including but not limited to an adverse action or sanction, reaffirmation or loss of accreditation, approval of a request for change, a campus evaluation visit, a



- focused visit, approval of additional locations, or substantive changes regarding operations and programming;
- d. Demonstrate financial integrity on an annual basis, to include maintaining a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172 and pursuant to §23-2-103.8, C.R.S., **(private colleges and universities only)**;
 - e. Annually submit the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File, as described in §23-1-121, C.R.S., pursuant to §23-2-103.1, C.R.S.;
 - f. Annually provide a true and complete copy of the institution's current enrollment agreement;
 - g. Not make or cause to be made any oral, written, or visual statement or representation that violates section §23-2-104, C.R.S.;
 - h. Provide instruction, in accordance with the standards and criteria set by the institution's accrediting body or in accordance with the requirements set forth for seminaries and religious training institutions;
 - i. Provide to the Department, within thirty (30) days after an ownership change, any material information concerning the transaction that is requested by the Department;
 - j. Comply with all aspects of the Degree Authorization Act; if a private college or university or seminary or religious training institution violates any of the requirements set forth in this section, the Department may recommend to the Commission that the institution's authorization be placed on probationary status or revoked; and
 - k. Provide timely submission of fees, pursuant to §23-2-104.5, C.R.S.
- 4.01.03 Private colleges or universities and seminaries or religious training institutions authorized in Colorado must provide information regarding their authorization type and status to prospective and enrolled students. This information must be reasonably accessible and, at a minimum, must be found in each institution's official catalog, website and, , enrollment agreement, if applicable. An authorized institution may not use the Commission or the Department as a perceived endorsement. An authorized institution may not state that it is "accredited" by the Commission or Department. Noncompliance with this section may be treated as



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an instance of deceptive trade practice in accordance with §23.2.104, C.R.S.

4.01.04 Private colleges and universities that enroll the majority of students at the baccalaureate or higher level are required to seek authorization to operate in Colorado and maintain authorization through criteria and requirements specified throughout this policy and pursuant to §23-2-101, et seq., C.R.S.

4.01.05 Private colleges and universities that enroll the majority of students at the certificate or associate degree level and are occupational in nature shall be regulated by the Division of Private Occupational Schools and the Private Occupational Schools Board pursuant to Article 64 of Title 23, C.R.S.

4.02 Joint Authorization

Under special circumstances, institutions otherwise approved by the Division of Private Occupational Schools (DPOS) that elect to offer baccalaureate degrees, and have received authority to do so by an approved accrediting body, may hold joint authorization between the DPOS and the Commission. In these circumstances, the Division of Private Occupational Schools will remain the primary regulatory body; the Colorado Commission on Higher Education will authorize the institution to offer baccalaureate degrees.

4.02.01 Pursuant to §23-2-101, et seq., C.R.S. if as a result of changes in student enrollment, a private college or university at times meets the definition of a private college or university and should therefore be under the Colorado Commission on Higher Education and the Department of Higher Education, and at other times meets the definition of a private occupational school, and therefore should be regulated by the Division of Private Occupational Schools and the Private Occupational Schools Board, the private college or university is subject to regulation by the entity that is appropriate as of July 1, 2012. If the private college or university is authorized as of said date, the institution shall be regulated by the same entity for the following three years.

4.02.03 If it is found that the institution no longer meets the definition of a private college or university, as defined by Article 64 of Title 23, C.R.S., the institution will have sixty (60) days to file an application to operate under the Private Occupational Schools Board. During the transition, and until the Private Occupational Schools Board takes action on the institution's application, the institution shall remain authorized by the Commission. Fees assessed during this process will be assessed on a case by case



basis. The assessment of fees will consider fees that have been assessed by the current authorizing division.

- 4.02.04 Failure to apply for approval through the Division of Private Occupational Schools within sixty (60) days will subject the institution to the powers and authorities of the Division or Board pursuant to §23-64-101, et seq., C.R.S., and, as necessary, their procedures for closure.

5.00 Responsibilities of the Commission and the Department

5.01 The Commission shall:

- 5.01.01 Establish procedures for Department staff to make recommendations to the Commission.
- 5.01.02 Grant or deny authorizations, renew authorizations, place institutions on probation, and revoke authorizations pursuant to §23-2-103.3, C.R.S., and §23-2-103.4, C.R.S.;
- 5.01.03 Establish the types and amounts of fees that a college or university, seminary or religious training institution shall be assessed as required in §23-2-104.5, C.R.S.; and
- 5.01.04 Establish policies requiring private colleges, universities and seminaries, religious training institutions to submit to the department, upon request, the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File as described in §23-1-121, C.R.S.
- 5.01.05 Direct staff to investigate and report on an institution's status with its accrediting agency(ies), other governmental agency(ies), or any other state in which it operates, if the Commission deems such action to be necessary.

5.02 The Department shall:

- 5.02.01 Recommend that the Commission grant, deny, revoke, place on probation, or renew an authorization to operate a private college or university or seminary or religious training institution;
- 5.02.02 Maintain a list of the private colleges and universities and seminaries and religious training institutions that have authorizations on file with the Department;
- 5.02.03 Respond to requests from institutions and students and provide a timely review of information;



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- 5.02.04 Establish and maintain a process in accordance with §23-2-104, C.R.S. and Commission policy I, T, concerning Student Complaints and Appeals; for review and action as appropriate on said complaints or appeal, providing the complaint is based on a claim of deceptive trade practice;
- 5.02.05 Receive and maintain academic records, pursuant to §23-2-103.5, C.R.S., and as described in section 23.01 of this policy. The Department shall permanently retain any student transcripts received;
- 5.02.06 Maintain the privacy protection of student level data submitted to the SURDS database. (See section 6.00 on privacy);
- 5.02.07 Administer a fee invoice to the institutions on an annual basis;
- 5.02.08
- a. Compile the enrollment and program data provided by the institutions
 - b. Periodically review the applicability of the authorization to ensure compliance pursuant to §23-2-101 et seq. C.R.S.
 - i. If the data show the institution to be in compliance with this policy, no action is necessary on the part of the institution.
 - ii. If the majority of students enrolled in an institution do not meet the minimum requirements under this policy, Department staff will recommend revocation of authorization under the Commission and will provide the institution with an application for operation under the Division of Private Occupational Schools.
 - iii. If an institution does not apply for approval through the Division of Private Occupational Schools within the sixty (60) day timeframe, a recommendation for revocation of authorization will be made to the Commission.
 - iv. The Commission and Department are not authorized to regulate the operations of, including but not limited to the content of courses provided by, a private college or university or seminary or religious training institution except to the extent expressly set forth in this policy.

6.00 Data Privacy Statement

The Executive Director and an employee of the Department shall not divulge or make known in any way data for individual students or personnel, except in accordance with



judicial order or as otherwise provided by law. A person who violates this paragraph commits a Class 1 misdemeanor and shall be punished as provided in §18-1.3-501 CRS and shall be removed or dismissed from public service on the grounds of malfeasance in office.

7.00 Interstate Reciprocity

The Commission may negotiate and enter into interstate reciprocity agreements with others states if, in the judgment of the Commission, the agreements do not obligate a private college or university or seminary or religious training institution to comply with standards or requirements that exceed the standards and requirements specified in this policy and the agreements will assist in accomplishing the purposes of this policy, unless the institution voluntarily decides to do so.

The participating institution must comply with the criteria in the reciprocity agreement in conjunction with the oversight division of the Department.

8.00 Seminaries and Religious Training Institutions

8.01 To operate in Colorado, a seminary or religious training institution shall apply for and receive authorization from the Department and establish that it qualifies as a bona fide religious institution and as an institution of postsecondary education, as defined by rules promulgated by the Commission. A bona fide religious institution and an institution of postsecondary education that applies for authorization pursuant to §23-2-103.3 shall pay the fee established according to §23-2-104.5. Nothing in this section shall preclude a seminary or religious training institution from seeking institutional accreditation, but it is not required.

8.02 A seminary or religious training institution shall apply for renewal of authorization every three years to ensure compliance for those institutions authorized under the Authorization as a Seminary or Religious Training Institution.

9.00 Process for Seeking Authorization as a Seminary or Religious Training Institution

9.01 Criteria to Qualify

9.01.01 The statute recognizes only a “bona fide religious postsecondary educational institution” which is “exempt from property taxation under the laws of this state.” Institutions of this type may only offer programs appropriate to a religious institution. 9.01.02 To qualify as a “bona fide religious postsecondary institution,” the seminary or religious training institution must:

- A. Be a nonprofit institution owned, controlled, operated, maintained, or affiliated with a bona fide church or religious denomination, lawfully operating as a nonprofit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.



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- B. Limit the educational programs to the principles of the church or denomination with which it is affiliated and grant degrees or diplomas only in areas of study that contain on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree's subject area.
- C. Not offer or award degrees in any secular area of study or degrees appropriate only for academic institutions, such as, but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy, or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title includes the religious field of study (e.g., "Bachelor of Arts in Religious Studies"); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations.
- D. Require at least a high school diploma or its equivalent for admission into baccalaureate-level programs. For graduate programs, the admission criteria must be commensurate with graduate level institutions.
- E. Not market, offer or grant degrees or diplomas which are represented as being linked to a church or denomination, but which actually are degrees in secular areas of study.
- F. Provide documentation of exemption from property taxation under state law and submit to the Department a copy of the certificate of this exemption for the school's site and facilities, verified by the Colorado Division of Property Taxation and a letter of determination signed by the Property Tax Administrator, Division of Property Taxation, Colorado Department of Local Affairs, stating that the institution is exempt from real and personal property taxation under state law. If the institution is domiciled in another state, the property taxation exemption documentation from that state is acceptable.
- G. Provide any additional evidence to substantiate that the institution is a bona fide religious institution, including: a statement of institutional mission clearly establishing the mission of the institution as solely religious, and curricula and degree, diploma, or certification programs that clearly support that singular mission; or evidence that the school holds at least pre-accreditation status with one of the following nationally recognized accrediting associations:



1. Association for Biblical Higher Education, Commission on Accreditation; or
2. The Association of Advanced Rabbinical and Talmudic Schools; or
3. Commission on Accrediting of the Association of Theological Schools.

10.00 Process to Establish Authorization as a Seminary or Religious Training Institution

- 10.01 An institution seeking authorization as a bona fide religious institution shall submit to the Department a completed and signed Declaration for Religious Authorization, and document compliance with all requirements in the Declaration, and shall provide a revised Declaration at any time that information originally submitted no longer is accurate.
- 10.02 The first step in obtaining state authorization and prior to the submission of required documentation, institutions seeking to operate in Colorado as a seminary or religious training institution shall consult in person at the Department with the administrator of the Degree Authorization Act.
- 10.03 Following the consultation and review of all documents submitted, the Department shall determine if the institution qualifies for authorization as a seminary or religious training institution.

11.00 Evaluation of Application for Authorization as a Seminary or Religious Training Institution

- 11.01 Following the submittal of the required documents, the Department shall review the application for required components and documents and make a recommendation to the Commission regarding authorization.
- 11.02 The Department shall either:
- Recommend for Seminary or Religious Training Authorization
 - Not Recommend Authorization

12.00 Renewal of Authorization for Seminaries and Religious Training Institutions

- 12.01 A seminary or religious training institution shall apply for renewal of authorization every three years. The renewal of authorization process shall demonstrate that the seminary or religious training institution continues to meet the minimum operating standards specified in this policy and §23-2-103.8, C.R.S. Failure to do so will result in an assumption that the minimum standards are not met and a recommendation for revocation of authorization will be made.
- 12.02 A seminary or religious training institution that continues to meet the minimum operating standards specified in 9.01 is presumed qualified for renewal of



authorization, and the Department shall recommend that the Commission renew the seminary or religious training institution's authorization for three additional years.

- 12.02.01 A seminary or religious training institution shall provide the Department for renewal:
- a. Updated list of program offerings; and
 - b. Confirmation of non-profit religious corporation status; and
 - c. Confirmation of affiliation with bona fide church or religious organization; and
 - d. Confirmation of tax-exempt status pursuant to Colorado State Law; and
 - e. Updated institutional organization information.

12.03 A seminary or religious training institution that meets the criteria and rules established herein is exempt from the provisions of this policy that exclusively apply to the secular private colleges and universities authorized by the Commission.

12.04 If a seminary or religious institution does not renew its authorization within four (4) months of notice, the Department may recommend and the Commission may, at its discretion, continue to authorize, place on probationary authorization, or revoke the institution's authorization.

13.00 Private Colleges and Universities/Out-of-State Public Institutions

13.01 Pursuant to §23-2-103.3, C.R.S., to operate in Colorado, a private college or university shall apply for and receive authorization from the Commission. A private college or university shall obtain separate authorization for each campus, branch, or site that is separately accredited.

13.02 After receiving an application, the Department shall review the application and any other pertinent information to evaluate whether the private college or university meets institutional accreditation requirements at the Colorado site by an accrediting body recognized by the United States Department of Education. Department staff shall not accept an application from an institution that is not in good standing with its accreditor.

13.03 The Department shall not recommend and the Commission shall not approve an application from a private college or university that, in the two years preceding submission of the application, has had its accreditation placed on show cause or probation, suspended or withdrawn, or has been prohibited from operating in another state or that has substantially the same owners, governing board, or principal officers as a private college or university that, in the two years preceding



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submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state.

- 13.04 To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by an accrediting body recognized by the United States Department of Education which is authorized to offer institutional accreditation; except that a private college or university may operate for an initial period without accreditation if the commission determines, that the private college or university is likely to become accredited in a reasonable amount of time or is making progress toward accreditation in accordance with the accrediting body's policies.
- 13.05 The Commission may grant a provisional authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report annually to the Commission concerning the institution's progress in obtaining accreditation.
- 13.06 A private college or university shall notify the Department in a timely manner of any material information related to an action by the institution's accrediting body concerning the institution's accreditation status, including but not limited to reaffirmation or loss of accreditation, approval of a request for change, a campus evaluation visit, a focused visit, or approval of additional locations. In addition, the institution shall notify the Department in a timely manner if the United States Department of Education no longer recognizes the institution's accrediting body. Failure to provide this information shall lead to revocation or probationary authorization by the Commission.

14.00 Minimum Operating Standards to Qualify as a Private College or University

- 14.01 A private college or university is an institution which is "doing business or maintaining a place of business in the state of Colorado" and which offers courses of instruction or study wherein credits may be earned toward a degree in a field of endeavor. A publicly-supported college or university based in another state and which seeks or has physical presence in the state of Colorado will be treated as a "private college or university."
- 14.02 All institutions must meet the following criteria to qualify for consideration of authorization and renewal of authorization:
1. Demonstrated ability to provide appropriate student services at the new site through the application materials; and
 2. Demonstrated financial ability to support all operations at the new site through the application materials; and
 3. Demonstrated physical presence in Colorado with the appropriate documentation.



15.00 Process for Authorization/Renewal of Authorization for Private Colleges and Universities:

15.01 Process to Establish Authorization as a Private College or University

- A. Institutions seeking state authorization to operate in Colorado as a private college or university shall consult in person at the Department with the administrator of the Degree Authorization Act prior to the submission of required documentation.
- B. The applicant shall submit all required materials to the Department and Department staff will assemble an evaluation team to review the materials submitted. The evaluation team is charged with determining whether the materials provided demonstrate compliance with the Degree Authorization Act, promulgated policy, and the likelihood of accreditation.
- C. To receive state authorization an institution must provide documentation that demonstrates that each of the following criteria has been met:
 1. The institution is familiar with and understands accreditation procedures and state authorization policies and procedures; and
 2. (a) The institution identifies the accrediting body from which the institution will seek accreditation if accreditation is not yet obtained; or, (b) A statement from the institution's accrediting agency regarding the accreditation of the Colorado campus..
 3. The institution has a mission statement formally adopted by its governing body and made public, which defines the basic character of the institution, including a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended, the geographical or demographic area served by the institution, and a description of how the institution relates to Colorado's broader higher education community. The mission shall be appropriate to an institution of higher education and the institution must plan to award degrees.
 5. The institution has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution and shall have designated an executive officer to provide administrative leadership for the institution. The board shall include among its members some who represent the public interest and are sufficiently autonomous from the administration and ownership to assure the integrity of the institution. A list of the members of the board, and a brief resume for each, and the name and title of the executive officer and principal administrators and the address of the administrative office shall be submitted to the Department.



6. If faculty members are employed at the time the application is filed with the department, the faculty, their academic credentials (degrees, previous experience, publications, etc.) and teaching fields shall be identified. If no faculty are employed at the time of application, the institution shall describe the qualifications of the faculty that are to be recruited and the procedures that will be used to find and contract with faculty members.
7. Private institutions shall provide ownership information. If the institution is applying as a nonprofit entity, it shall submit with its application, verification of nonprofit status, including a copy of the institution's tax-exempt certificate issued by the Colorado Department of Revenue.
8. The institution's proposed academic programs shall be appropriately named and be based on fields of study recognized as appropriate (as demonstrated by the existence of professional literature in the field; the offering of similar programs in already-accredited institutions; and by the existence of professional organizations related to the field) for a postsecondary institution. The academic program shall comport with the institutional mission as described in documents provided to the department. The institution shall provide a list of the degrees it proposes to award and a degree (as defined in the Degree Authorization Act, §23-1-101 et seq., C.R.S.) is to be awarded upon successful completion of an educational program.
9. The content and length of the proposed academic program shall follow practices common to institutions of higher education and must align with accreditation standards. Documentation shall be provided that lists all requirements for a degree and the curricula offered leading to the degree, showing planned typical student programs by semester or term. Any proposed undergraduate degree program shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs.
10. Student access to all necessary learning resources and support services shall be provided. Necessary resources and support services vary by type of program, but all require some use of library resources. Laboratories may be required for some programs. Support services such as academic advising, financial aid counseling, and support for special, targeted, constituencies may be needed. The institution shall describe the learning resources and support services that it will provide and state how they will be provided to students on a regular, dependable basis.
11. Admission policies shall be consistent with the institution's mission and appropriate to the educational program.



12. The institution has financial resources to support start-up activities and sources of funds sufficient to ensure that the institution can sustain itself once students have been admitted. The Department shall be provided with a current financial statement, an audit report of a financial audit completed within the previous twelve months by a certified public accountant, or other substantial evidence.
- D. After an institution has submitted all required documentation and based on the institution's selected accrediting body, the Department shall contract with an evaluation team to review all submitted materials to determine the institution's readiness for on-site accreditation and make a recommendation regarding authorization.

15.02 Joint Authorization under Special Circumstances

- 15.02.01 In the special instance that a school authorized by the Division of Private Occupational Schools offers baccalaureate degree programs but does not meet the majority rule pursuant to §23-64-104(d)(II), C.R.S., the Commission shall have authority to authorize the baccalaureate and higher level programs at the school pursuant to the Degree Authorization Act, §23-2-101, et seq., C.R.S. However, under such circumstances, the school will be required to follow DPOS rules and statutes until such time that the majority of the institution's programs are at the baccalaureate level or higher.
- 15.02.02 Under the special circumstances, as stated in 4.02, department staff will address complaints received by students enrolled in the baccalaureate and higher degree programs pursuant to the process outlined in section 14.01.
 - a. In the event that the department receives complaints by students enrolled at both the sub-baccalaureate and baccalaureate levels, department staff may coordinate the review of these complaints and include all relevant information in recommendations for board action, whether the information is being provided to the DPOS board, the Commission, or both.

16.00 Evaluation of Application for Authorization for Private Colleges and Universities

- 16.01 Following the submission of the required documents and based on the institution's selected accrediting body, the Department shall review the application for required components and documents, the Department shall contract with an evaluation team to review all submitted materials to determine



the institution's readiness for on-site accreditation and make a recommendation regarding authorization.

16.02 Based on the recommendation of the evaluation team, the Department staff shall recommend:

- Provisional Authorization
- No Authorization

16.03 Each evaluation team will consist of several appropriate independent and fully credentialed evaluators selected by Department staff, based on institution type and the accrediting body from which the applicant shall seek accreditation.

16.04 In addition to the required documents, additional materials may be requested by the evaluation team and/or department staff based on the criteria established by the accreditation association.

16.05 If the evaluation team does not recommend the applicant institution for state authorization, the applicant institution may not reapply for a period of one year from the date of notice and the application fee will be assessed upon reapplication. If the evaluation team recommends a conditional approval based on minor technical changes, the applicant institution will have six months to reapply and the Department will not assess another application fee.

17.00 Establishing Authorization as a Place of Business (no instruction)

17.01 An institution of higher education that is accredited by a U.S. Department of Education recognized accrediting agency may operate an administrative office but may not offer instruction from the Colorado site.

17.02 Criteria to qualify for consideration of Authorization as a Place of Business. Institutions seeking this authorization must provide:

a. Institutional statement, signed by an institutionally authorized official, which:

1. Certifies the institution intends to limit Colorado operations to the administrative office function only;
2. Certifies the institution does not have or intend to have a physical presence in the state beyond the administrative office, which can include a branch campus or any additional site that provides instruction to students;
3. Agrees to report the number of Colorado students on a yearly basis through Colorado's student unit record data system (SURDS);
4. Agrees to pay an annual fee pursuant to the CCHE approved fee schedule; and



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5. Certifies the truth and accuracy of the application materials, by including the following statement: “I certify that all the information submitted with this application is true and accurate and that the institution will comply with all the requirements for authorization under §23-2-101, et seq., C.R.S.”

- b. Statement of Institutional Mission
- c. Information on degrees and academic programs
- d. A statement on why the institution is choosing Colorado for an administrative office
- e. Statement of accreditation status, including:
 - 1. Most recent site visit report
 - 2. Determination letter from accrediting agency
- f. Description of all activities that will occur at the Colorado office
- g. Application fee
- h. Initial authorization checklist
- i. Completed Regulation Determination

18.00 Establishing Field Experience Authorization (no instruction)

- 18.01 An institution of higher education that is accredited by a U.S. Department of Education recognized accrediting agency may place students in field experience sites but may not offer instruction from the Colorado site.
- 18.02 Criteria to qualify for consideration Field Experience Authorization. Institutions seeking this authorization must provide:
 - a. Institutional statement, signed by an institutionally authorized official, which:
 - 1. Certifies the institution intends to limit Colorado operations to the field experience function only;
 - 2. Certifies the institution does not have or intend to have a physical presence in the state beyond the student(s) completing their required practical component;
 - 3. Agrees to limit student placement for the approved program(s);
 - 4. Agrees to pay the approval fee pursuant to the CCHE approved fee schedule; and
 - 5. Certifies the truth and accuracy of the application materials, by including the following statement: “I certify that all the information submitted with this application is true and accurate and that the institution will comply with all the requirements for authorization under §23-2-101, et seq., C.R.S.”



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- b. Information on the degrees that require field placements, including those programs which are intended to result in licensure. If the program leads to licensure, the institution must provide a statement regarding the requirements for students not living in the home state.
- c. A letter of good standing from the institution's home state.

19.00 Renewal of Authorization for Private Colleges and Universities with “Full Authorization”

- 19.01 A fully authorized private college or university shall apply for renewal of authorization in accordance with the schedule for institutional reaccreditation by its accrediting body or every three years, whichever is longer.
- 19.02 Required documents for renewal of authorization:
 - a. Self-evaluation report or similar
 - b. Accreditation site visit team's report
 - c. Institution's response to site visit report
 - d. Final determination letter from the accrediting body

20.00 Renewal of Authorization for Private Colleges and Universities with “Provisional Authorization”

- 20.01 Private colleges and universities that hold provisional authorization shall renew authorization annually. If after three years the institution has not achieved accreditation, the Commission may grant a two-year extension if the institution requests the extension, provides documentation demonstrating satisfactory progress toward accreditation and has maintained continuous compliance. until the institution has achieved full accreditation from its accrediting body on the basis of a successful on-site visit and approval from the accrediting body, and the Commission awards full authorization.
- 20.02 Required documents:
 - a. Any and all communications to and from the accrediting body from which the institution is seeking accreditation, including all documents regarding progression towards the institution's progress toward attaining accreditation;
 - b. Accreditation progress report from the accrediting agency;
 - c. Status report of institution's activities;
 - d. Updated enrollment information;
 - e. Enrollment agreements, if applicable, and any other recruitment materials used for training staff and presented to potential students;



- f. Updated list of faculty, including faculty credentials and the courses they teach;
- g. Updated list of programs offered at the Colorado site;
- h. Updated bond information.

21.00 Renewal of Authorization for Private Colleges and Universities with “Probationary Authorization”

21.01 Private colleges and universities that have been placed on probation by the Commission shall annually renew such authorization with the Commission until such time the Commission determines to restore full authorization status or revoke the institution’s authorization to operate.

21.01.02 Required documents for institutions with probationary authorization:

- a. Accreditation status update, identifying progress regarding the adverse action issued by the accrediting body or other governmental agency;
- b. Any and all communication regarding the adverse action issued by the accrediting body or other governmental agency;
- c. Prospective timeframe for when the adverse action is expected to be acted upon.

22.00 Renewal of Authorization – All Authorized Institutions

22.01 A private college or university that has authorization from the Commission pursuant to §23-2-103.3, C.R.S., and maintains its accreditation shall apply to the Department for renewal of authorization in accordance with the schedule for reaccreditation by its accrediting body or every three years, whichever is longer. A seminary or religious training institution shall apply for renewal of authorization every three years. A private college or university or seminary or religious training institution that seeks renewal of authorization shall submit an application in accordance with the procedures and policies adopted by the Commission and shall pay the renewal of reauthorization fee established by the Commission pursuant to §23-2-104.5, C.R.S.

22.02 To renew its authorization to operate in Colorado, a private college or university or seminary or religious training institution shall demonstrate that it continues to meet all minimum operating standards specified in the Degree Authorization Act, specifically §23-2-103.8, C.R.S., and this policy. Failure to demonstrate compliance with the minimum operating standards will result in a presumption that the minimum operating standards are not met and the Commission, at its discretion, may place the institution on probationary authorization or revoke authorization. 22.03 A private college or university that has had its accreditation reaffirmed without adverse action is in compliance with §23-2-103.8, C.R.S., and is not subject to investigation pursuant to §23-2-103.4, C.R.S., is presumed



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qualified for renewal of authorization, and the Department shall recommend renewal for a period of three years or the length of the institution's accreditation, if applicable, whichever is longer.

- 22.04 A seminary or religious training institution that continues to meet the minimum operating standards is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the institution's authorization for three additional years.
- 22.05 If a private college or university or seminary or religious training institution cannot demonstrate that it meets the minimum operating standards specified in Commission policy or pursuant to §23-2-103.3 or §23-2-103.8, if applicable, the Department shall recommend that the Commission deny the institution's application for renewal of the authorization.
- 22.06 If, within six months after receiving the notice of denial of the application for renewal, the institution corrects the action or condition that resulted in denial of the application for renewal, the institution may reapply for renewal of the authorization.
- 22.07 If the institution does not correct the action or condition within the six month period, it may submit a new application for authorization after correcting the action or condition.
- 22.08 If a private college or university has received an adverse action or sanction from its accrediting body at the time it files for an application for renewal of authorization to operate in Colorado, the Department may recommend that the Commission renew the institution's authorization or that the Commission grant a probationary renewal of the institution's authorization.
- 22.09 If an institution receives a probationary renewal of its authorization, the institution shall reapply for renewal of its authorization annually until the accrediting body lifts the adverse action, and the institution shall annually report to the Commission concerning the institution's progress in removing the adverse action.
- 22.10 If the Department recommends that the Commission grant a probationary renewal of authorization or deny an application for renewal of authorization, the Commission shall notify the private college or university or seminary or religious training institution concerning the recommendation, and the Department and the Commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act", Article 4 of Title 24, C.R.S.

23.00 Change of Authorization Type - Probationary Status or Revocation

- 23.01 If the Commission has reason to believe that a private college or university or seminary or religious training institution meets one or more of the grounds specified in the following section for probationary authorization status or revocation of authorization, the Commission may order the Department to



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investigate the private college or university or seminary or religious training institution and make a recommendation concerning whether to place the institution on probationary authorization status or revoke the institution's authorization.

- 23.02 To assist the Department in conducting an investigation pursuant to §23-2-103.4 (1), C.R.S., the Commission may subpoena any persons, books, records, or documents pertaining to the investigation, require answers in writing, under oath, to questions the Commission or Department may ask, and administer an oath or affirmation to any person in connection with the investigation. In conducting the investigation, the Department may physically inspect an institution's facilities and records. A subpoena issued by the Commission pursuant to this paragraph is enforceable by any court of record in the state.
- 23.03 Based on findings of an investigation pursuant to this section, the Department shall make a recommendation to the Commission regarding the institution's authorization status.
- 23.04 If the Department recommends probationary authorization status or revocation of authorization, it shall identify the applicable grounds for specified below, and the Department and the Commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act," Article 4 of Title 24, C.R.S.
- 23.05 With regard to the authorization of a private college or university, the Commission may:
- 23.05.01 Revoke the private college's or university's authorization or place the institution on probationary authorization status if the private college or university:
- a. Fails to meet any of the minimum standards set forth in this policy or in statute;
 - b. Fails to substantially comply with the applicable laws or rules adopted or implemented by other governmental agencies that have jurisdiction over the institution; or
 - c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates;
 - d. Loses accreditation, is placed on probation by, or receives an adverse action or sanction from its accrediting agency; or
 - e. Is accredited by an accrediting agency that the U.S. Department of Education no longer recognizes.



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23.06 The Commission may revoke a seminary's or religious training institution's authorization or place the institution on probationary status if the seminary or religious training institution:

- a. No longer meets the definition of a seminary or religious training institution specified in §23-2-102, C.R.S.;
- b. Fails to meet any of the minimum standards set forth in statute or in the Commission's policy or rule adopted to implement the statute; or
- c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates.

24.00 Fee Schedule

Pursuant to §23-2-104.5, C.R.S., the Commission has the authority to establish fees for direct and indirect costs of administering the Degree Authorization Act. After initial determination of fees, fees will be established on an annual basis no later than June 30 of the year preceding implementation. The Department and Commission shall give thirty (30) days for comment unless no changes are made to the fee structure. The fee shall reflect the direct and indirect costs of administering the article. Fees shall include, but not be limited to, application fees, authorization/annual fees, renewal of authorization fees, educator preparation fees (if applicable), and gtPathways review fees (if applicable).

25.00 Deposit of Records upon Discontinuance

25.01 Pursuant to §23-2-103.5, C.R.S., if an authorized private college or university or seminary or religious training institution ceases operating in the state, the owner of the institution or his or her designee shall deposit with the department the original or legible true copies of all educational records of the institution. If the Commission determines that the records of an authorized institution are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Department, the Commission may seek a court order authorizing the Department to seize and take possession of the records.

25.02 The Department or the Attorney General may enforce the provisions of this section by filing a request for an injunction with a court competent jurisdiction. A person may request, in accordance with the provisions of the Colorado Open Records Act, Part 2 of Article 72 of Title 24, C.R.S., a copy of a record held by the Department pursuant to this section. The Department shall permanently retain any student transcript. The Department shall retain any other records received for ten years following the date on which it receives or obtains the records. After the ten years, the Department shall dispose of the records in a manner that will adequately protect the privacy of personal information included in the records.

26.00 Procedure for the Closure of an Institution



- 26.01 In the event an institution closes and ceases operations, the owner or designee is required to provide timely notification, with as much advanced notice as is possible, to the Department and currently enrolled or recruited students in writing immediately of the intention to close/cease operation.
- 26.02 Written notification the Department to close or cease operations must include:
- a. Name of the institution;
 - b. Name of the owner, active mailing address, and telephone number where he or she may be reached after the institution physically closes;
 - c. Name of the institution's Chief Executive Officer, President, or other appropriate administrator;
 - d. Date of closure (or approximate of anticipated closing date);
 - e. A list, with contact information, of all affected students including, a report of the status of all students currently enrolled and those students on leave of absence whose education and training program will not be fully completed by the date of the institution's closure;
 - f. Identify in writing whether there are refunds due to any students;
 - g. Submit a written statement from the owner or designee affirming that all recruitment efforts, program marketing, advertisement (regardless of type, i.e. newspaper, website, television broadcast, etc.), solicitation and enrollment of new students has ceased;
 - h. A copy of the written notice given to current students or recruited-but-not-yet-enrolled students informing them of the school's intent to close and copies of any other record of students having been so notified; and
 - i. The expected deposit date of the student records to the Department.
- 26.03 Student Records must include:
- a. The individual enrollment agreement and other instruments relating to the payment for educational services, including student financial aid; and
 - b. Academic grades and attendance (when in doubt preserve it; seek technical assistance from the Department; or turn it over to the Department to make a final determination); and
 - c. The date the student began instruction at the school and information about each program in which the student is or was enrolled, including (a) the name of program, (b) length of program in clock hours or credit hours and (c) date of last instruction or of course completion; and



- d. Record of any student grievance and subsequent resolution; and
- e. Transcript/record of completion showing extent of each student's record of achievement up to last date attended or up to time the institution ceased operation; and
- f. Student ledger cards. The student ledger card is the document that summarizes the financial transactions pertaining to each student's attendance at the institution including a listing of all costs charged to the student and all fees received from the student or any other funding source on behalf of the student.

27.00 Alternative Enrollment

An option for students faced with a closure is to continue their education in order to complete their program. Alternative enrollment may be provided, under which (1) either the students complete their studies at the original private college or university in which they are enrolled, before it closes or (2) arrangements are made and students are given an opportunity to complete their education at another private, Commission authorized school which offers substantially the same education.

Alternative enrollment is intended to fulfill the original contract between the closing institution and the student. If alternative enrollment is arranged for another approved institution to provide the remaining education that other institution must provide comparable education and agree that students transferring from the closing institution will pay only the cost of tuition/fees that remain unpaid, according to the terms and conditions found in the enrollment agreement entered into between the student and the closing institution.

The Department will work with the closing institution and its accrediting body to determine if alternative enrollments can be made available. The option of alternative enrollment is voluntary and a student may decline such an arrangement.

28.00 Financial Integrity – Surety

28.01 Pursuant to §23-2-103.8, C.R.S., the Department shall determine the financial integrity of private colleges or universities except when the private college or university:

- a. Is a party to a performance contract with the Commission under §23-5-129, C.R.S.;
- b. Has been accredited for at least twenty years by an accrediting agency that is recognized by the United States Department of Education;
- c. Has operated continuously in this state for at least twenty years; and
- d. Has not at any time filed for bankruptcy protection pursuant to Title 11 of the United States Code.



- 28.02 If a private college or institution does not meet the criteria above, the Department shall determine the institution's financial integrity by confirming that the institution meets or does not meet the following criteria:
- 28.02.01 The institution has been accredited for at least ten years by an accrediting agency that is recognized by the United States Department of Education;
 - 28.02.02 The institution has operated continuously in this state for at least ten years;
 - 28.02.03 During its existence, the institution has not filed for bankruptcy protection pursuant to Title 11 of the United States Code;
 - 28.02.04 The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172; and
 - 28.02.05 The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 CFR 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirement of the institution's accrediting body.
- 28.03 If a private college or institution is part of a group of private colleges and universities that are owned and operated by a common owner, so long as all of the other institutions in the group meet the criteria specified above then the Department shall determine the institution's financial integrity by confirming that the institution meets the following criteria:
- 28.03.01 The institution has received and maintains full accreditation without adverse action from an accrediting agency that is recognized by the United States Department of Education, which accrediting agency requires the institution to maintain surety or an escrow account or has affirmatively waived or otherwise removed the requirement for the institution;
 - 28.03.02 The institution has been continuously authorized by the Commission for at least five years:
 - a. The institution owns and operates a permanent instructional facility in the state;
 - b. The institution annually provides to the Department audited financial statements for the most recent fiscal year that demonstrate that the institution maintains positive equity and profitability;



- c. The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172; and
- d. The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 CFR 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirements of the institution's accrediting body.

28.04 Surety

Each private college or university that is not exempt and cannot demonstrate financial integrity shall file evidence of surety in the amount calculated by the Department using the criteria above prior to receiving authorization to operate in Colorado. The surety may be in the form of a savings account, deposit, or certificate of deposit that meets the requirements of §11-35-101, C.R.S., or an alternative method approved by the Commission, or by bond. The Commission may disapprove an institution's surety if it finds there are insufficient funds to provide students with indemnification and alternative enrollment.

28.05 Bonds

28.05.01 If a private college or university files a bond, it shall be executed by the institution as principal and by a surety company authorized to do business in Colorado. The bond shall be continuous unless the surety is released as set forth in this section.

28.05.02 The surety shall be conditioned to provide indemnification to any student that the Department finds to have suffered loss of tuition or any fees as a result of any act or practice that is a violation of ~~this the Degree Authorization Act policy and~~ to provide alternate enrollment, as described below, for students enrolled in an institution that ceases operation, and to reimburse the Department for any actual administrative costs associated with an institution ceasing operation.

28.05.03 The amount of the surety that a private college or university submits is the greater of five thousand dollars or an amount equal to a reasonable estimate of the maximum prepaid, unearned tuition and fees of the institution for the period or term during the applicable academic year for which programs of instruction are offered, including but not limited to programs offered on a semester, quarter, monthly, or class basis, except that the institution shall use the period or term of greatest duration and expense in determining this amount if the institution's academic



year consists of one or more periods or terms. The private college or university shall recalculate the amount of the surety annually.

- 28.05.04 The Colorado Commission on Higher Education may consider alternative surety requirements for institutions that can demonstrate that existing surety covers students served by the institution operating subject to authorization by the Colorado Commission on Higher Education.

28.06 Claims of Loss of Tuition and Fees

A student, or parent or guardian of the student, who claims loss of tuition or fees, may file a claim with the Department if the claim results from an act or practice that violates a provision of this policy. Claims filed with the Department are public records except that the Department shall not make the claims records public if the release would violate a federal privacy law. The Department shall not consider a claim that is filed more than two years after the date the student discontinues his or her enrollment with the institution.

28.07 Ceasing Operation and Alternate Enrollment

If a private college or university ceases operation, the Commission may make demand on the surety of the institution and the holder of the surety upon the demand for a refund by a student or the implementation of alternate enrollment and may make demand on the surety to reimburse the Department for actual administrative costs associated with the institution ceasing operation. In such case, the holder of the surety or, ~~if~~ the surety is a bond, the principal on the bond shall pay the claim due in a timely manner. To the extent practicable, the Commission shall use the amount of the surety to provide alternate enrollment through a contract with another authorized private college or university, a community college, an area vocational school, or any other arrangement that is acceptable to the Department. The alternate enrollment provided to a student shall replace the original enrollment agreement, if any, except that the student shall make the tuition and fee payments as required by the original enrollment agreement, if any.

Any amount of the surety that is greater than the amount necessary to satisfy costs to provide alternate enrollment for the student and any demand for a refund by a student may be retained by the Department as reimbursement up to the amount of any actual administrative costs incurred by the Department that are associated with the closure.

28.08 Payment of Debt

A student who is enrolled in a private college or university that ceases operation and who declines alternate enrollment may file a claim with the Commission for the student's prorated share of the prepaid unearned tuition and fees that the



student paid. The Commission shall not make a subsequent payment to a student unless the student submits proof of satisfaction of any prior debt in accordance with this policy. If the amount of the surety is less than the total prepaid, unearned tuition and fees that have been paid by students at the time the institution ceases operation, the Department shall prorate the amount of the surety among the students. This section applies only to students enrolled in the institution at the time it ceases operation. Once an institution ceases operation, no new students shall be enrolled. The Commission is the trustee for all prepaid, unearned tuition and fees, student loans, Pell grants, and other student financial aid assistance if an authorized private college or university ceases operation.

28.09 Claims That Do Not Involve Ceasing Operation

For claims made that do not involve a private college or university that ceases operation, the Commission shall conduct a hearing to determine whether there is loss of tuition or fees, and, if the Commission finds that claim is valid, it shall make demand upon the surety.

28.10 Suspending Authorization Based on Loss of Surety

28.10.01 A private college's or university's authorization is suspended by operation of law when surety as required by this policy no longer covers the institution. The Department shall give written notice to the institution at the last-known address at least forty-five days before the release of the surety. Authorization is suspended by operation of law until the institution files evidence of surety in like amount as the surety being released.

28.10.02 The principal on a bond filed under the provisions of this section is released from the bond after the principal serves written notice thereof to the Commission at least sixty days before the release. The release does not discharge or otherwise affect a claim filed by a student or enrollee or his or her parent or legal guardian for loss of tuition or fees that occurred while the bond was in effect or that occurred under any note or contract executed during any period of time when the bond was in effect, except when another bond is filed in a like amount and provides indemnification for any such loss.

28.10.03 Each private college or university that files a surety shall provide annual verification of continued coverage by surety in a report to the Commission due by January 1 of each year. If a private college or university that is exempt from the provisions of this policy or that demonstrates financial integrity ceases to operate in this state, the State Attorney General may filing a claim against the institution on behalf of students enrolled at the time the institution ceases operation to recover any amount of unearned, prepaid



tuition that may be owed to the students. A seminary or religious training institution is not subject to the requirements of this section.

29.00 Data Submission

Refer to SURDS data submission guidelines,

30.00 Student Complaints

Refer to CCHE policy I, T; concerning Student Complaints.

TOPIC: RECOMMEND APPROVAL OF CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION AT UNIVERSITY OF DENVER

PREPARED BY: DR. BRITTANY LANE, DIRECTOR OF EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval to offer Culturally and Linguistically Diverse Education (CLD 4.22) at University of Denver

II. BACKGROUND

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the State Board of Education (SBE).

The process for initial approval of new educator preparation programs is as follows:

- The Colorado Department of Education (CDE) conducts a review of the endorsement program to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the SBE for consideration.
- If the SBE approves the application, the approval is forwarded to DHE.
- Upon receiving an approval from SBE, DHE reviews the proposed program for statutory performance criteria [C.R.S. §23-1-121(2)]:
 - a comprehensive admission system;
 - ongoing advising and screening of candidates;
 - integration of theory and practice in coursework and field-based training;
 - supervised field-based experience; and,
 - assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base.
- DHE forwards a recommendation for approval or denial to CCHE for action.

III. STAFF ANALYSIS

The SBE approved the content of DU's CLD endorsement program at its meeting on August 15, 2018 and CDE staff transmitted its affirmative recommendations to the department.

This program supports the development of educator candidates in DU's Teacher Education Program (TEP). Department staff has analyzed the proposed program, according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it meets the statutory performance criteria. The following evidence is summarized from the institution's proposal:

1. **Comprehensive admission system:** DU's Admission criteria is commensurate with other programs in the Morgride College of Education. They ensure a comprehensive admission system to screen candidate's dispositions looking for reflective and ethical practitioners, collaborators, effective practitioners, and students who hold asset perspectives about students' and families cultural backgrounds.
2. **Ongoing screening and advising:** In addition to a faculty advisor, each apprentice teacher is assigned one fieldwork instructor across the year in three courses to support and evaluate the teacher in the implementation of FEET competencies in their classroom placement. This instructor advises the student in the implementation of the FEET competencies, their social and emotional well-being, and their professional trajectory in attaining a teaching job the following year.
3. **Integration of theory and practice (aligned with Colorado Academic Standards) in coursework and field-based training:** TEP delivers a curriculum that promotes the competencies of an effective teacher, leadership, personal and professional reflection, and collaboration. The program fosters essential professional competencies related to knowledge of subject matter; knowledge of students; summative and formative assessment; democratic ideals; cultural diversity; recognition of individual student needs; and collaboration with students, the community, and other education professionals.
4. **Supervised field-based experience:** Apprentice Teachers working toward the CLD endorsement are required to complete classroom projects that connect to their placement sites in the CLD courses. In addition, students are required to implement all indicators in the Framework for Equitable and Effective Teaching (FEET) framework in the field placements or classrooms that directly relate to CLD research, theories, and pedagogical content knowledge, such as providing language supports during lessons.
5. **Candidate skills and content knowledge:** Ongoing assessment will be conducted throughout the program, and upon completion students will take and pass the PRAXIS – required for licensure.
6. **Continual improvement:** The institution continually assesses candidate's subject matter and professional knowledge through The (FEET) and the comprehensive exam of the Demonstration of Learning (DOL). Further, DU continues to review programs annually as part of their regular practice and that for their accreditation with the Council of Accreditation of Education Preparation.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. The degree complies with GT Pathways requirements and the 120 credit cap.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Culturally and Linguistically Diverse Education program and degree at DU.

V. STATUTORY AUTHORITY

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF EDUCATOR PREPARATION UNIT AT UNIVERSITY OF NORTHERN COLORADO

PREPARED BY: DR. BRITTANY LANE, DIRECTOR OF EDUCATOR PREPARATION

I. SUMMARY

This item recommends reauthorization of the educator preparation unit and educator preparation programs at the University of Northern Colorado.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the State Board of Education. The process for reauthorization of educator preparation programs is as follows:

- Colorado Department of Education (CDE) conducts a review of the endorsement programs to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Department of Higher Education (DHE) reviews the unit and its programs for the following statutory performance criteria: admission system; ongoing advising and screening of educator candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].
- DHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- CDE makes a recommendation to the State Board of Education, which then makes a recommendation to DHE.
- Upon receiving an affirmative recommendation, DHE makes a recommendation to CCHE.

III. STAFF ANALYSIS

At its meeting on February 13, 2019 the Colorado State Board of Education approved the content of the educator preparation programs at the University of Northern Colorado (UNC). CDE staff transmitted State Board of Education's approval of the following endorsement programs:

- Administrator (6.08),
- Art (4.04),
- Audiologist (7.01),
- Culturally and Linguistically Diverse Bilingual Education Specialist (4.23),
- Culturally and Linguistically Diverse Education (4.22),

- Dance (4.20),
- Director of Special Education (6.05),
- Drama (4.07),
- Early Childhood Education (4.01),
- Early Childhood Education Special Education (5.09),
- Early Childhood Education Special Education Specialist (5.05),
- Elementary Education (4.02),
- English Language Arts (4.09),
- Foreign/World Languages (4.10),
- Gifted Education Core (5.06),
- Gifted Education Director, (6.06)
- Gifted Education Specialist (5.07),
- Mathematics (4.14),
- Music (4.15),
- Orientation and Mobility Specialist (7.03),
- Physical Education (4.16),
- Principal (3.03),
- Reading Teacher (6.03),
- School Counselor (7.09),
- School Nurse (7.05),
- School Psychologist (7.06),
- Science (4.17),
- Social Studies (4.18),
- Special Education Generalist (5.08),
- Special Education Specialist (5.02),
- Special Education Specialist: Deaf/Hard of Hearing (5.04),
- Special Education Specialist: Visually Impaired (5.03), and
- Speech - Language Pathologist (7.08)

During the on-site evaluation visit, the reauthorization team noted several strengths and provided recommendations for the educator preparation programs at UNC.

Specifically, the site-visit review team was impressed with, among other things:

- UNC's responsiveness to the needs of the state. UNC is committed to address hard-to-fill positions and programs needs across the state,
- The quality of the field supervisors, and
- The strength of faculty and student relationships.

Recommended areas of development and continual improvement included:

- More intentional efforts to recruit and retain diverse candidates and faculty,
- Additional supports to offer current students to promote retention, and
- A system in place for accessing, analyzing, and using data to inform program improvement.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission reauthorize the educator preparation unit and educator preparation programs at the University of Northern Colorado.

STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education as provided in paragraph (b) of this subsection (4) and shall establish a schedule for review of each educator preparation program that ensures each program is reviewed as provided in this section not more frequently than once every five years.

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF EDUCATOR PREPARATION UNIT AT THE DENVER COLLEGE OF NURSING

PREPARED BY: DR. BRITTANY LANE, DIRECTOR OF EDUCATOR PREPARATION

I. SUMMARY

This item recommends reauthorization of the educator preparation unit and educator preparation programs at the Denver College of Nursing.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education. The process for reauthorization of educator preparation programs is as follows:

- Colorado Department of Education (CDE) conducts a review of the endorsement programs to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Department of Higher Education (DHE) reviews the unit and its programs for the following statutory performance criteria: admission system; ongoing advising and screening of educator candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].
- DHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- CDE makes a recommendation to the State Board of Education, which then makes a recommendation to DHE.
- Upon receiving an affirmative recommendation, DHE makes a recommendation to CCHE.

III. STAFF ANALYSIS

At its meeting on September 12, 2018, the Colorado State Board of Education approved the content of the educator preparation programs at Denver College of Nursing. CDE staff transmitted State Board of Education's approval of the following endorsement programs:

- School Nurse (7.05)

During the on-site evaluation visit, the reauthorization team noted several strengths and provided recommendations for the educator preparation program at the Denver School of Nursing.

Specifically, the team noted the Denver School of Nursing's commitment to preparing excellent nurses for Colorado through extensive simulation practice and field experiences.

Recommended areas of development and continual improvement included:

- Reviewing the placement and supervisor selection process to ensure optimal student outcomes. All field experiences should be opportunities for students to integrate theory and practice their skills and supervisors should recognize candidates growing expertise and ensure students' activities are relevant to the profession and helping them grow.
- Collaborating with other area IHEs that prepare special service providers so that nursing candidates have opportunities to engage with other fields that would be on IEP teams, for example, special education providers, school social workers, and physical therapists.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission reauthorize the educator preparation unit and educator preparation programs at the Denver College of Nursing.

STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education as provided in paragraph (b) of this subsection (4) and shall establish a schedule for review of each educator preparation program that ensures each program is reviewed as provided in this section not more frequently than once every five years.

TOPIC: RECOMMEND APPROVAL FOR NON-MONETARY
SUPPLEMENTAL OF UNIVERSITY OF NORTHERN COLORADO
CAMPUS COMMONS PROJECT

PREPARED BY: LAUREN LOPEZ, LEAD FINANCE ANALYST

I. SUMMARY

This consent item is to approve a non-monetary supplemental request submitted by the University of Northern Colorado (UNC) for their capital project constructing Campus Commons. Approval would allow UNC to encumber appropriated funds for this project in FY19-20, which is one year past the three-year deadline imposed for capital appropriations.

II. BACKGROUND

State funding for capital projects typically must be encumbered within three years of the appropriation. In extraordinary circumstances, this deadline may be extended via a supplemental request approved by the Colorado Commission on Higher Education (CCHE), the Office of State Planning and Budgeting (OSPB), the Capital Development Committee (CDC), and the Joint Budget Committee (JBC). Per C.R.S. 24-75-1115, non-monetary adjustments to capital projects, such as a time extension, may be made outside of the legislative session.

The project in question is a new Campus Commons building, appropriated state and cash funding in FY16-17. It is difficult to predict capital costs sometimes, so program plans often include project alternates depending on budget status as the project moves along. The Commons' program plan included the building of a new parking lot to offset the loss of spaces associated with constructing a new building.

UNC's contractors were coming uncomfortably close to the fixed limit cost of construction, so UNC wanted to wait until those numbers were finalized before funding anything other than the primary structure. Under this scenario, UNC normally would have still had time to encumber funds for the parking lot and other smaller alternates before the three-year deadline, but construction was delayed by the recent bankruptcy of a supplier. UNC is requesting the extension on \$4 million of a \$73.5 million total appropriation. This extension is comprised of both state and cash funding. Total appropriated dollars would not change.

III. STAFF ANALYSIS

Summary of Request:

Table 1 displays the summary of the non-monetary adjustment.

Table 1:
Summary of Non-monetary Adjustment

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY 2016-2017	(\$4,000,000)	(\$2,033,600)	(\$1,966,400)
FY 2019-2020	\$4,000,000	\$2,033,600	\$1,966,400

Campus Commons: Phase I of the project includes the office areas, art gallery, café and lobby, and was substantially complete on November 30, 2018. Phase II of the project is the music performance hall and is anticipated to be substantially complete in mid-March 2019. This phase was delayed for months when the seating vendor went bankrupt. Alternative arrangements UNC will be pursuing include a new parking lot compensating for the spots lost in the construction of the Commons building as well as some smaller items like landscaping.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the non-monetary supplemental request submitted by UNC.

V. STATUTORY AUTHORITY

C.R.S. 24-75-1115

(1) For purposes of this section, “nonmonetary adjustment” means a change that does not affect the amount of the appropriation, including a name change, an extension of time for completion, a scope change, a transfer between departments, or other such similar changes.

(2) For fiscal years commencing on or after July 1, 2015, the controller may allow any department, institution, or agency of the state, including any institution of higher education, to expend moneys differently from the authority granted by an item of appropriation for a capital construction budget item or an information technology capital project if the capital construction, controlled maintenance, capital renewal project, or information technology capital project that the appropriation was for requires a nonmonetary adjustment for its timely continuation and the nonmonetary adjustment is due to unforeseen circumstances arising while the general assembly is not meeting in regular or special session during which such nonmonetary adjustment would be legislatively addressed, under the following circumstances:

(a) If the nonmonetary adjustment is in regard to a capital construction budget item and is requested by a department, institution, or agency of the state other than the department of law, the department of the treasury, the department of state, the judicial department, or the legislative department:

(I) The request for the nonmonetary adjustment has been submitted to the office of state planning and budgeting for approval and the office of state planning and budgeting has approved the nonmonetary adjustment, in whole or in part; and


(II) Upon approval by the office of state planning and budgeting, the request for the nonmonetary adjustment has been submitted to the capital development committee for consideration; and

- (III) Upon the issuance of a written recommendation regarding the nonmonetary adjustment by the capital development committee, the request for the nonmonetary adjustment has been submitted to the joint budget committee for approval; and
- (IV) The request for the nonmonetary adjustment has been approved, in whole or in part, by a majority vote of the members of the joint budget committee, and the controller has received written confirmation of such approval from the joint budget committee; or
- (b) If the nonmonetary adjustment is in regard to a capital construction budget item and is requested by the department of law, the department of the treasury, the department of state, the judicial department, or the legislative department:
- (I) The request for the nonmonetary adjustment has been submitted to the capital development committee for consideration; and
- (II) Upon the issuance of a written recommendation regarding the nonmonetary adjustment by the capital development committee, the request for the nonmonetary adjustment has been submitted to the joint budget committee for approval; and
- (III) The request for the nonmonetary adjustment has been approved, in whole or in part, by a majority vote of the members of the joint budget committee, and the controller has received written confirmation of such approval from the joint budget committee.
- (3) Any department, institution, or agency of the state requesting a nonmonetary adjustment pursuant to subsection (1) of this section shall make the request in such form and shall include in the request such information as may be required by the office of state planning and budgeting, the capital development committee, the joint technology committee, and the joint budget committee, as applicable.
- (4) Nonmonetary adjustments must be consistent with the original purpose for which the appropriation was made and may not change the amount of the appropriation.
- (5) The joint budget committee shall introduce a supplemental appropriation for the fiscal year in which the nonmonetary adjustment occurred that reflects the nonmonetary adjustment.

ATTACHMENTS:

ATTACHMENT A: UNC Non-monetary Supplemental Request



FY 2018-19 SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST- NARRATIVE (S CC_CR-N)	
Capital Construction Fund Amount (CCF):	38000000
Cash Fund Amount (CF):	35533668
Intercept Program Request? (Yes/No):	Yes
Supplemental Type (Supplemental/ 1331 Supplemental/Nonmonetary Supplemental)	Nonmonetary Supplemental
Institution Name:	University of Northern Colorado
Project Title:	UNC Campus Commons
Project Phase (Phase _of_):	2 of 2
State Controller Project Number (if continuation):	2016-047P15
Project Type:	<input checked="" type="checkbox"/> Capital Construction (CC)
	<input type="checkbox"/> Capital Renewal (CR)
Original Appropriation Year:	
Fiscal Year to be Modified:	FY 16-17 and FY 19-20
Name & Title of Preparer:	Kirk Leichliter, AVP Facilities Management
E-mail of Preparer:	Kirk.leichliter@unco.edu
Institution Signature Approval:	 2/14/19 Date
CDHE Signature Approval:	Date
Revision (Yes/No)	No No
Submittal Date:	Date

A. SUPPLEMENTAL CRITERIA:

Describe how the supplemental meets the criteria required for submission. See instructions for further detail.

This request is non-monetary and is requesting an extension to the three year encumbrance rule. This request is due to unforeseen circumstances arising after the original supplemental due date. It is our understanding that C.R.S. 24-75-1115, allows agencies and institutions to submit nonmonetary supplementals outside of the normal budget cycle.

B. SUPPLEMENTAL JUSTIFICATION:

Describe the problem along with the conditions leading to the necessity of this supplemental request and the proposed solution. See instructions for further detail.

Due to the complexity of this project, we needed to ensure completion of the base project construction prior to committing resources to project alternates such as parking replacement, as noted in the program plan for the project. The base project is nearly complete but we no longer have adequate time to encumber the project alternates prior to expiration of the three year rule.

C. PROJECT SUMMARY/STATUS:

Provide a brief scope description of the project and explain the status of the prior appropriated phases. See instructions for further detail.

Phase I of the project includes the office areas, art gallery, café and lobby, and was substantially complete on November 30, 2018. Phase II of the project is the music performance hall and is anticipated to be substantially complete in mid-March 2019.

D. SUMMARY OF FUNDING CHANGE:

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY2016 - 2017	(\$4,000,000)	(\$2,033,600)	(\$1,966,400)
FY2019- 2020	\$4,000,000	\$2,033,600	\$1,966,400

E. ASSUMPTIONS FOR CALCULATIONS:

Describe the calculations used to justify the funding amount requested in the Cost Summary. See instructions for further detail.

Calculations are based on the anticipated funds to be returned from the GMP and the remaining project contingency.

F. CONSEQUENCES IF NOT FUNDED:

Explain the likely outcome if this request is not approved. See instructions for further detail.



If this request is not approved, we will be unable to use the remaining project contingency funds for the project alternates as envisioned in the original program plan.

G. ADDITIONAL REQUEST INFORMATION:

Provide any additional information necessary to fully explain the supplemental request. See instructions for further detail.

Additional Request Information	Yes	No	Additional Information
Is this request driven by a new statutory mandate?		X	
Will this request require a statutory change?		X	
Is this a one-time request?	X		
Will this request involve any IT components?		X	



SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST - COST SUMMARY (S CC_CR-C)						
(A)	(1) Funding Type:	State Funded		(2) Supplemental Type:	Regular	
(B)	(1) Institution:	University of Northern Colorado		(2) Name of Preparer:	Kirk Leichter	
(C)	(1) Project Title:	UNC Campus Commons		(2) Email of Preparer:	kirk.leichter@unco.edu	
(D)	(1) Project Phase (___ of ___):	2 of 2		(2) State Controller Project # (if continuation):	2016-047P15	
(E)	(1) Project Type:	Capital Construction (CC)		(2) Institution Signature Approval:	 2/14/19 Date	
(F)	(1) Original Appropriation Year:	2015-2016		(2) CDHE Signature Approval:	 Date	
(G)	(1) Intercept Program?:	Yes		(2) Revision? If yes, previous submittal date:	No Date	
(1)		(a) New Total Project Cost	(b) Total Prior-Year Appropriations	(c) Appropriation for FY 2016-17	(d) New Modified FY 2016-17 Total Request	(e) New Modified FY 2019-20 Total Request
Land /Building Acquisition						
(2)	Land Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Building Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	Total Acquisition Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Services						
(5)	Planning Documentation	\$ -	\$ -	\$ -	\$ -	\$ -
(6)	Site Surveys, Investigations, Reports	\$ 443,485	\$ 361,731	\$ 81,754	\$ 81,754	\$ -
(7)	Architectural/Engineering/ Basic Services	\$ 7,143,719	\$ 4,216,345	\$ 2,927,374	\$ 2,887,374	\$ 40,000
(8)	Code Review/Inspection	\$ 119,062	\$ 70,272	\$ 48,790	\$ 40,000	\$ 8,790
(9)	Construction Management	\$ 345,011	\$ 206,370	\$ 138,641	\$ 128,641	\$ 10,000
(10)	Advertisements	\$ -	\$ -	\$ -	\$ -	\$ -
(11)	Other (Specify) 3rd party commissioning	\$ 178,593	\$ 105,409	\$ 73,184	\$ 73,184	\$ -
(12)	Inflation Cost for Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -
(13)	Inflation Percentage Applied	0.00%	0.00%	0.00%	0.00%	0.00%
(14)	Total Professional Services	\$ 8,229,870	\$ 4,960,127	\$ 3,269,743	\$ 3,210,953	\$ 58,790
Construction or Improvement						
(15)	Infrastructure Service/Utilities	\$ -	\$ -	\$ -	\$ -	\$ -
(16)	Infrastructure Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -
(17)	Structure/Systems/ Components					
(18)	Cost for New (GSF): 114,220	\$ 38,355,222	\$ 24,161,895	\$ 16,290,029	\$ 13,753,720	\$ 439,607
(19)	New at \$ 354 X 114,220 GSF					
(20)	Cost for Renovation (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -
(21)	Renovation at \$ X GSF					
(22)	Cost for Capital Renewal (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -
(23)	Renewal at \$ X GSF					
(24)	Other (Specify)	\$ 13,805,815	\$ 8,246,200	\$ 5,559,615	\$ 5,559,615	\$ -
(25)	High Performance Certification Program	\$ 1,213,556	\$ 724,856	\$ 488,700	\$ 488,700	\$ -
(26)	Inflation for Construction	\$ 4,059,699	\$ 2,003,257	\$ 2,056,442	\$ 2,056,442	\$ -
(27)	Inflation Percentage Applied	\$ -	6.00%	9.00%	0.00%	0.00%
(28)	Total Construction Costs	\$ 57,434,292	\$ 35,136,208	\$ 24,394,786	\$ 21,858,477	\$ 439,607
Equipment and Furnishings						
(29)	Equipment	\$ 875,580	\$ 860,684	\$ 14,896	\$ 14,896	\$ -
(30)	Furnishings	\$ 660,000	\$ 560,000	\$ 100,000	\$ 100,000	\$ -
(31)	Communications	\$ 280,000	\$ 130,000	\$ 150,000	\$ 150,000	\$ -
(32)	Inflation for Equipment & Furnishings	\$ 118,054	\$ 93,481	\$ 24,573	\$ 24,573	\$ -
(33)	Inflation Percentage Applied	\$ -	6.00%	0.00%	0.00%	0.00%
(34)	Total Equipment & Furnishings Cost	\$ 1,933,634	\$ 1,644,165	\$ 289,469	\$ 289,469	\$ -
Miscellaneous						
(35)	Art in Public Places	\$ 307,567	\$ 183,538	\$ 124,029	\$ 124,029	\$ -
(36)	Relocation Costs	\$ 30,000	\$ 10,000	\$ 20,000	\$ 20,000	\$ -
(37)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(38)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(39)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(40)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(41)	Total Misc. Costs	\$ 337,567	\$ 193,538	\$ 144,029	\$ 144,029	\$ -
Total Project Costs						
(42)	Total Project Costs	\$ 67,935,363	\$ 41,934,038	\$ 28,098,027	\$ 25,502,928	\$ 498,397
Project Contingency						
(43)	5% for New	\$ 5,598,305	\$ 2,096,702	\$ 1,404,901	\$ -	\$ 3,501,603
(44)	10% for Renovation	\$ -	\$ -	\$ -	\$ -	\$ -
(45)	Total Contingency	\$ 5,598,305	\$ 2,096,702	\$ 1,404,901	\$ -	\$ 3,501,603
Total Budget Request						
(46)	Total Budget Request	\$ 73,533,668	\$ 44,030,740	\$ 29,502,928	\$ 25,502,928	\$ 4,000,000
Funding Source						
(47)	Capital Construction Fund (CCF)	\$ 38,000,000	\$ 23,000,000	\$ 15,000,000	\$ 12,966,400	\$ 2,033,600
(48)	Cash Funds (CF)	\$ 35,533,668	\$ 21,030,739	\$ 14,502,929	\$ 12,536,529	\$ 1,966,400
(49)	Reappropriated Funds (RF)	\$ -	\$ -	\$ -	\$ -	\$ -
(50)	Federal Funds (FF)	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$73,533,668	\$44,030,739	\$29,502,929	\$25,502,929	\$4,000,000

TOPIC: DEGREE AUTHORIZATION ACT – ASHFORD UNIVERSITY –
RECOMMENDATION OF APPROVAL FOR RENEWAL OF
AUTHORIZATION

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY
EDUCATION

I. SUMMARY

This consent item recommends the renewal of authorization as a Place of Business (with no instruction) for Ashford University under the Degree Authorization Act.

II. BACKGROUND

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act (DAA). The Act sets out the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization the institution holds from the CCHE. A private college or university that has authorization as a Place of Business by the CCHE shall annually renew its authorization.

The Place of Business (with no instruction) authorization is defined as an accredited institution having a place of business within Colorado but cannot offer instruction in the state. These institutions are subject to the deceptive trade practice provisions in §23-2-104, C.R.S.

III. STAFF ANALYSIS

Ashford University is a California-based institution and is regionally accredited by the Western Association of Schools and Colleges (WASC), Senior College and University Commission. The Statement of Accreditation Status lists two accredited locations:

- Main campus – San Diego, California
- Additional campus – Clinton, Iowa

Ashford University operates an administrative office in Denver that houses staff to provide support in Human Resources, Learning and Development, Talent Acquisition and Development, Business Technology Services and Facilities for Denver area employees.

Ashford University continues to meet the criteria to operate as an institution with a Place of Business (with no instruction) at its Colorado location and therefore meets the renewal requirements for this authorization level.

IV. STAFF RECOMMENDATION

Staff recommends the Commission approve the renewal of authorization as a Place of Business (with no instruction) for Ashford University.

V. STATUTORY AUTHORITY

C.R.S §23-2-103.3(5)

A private college or university that has authorization from the commission pursuant to this section and maintains its accreditation shall apply to the department for reauthorization in accordance with the schedule for reaccreditation by its accrediting body or every three years, whichever is longer. A seminary or religious training institution shall apply for reauthorization every three years. A private college or university or seminary or religious training institution that seeks reauthorization shall submit an application in accordance with the procedures and policies adopted by the commission and shall pay the reauthorization fee established by the commission pursuant to §23-2-104.5.

TOPIC: REQUEST FOR WAIVERS FROM GT PATHWAYS REQUIREMENTS FOR BACHELOR OF SCIENCE IN NURSING PROGRAMS AT SELECT COLORADO COMMUNITY COLLEGE SYSTEM INSTITUTIONS

PREPARED BY: DR. CHRIS RASMUSSEN, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This action item concerns a request from the Colorado Community College System for a waiver from GT Pathways curriculum requirements for Bachelor of Science in Nursing completion degree programs under development at Arapahoe, Colorado Northwestern, Front Range, Morgan, Pikes Peak and Pueblo Community Colleges; and at Trinidad State Junior College.

II. BACKGROUND

The Colorado Community College System (CCCS) was granted statutory authority to offer Bachelor of Science in Nursing (BSN) completion degrees by HB 18-1086, which amended §23-60-201 and §23-60-211, C.R.S. The revised and amended statutes enable CCCS institutions to develop and launch BSN programs without needing approval from the Colorado Commission on Higher Education. This is distinct from all other bachelor's degree programs at CCCS institutions and at local district colleges, which do require Commission approval.

The SBCCOE approved seven BSN programs on July 12, 2018, to be offered at Arapahoe, Colorado Northwestern, Front Range, Morgan, Pikes Peak and Pueblo Community Colleges; and by Trinidad State Junior College. While Commission approval is not needed for CCCS institutions to offer BSN programs, Commission approval is required for these (and for any other) academic programs at public institutions to be waived from GT Pathways curricular requirements. This is per §23-1-125(3), C.R.S., which states “in creating and adopting the [core curriculum] guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission”. Additionally, per CCHE Policy I, V, Section 4.02.03, “if the Department determines that the [academic program] proposal is not consistent with...GT Pathways requirements (if applicable), it will so inform the governing board. The Department shall take credit cap and GT Pathways (where applicable) waiver requests to the Commission for action”.

CCCS academic affairs staff contacted the Department on December 11, 2018, requesting the waiver from GT Pathways requirements for the aforementioned BSN programs.

The GT Pathways Curriculum

The General Transfer Pathways (GT Pathways) curriculum was created by statute in 2001 and is defined in §23-1-108.5(2)(c) as “the group of courses... that every student enrolled in the institution must successfully complete...”. The main principles of this “core course concept” is that 1) the curriculum

should be designed to ensure that students demonstrate certain competencies; 2) it shall consist of at least thirty-one credits; and 3) it shall apply to all public institutions of higher education in Colorado. The original intent of GT Pathways was to ease transfer between institutions and preserve credit for courses taken to the extent feasible. In Colorado, the fact that most arts and sciences degrees have the GT Pathways general education curriculum at their core ensures the transferability of coursework in these degrees for students who switch majors or institutions. A companion benefit of GT Pathways is the structured study across a variety of academic disciplines “to ensure that students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology” (§23-1-125(3), C.R.S.).

Statutory language implies that every degree program should contain the GT Pathways curriculum. It was recognized by the Department early on that the GT Pathways curriculum “mapped” best to the general education cores of degrees in the liberal arts and sciences and that it could be difficult to apply the curriculum to certain degrees with very different general education cores and additional accreditation requirements (such as nursing and engineering). Additionally, applied degrees, such as the Bachelor of Applied Science, are more career and technically oriented, and are designed to focus on professional preparation for a specific vocation.

While faculty at some institutions have been able to fit the entire 31-credit GT Pathways curriculum into the general education core of every degree, faculty at other institutions have created their own general education cores for certain degrees that have additional requirements. While these general education cores do not contain the GT Pathways curriculum, they are still in line with the requirement that they be “...designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology” [§23-1-125(3), C.R.S.]. It is also important to note that institutions are still required to accept GT Pathways courses in transfer when these degrees contain GT Pathways courses in their general education cores. Institutions often accept more GT Pathways and other courses in transfer than they are required to under statute and Commission policy.

Past Commission Action to Waive GT Pathways Requirements

Of the 731 bachelor’s degree programs offered by public institutions of higher education in Colorado, 62 (8.5 percent) have been granted waivers from GT Pathways requirements. This includes all 20 bachelor’s degree programs at Colorado School of Mines, which are highly technical in nature and include core course requirements that do not “map” well to the structure of the GT Pathways curriculum. When removing the Mines programs from the totals, 42 of 711 bachelor’s degree programs across the state have been waived from GT Pathways requirements, or 5.9 percent. These programs break down as follows:

- 9 are Bachelor of Applied Science degree programs at community colleges (8 other BAS programs in the state have not received waivers)
- 18 are Bachelor of Science degrees and other degree programs at CU Boulder (various engineering programs, and programs in applied mathematics, music, journalism, environmental design, and business administration)

- 10 are Bachelor of Science and Bachelor of Innovation degree programs at University of Colorado Colorado Springs (programs in business, engineering, computer science, and health sciences)
- 1 is a Bachelor of Science degree program in engineering at Fort Lewis College
- 4 are BSN programs at Adams State University, Colorado Mountain College, University of Colorado Colorado Springs, and CU Denver (BSN programs at Colorado Mesa University, CSU-Pueblo, MSU-Denver, and the University of Northern Colorado have not received GT Pathways waivers)

Most of the GT Pathways waivers were approved by the Commission through an omnibus agenda item in June 2013. The agenda item reads “department staff requested the public institutions of higher education submit lists of their degrees for which they seek waivers from having to include the GT Pathways curriculum in the degrees’ general education cores.” Rationales provided for the waivers were mostly related to specialty accreditor requirements (nursing, engineering, business, music, architecture) – including the BSN programs at Adams State, CU Denver and UCCS.

The waiver for the BSN program at Colorado Mountain College was granted in October 2013; at the same time the program was approved by the Commission. The Commission agenda item for the CMC waiver reads “the BSN is not a traditional Liberal Arts & Sciences degree and, as such, does not map well to the GT Pathways curriculum. The general education core for the BSN is in line with the GT Pathways competency requirement that ensures ‘that students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology’ [23-1-125(3), CRS]. This degree, as designed, meets state requirements, even though it does not contain the entire GT Pathways curriculum”.

Past waivers from GT-Pathways requirements have been granted without conditions or parameters but with the understanding that program curricula would comply with the statutory requirement that the general education core would “ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology” [§23-1-125(3), C.R.S.].

Creating a GT Pathways Waiver Request Process

The current GT Pathways waiver request from the Colorado Community College System is unique in that the request is being made separately from a request for review and consideration of a newly proposed academic program. Aside from the omnibus Commission action from June 2013 described earlier, all previous GT Pathways waivers have been granted in conjunction with approval of academic programs—most notably the approval of Bachelor of Applied Science programs at community colleges. This has enabled the Commission to consider GT Pathways waiver requests more holistically in the context of an academic program’s design, intended market and outcomes.

Now that the Commission no longer has broad program review and approval authority following enactment of SB 17-297, which amended §23-1-107(1), C.R.S., it is prudent for Department staff to develop a process and evaluative criteria to aide the Commission in determining whether to grant the current and any future GT Pathways curriculum waiver requests. Department staff developed a draft set of questions for requesting institutions to answer, which were presented to the General Education

Council and to the Academic Council for review and comment at their January and February meetings and revised based on feedback:

- 1) Why it is important that a GT Pathways waiver be granted for this program (address the nature of the degree relative to the profession, if applicable, including work pathways for students entering the program)?
- 2) Which specific components of the GT Pathways curriculum are requested to be waived or modified?
- 3) How will the institution ensure that the program includes a “core of courses” that provide a general education through which “students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology”, as articulated in Colorado Revised Statutes 23-1-125(3)? How will the general education provided respond to the 10 competencies of the GT Pathways curriculum?
- 4) What additional degree requirements, such as those associated with accreditation and licensure, make it impossible to include the full GT Pathways in the program curriculum?
- 5) How will the absence of a GT Pathways waiver potentially harm students (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?
- 6) How will the institution ensure that the GT Pathways waiver will not create barriers to student transfer?

Based on the responses to these questions and any follow-up correspondence with institutions, Department staff would then determine whether to recommend to the Commission 1) a full/blanket waiver; 2) a modified/limited waiver; or 3) no waiver from GT-Pathways curriculum requirements. In the event a modified/limited waiver is recommended by staff and approved by the Commission, the staff would enter into a Memorandum of Understanding with the institution or system to include details on the parameters of the curriculum variation, the waiver duration, and the verification process.

III. STAFF ANALYSIS

A version of the above questions was sent to CCCS staff for response. Answers appear below, with the text modified slightly by Department staff. In addition, Landon Pirius, CCCS vice chancellor for academic and student affairs, addressed and responded to questions from commissioners at the February 7, 2018 CCHE meeting. Dr. Pirius noted that while seven CCCS institutions have been approved to offer the BSN complete degree, other institutions in the system may follow.

- *Why it is important that a GT Pathways waiver be granted for these programs?*
 - CCCS nursing faculty wish to provide a curriculum and require courses that will best prepare nurses for their work in the field and best serve the nursing profession overall. CCCS is requesting a waiver from GT Pathways requirements to be allowed to require only one Arts & Humanities course (instead of the two courses required by policy), and to require a second course in the Social & Behavioral Sciences (instead of the one course required by policy). CCCS nursing faculty believe that an additional course in psychology or sociology would be more applicable to nursing than would a second course in Arts & Humanities.

- In addition, the nursing faculty would like the flexibility to not require the History course that is required in GT Pathways. While all CCCS institutions pursuing the BSN degree want to swap the Arts & Humanities course with a Social & Behavioral Science course, they may choose not to eliminate the History course requirement.
- *How will CCCS institutions ensure that the programs include a “core of courses” that provide a general education through which “students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology” (from CRS 23-1-125(3))?*
 - The CCCS BSN programs will still include many GT Pathways courses, but the categories from which those courses are chosen would differ from the prescribed list. CCCS believes the programs would still include the “core of courses” required by statute.
- *What additional degree requirements, such as those associated with accreditation and licensure, make it difficult to include the full GT Pathways in the program curriculum?*
 - The CCCS request is not related to accreditation. CCCS institutions would be able to meet accreditation requirements with the full GT Pathways curriculum in place. The request is about maximal relevance and applicability of the curriculum to nursing, per the professional opinion of the CCCS nursing faculty.
- *How will the absence of a GT Pathways waiver potentially harm students (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?*
 - If the GT Pathways waiver request is not approved, CCCS institutions could still move forward with the programs without requiring additional coursework or additional time in the BSN program.
- *How will the institutions ensure that a GT Pathways waiver will not unreasonably burden or disadvantage students who transfer into the degree program?*
 - CCCS BSN programs are designed as stackable degrees aligned with existing Associate Degree in Nursing (ADN) programs, which are not changing. Future students who graduate from ADN programs and transfer to BSN programs at four-year institutions would not have a different experience from current students, as the GT Pathways waiver request applies to the BSN portion of the degree and not the ADN.
 - The only way the GT Pathways waiver could affect a student who transfers from a CCCS institution to a four-year university is if the student transfers in the middle of her or his CCCS BSN program (in year three or four) into a BSN program that does not have a GT Pathways waiver (Colorado Mesa University, CSU-Pueblo, MSU-Denver and University of Northern Colorado). CCCS staff believe this type of transfer would be quite unusual; once a student is admitted and starts a BSN program, she or he is unlikely to change institutions. The likely worst-case scenario is that a student who transfers in these circumstances would be required to take an additional Arts & Humanities course, and potentially a History course.

The curriculum changes proposed by CCCS staff are minor; the BSN curriculum would still largely align with GT Pathways but would provide flexibility for the CCCS nursing faculty to require a different combination of courses in the Arts & Humanities/History/Social & Behavioral Science cluster while preserving a liberal arts core of courses. This is critical for bachelor's degree prepared nurses, who engage in leadership and management roles that go above and beyond the technical aspects of providing nursing care. As stated by the American Association of Colleges and Nursing (AACN) in *The Essentials of Baccalaureate Education for Professional Nursing Practice*, baccalaureate-prepared nurses “are designers, coordinators, and managers of care” who “bring a unique blend of knowledge, judgment, skills, and caring to the healthcare team.” AACN also states that the baccalaureate curriculum should provide “broad exposure to multiple disciplines and ways of knowing,” which “are important building blocks for developing cultural competence and clinical reasoning” that “promotes the understanding of self and others and contributes to safe, quality care.”

The nursing program director at a four-year institution shared that baccalaureate-level nursing education “provides the student [with] depth and breadth of arts and sciences. The *profession* of nursing requires a strong foundation in the sciences—that is straightforward. The *professional* nurse must also have a strong foundation in the humanities—our work is grounded in people, human interactions, culture, history, ethics, art—and it is that depth of knowing that separates the technical nurse (ADN) from the professional nurse. BSN education is simply not nursing, but rather the preparation of the individual to view the world from a wide perspective and through a diverse lens. BSN education is simply not adding a few more nursing courses—it is a philosophy about preparation in its entirety.”

As noted earlier, of the eight bachelor's level nursing degree programs presently in existence at public institutions in Colorado, four have been granted GT Pathways waivers and 4 have not (presumably because the institutions did not request them). Programs that have been granted waivers are:

- Adams State University
- Colorado Mountain College
- University of Colorado Colorado Springs
- CU Denver

Programs that have not been granted waivers are:

- Colorado Mesa University
- CSU-Pueblo
- MSU Denver
- University of Northern Colorado

This demonstrates precedent, with the Commission having granted GT Pathways waivers for bachelor's level nursing degree programs. This also demonstrates the ability of nursing faculty to deliver a curriculum that both aligns with GT Pathways and prepares students effectively for practice.

At the February 7 CCHE meeting, commissioners discussed the possibility of granting a limited or modified waiver of GT-Pathways curriculum requirements rather than a full, or blanket, waiver. The staff brought this idea to the General Education Council, which expressed support for a “modification” of GT-Pathways requirements, along with a specific timeframe for the waiver and a review process established by the Department. The GE Council suggested that CCCS could enter into a memorandum

of understanding (MOU) with CDHE on the terms of the waiver for the BSN programs. The terms articulated in the MOU would include:

- Allowing for one course in the Arts & Humanities (rather than two);
- Allowing for no course in History (rather than one);
- Preserving the 15 total credits required among Arts & Humanities, History, and the Social and Behavioral Sciences
- Granting the waiver through May 1, 2024, at which point it will be reviewed, and can be extended for another five years
- Including that CDHE can request verification of compliance with the terms of the waiver at any time, including requiring submission of curriculum plans and other documents that outline program requirements

The Commission may wish to proceed similarly with any future requests for GT-Pathways waivers when approving a variance from GT-Pathways and allowing the staff to negotiate the particulars with the requesting institution or system.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission:

- Approve a limited waiver of GT-Pathways curriculum requirements for the Bachelor of Science in Nursing completion degree programs offered by individual institutions in the Colorado Community College System;
- Direct the Department to develop and enter into a Memorandum of Understanding with the Colorado Community College System on the terms of the waiver, including GT-Pathways course distribution requirements, waiver duration, and verification processes;
- Affirm the Department's proposed process for evaluating future requests from institutions or systems for waivers from GT-Pathways requirements.

V. STATUTORY AUTHORITY

C.R.S. §23-1-107

Duties and powers of the commission with respect to program approval, review, reduction, and discontinuance

(1) A governing board of a state-supported institution of higher education is not required to submit a proposal to obtain approval from the commission to create, modify, or discontinue academic or vocational programs offered by the institution, so long as the creation, modification, or discontinuance of the academic or vocational program is consistent with the institution's statutory role and mission.

C.R.S. §23-60-201

State system of community and technical colleges established - local district colleges - role and mission

There is established a state system of community and technical colleges that is under the management and jurisdiction of the state board for community colleges and occupational education. The mission of the community colleges is to serve Colorado residents who reside in their service areas by offering a

broad range of general, personal, career, and technical education programs, as well as bachelor of science in nursing completion programs that result in the awarding of a bachelor of science in nursing degree to successful candidates pursuant to section 23-60-211 (5).

C.R.S. §23-60-211

Degrees

(5) Subject to the requirements of sections 23-1-113.7 and 23-1-107, and notwithstanding the provisions of section 23-1-133, a community college that is part of the state system of community and technical colleges established and governed by this part 2 may, with board approval, offer a bachelor of science degree in nursing as a completion degree to students who have or are pursuing an associate degree in nursing. In considering whether to approve a request by a community college to offer a bachelor of science in nursing as a completion degree, the board shall consider student and workforce demand, cost effectiveness for the students, and accreditation and licensing requirements. The board shall provide such information to the Colorado commission on higher education and solicit the commission's input in a joint meeting of the board and the commission. A community college that is seeking board approval shall provide the board with data regarding its current partnerships with existing bachelor of science nursing degree programs and its plans to continue such partnerships. At least ninety days prior to requesting board approval to offer a bachelor of science degree in nursing as a completion degree, the community college seeking such board approval shall provide notice to the Colorado commission on higher education and all state public and nonpublic institutions of higher education.

C.R.S. §23-1-125

Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education... Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission;

C.R.S. §23-1-108.5

Duties and powers of the commission with regard to common course numbering system – definitions - repeal

(1) The general assembly hereby finds that, for many students, the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The general assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The general assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to

general education courses are comparable and transferable systemwide.

(2) As used in this section, unless the context otherwise requires:

(a) "Council" means the council convened pursuant to paragraph (a) of subsection (3) of this section.

(b) "Course numbering system" means the statewide articulation matrix system of common course numbering for general education courses adopted by the commission pursuant to paragraph (c) of subsection (3) of this section.

(c) "General education courses" means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate's or bachelor's degree.

(d) "Higher education institution" means a state-supported institution of higher education.

TOPIC: REVISIONS TO CCHE POLICY I, PART L: STATEWIDE TRANSFER AND GT PATHWAYS POLICY

PREPARED BY: DR. CHRIS RASMUSSEN, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This action item codifies revisions to CCHE Policy I, Part L: Statewide Transfer and GT Pathways Policy.

II. BACKGROUND

CCHE Policy I, L was last revised in March 2014. The current proposed revisions are primarily in response to SB 18-069, which amended §23-1-108(7), C.R.S. to impose penalties on institutions that require more credits of transfer students pursuing degrees through statewide degree transfer agreements than of native students in the same degree program. The proposed revisions also reflect changes to the GT Pathways content criteria and competencies, which were approved by the Commission in June 2016.

Opening the policy provides an opportunity to ensure that the document is in alignment with changes in state statute and changes to other Commission policies made since the last revision of the Statewide Transfer/GT Pathways policy in March 2014. Additional recommended revisions to the policy do the following:

- Clarify GT Pathways curriculum and course distribution requirements
- Reflect 2018 revisions to the CCHE Prior Learning Assessment policy
- Remove references to repealed or sunsetted statutes and policies (e.g., 2013 Performance Contracts)
- Change language to reflect new nomenclature and institutional name changes (e.g., “area vocational schools” and now “area technical colleges”; “Delta-Montrose Technical College” is now “Technical College of the Rockies”; “Degree Within Reach” is now “Colorado Reverse Transfer”)
- Utilize the CCHE Student Complaint Policy and process to resolve disputes between students and institutions related to SB 18-069

Along with changes to the Commission policy, the staff is revising three associated documents that provide additional user-friendly guidance to members of the general public, written in more “layperson’s” language to help translate commission policy for students, parents, high school counselors, academic advisors, and others. These documents are: 1) *Checklist for GT Pathways General Education Credit Earned While in High School*; 2) *Ensuring College-Readiness and Applicability of Credits Earned During High School*; and 3) *Degree Completion and Transfer Guide for Colorado Students, Parents, Guidance Counselors and Advisors*. All of these documents will be accessible via links from the Department’s GT Pathways website.

III. STAFF ANALYSIS

Guidance from the statutes listed below under “Statutory Authority” was used in developing proposed revisions to the policy. The “track changes” function of Microsoft Word was used to identify proposed revisions to the policy (Attachment A). The current policy can be accessed from the Department’s website at <https://higher.ed.colorado.gov/Publications/Policies/Current/i-part1.pdf>. Kindly ignore any formatting issues in the attachment, which will be addressed once changes are approved and before the revised version of the policy will be posted online.

The proposed changes have been vetted with the General Education Council and with the Academic Council. The proposed changes were also presented at a combined meeting of Chief Academic Officers and Chief Student Affairs Officers from Colorado Community College System institutions. Throughout the document, small cosmetic changes have been made to align formatting of text with statutory language or for consistency of appearance. A summary of substantive proposed revisions, by section, are as follows:

1. Section 1.00: Introduction
 - a. Deleted opening paragraph for consistency with other Commission policies
 - b. Added a footnote referring members of the general public to additional resources available on the CDHE website
 - c. Expanded explanation in a footnote about academic programs that have been waived from GT Pathways requirements
2. Section 2.00: Statutory Authority – none beyond cosmetic changes
3. Section 3.00: Definitions
 - a. In sub-section 3.08, updated language to reflect 2016 changes to Commission-approved GT Pathways content criteria and competencies. The rationale for these changes was outlined in Agenda Item IV, A of the Commission’s June 2, 2016 meeting, when the GT Pathways competencies were expanded from the five listed in statute (§23-1-125(3), C.R.S.) to ten. The new framework preserved the original statutory intent for general education while aligning the competencies more closely with the essential learning outcomes championed by the Association of American Colleges & Universities.

These competencies: 1) reflect the skills that employers expect of college graduates; 2) are used commonly in assessments of student learning; and 3) are used in transfer crosswalks promoted by multi-state consortia such as the WICHE Interstate Passport Initiative. Two illustrative examples are changes in the statutory competencies of “mathematics” and “reading”. The competency of “mathematics” evolved into “quantitative literacy”, which can be demonstrated not just in math courses but also in courses in the natural and physical sciences. The competency of “reading” evolved into “information literacy” and “inquiry and analysis”, demonstrated in the study of history and the sciences.

- b. In footnote, deleted reference to Addendum B of the 2013 Performance Contracts, which have expired
- 4. Section 4:00: Policy Goals – none beyond cosmetic changes
- 5. Section 5:00: Roles and Responsibilities
 - a. Under sub-section 5.03: Public Institutions of Higher Education, added sub-section 5.03.13 with relevant language from the Commission’s revised Prior Learning Assessment policy
- 6. Sections 6:00: Other Statutory Provisions that Affect Transfer
 - a. Added a new sub-section, 6.02: Course/credit limitations and requirements: transfer students and native students
 - i. Sub-section 6.02.01 is composed mostly of pre-existing language from §23-1-108(7), C.R.S.
 - ii. Sub-sections 6.02.02 and 6.02.03 are composed of language added to §23-1-108(7), C.R.S. from SB 18-069
 - iii. A new footnote provides clarification on the statutory language “total time to receive the degree,” recognizing that students may choose to attend part-time, full-time (as defined by financial aid rules), full-time (as required to ensure degree completion in four years), or intermittently (with stops and starts). For comparison and evaluative purposes, a presumption exists that a transfer student and a native student must “demonstrate substantially similar enrollment patterns” in determining whether a potential statutory violation has occurred relative to “total time to receive the degree”
 - iv. Added sub-section 6.04.02 with relevant language from the Commission’s revised Prior Learning Assessment policy
- 7. Section 7:00: General Education and GT Pathways Curriculum
 - a. In Table 2, clarified required distribution of GT Pathways requirements to reduce confusion and minimize the chances of alternative interpretations of language
 - b. In the example that follows the curriculum distribution table, changed the category used for illustration to reduce confusion
 - c. Deleted sub-section 7.01.02, which described a scenario related to Addendum B of the 2013 Performance Contracts, which have expired
- 8. Section 8:00: Transfer Options for Students – none beyond cosmetic changes
- 9. Section 9:00: Student Complaints
 - a. Added language to affirm that alleged violations of course/credit limitations and requirements for transfer students and native students, as articulated earlier in the policy and by statute, are eligible for review by the Department under the

Commission's Student Complaint Policy, given that they are related to statewide transfer

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve proposed revisions to CCHE Policy I, Part L: Statewide Transfer and GT Pathways Policy.

V. STATUTORY AUTHORITY

C.R.S. §23-1-108

Duties and powers of the commission with regard to systemwide planning – reporting – definitions

...

(7) (a) The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education. Governing boards and state institutions of higher education shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements. The statewide degree transfer agreements shall include provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science degree program in another state institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes.

(b) (I) A student who completes an associate of arts or associate of science degree that is the subject of a statewide degree transfer agreement and who transfers from the state institution of higher education that awarded the degree to a four-year state institution of higher education shall, if admitted, be enrolled with junior status. Successful completion of an associate of arts or associate of science degree does not guarantee the degree holder admission to a four-year state institution of higher education.

(II) (A) A state institution of higher education that admits as a junior a student who holds an associate of arts degree or associate of science degree that is the subject of a statewide degree transfer agreement may not require the student to complete any additional courses to fulfill general education requirements. A student who transfers under a statewide degree transfer agreement may be required to complete lower-division courses that are part of the major, but are not part of the statewide degree transfer agreement, if taking the courses does not require the transfer student to take more total credit hours to receive the degree than a native student and does not extend the total time required to receive the degree beyond that required for a native student. A state institution of higher education that requires a student who transfers under a statewide degree transfer agreement to take any courses beyond the courses authorized pursuant to this subsection (7)(b)(II) is responsible for the total cost of tuition, without participation by the student in the college opportunity fund program pursuant to part 2 of article 18 of this title 23,

for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student....

...

C.R.S. §23-1-108.5

Duties and powers of the commission with regard to common course numbering system – definitions - repeal

(1) The general assembly hereby finds that, for many students, the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The general assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The general assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable systemwide.

(2) As used in this section, unless the context otherwise requires:

(a) "Council" means the council convened pursuant to paragraph (a) of subsection (3) of this section.

(b) "Course numbering system" means the statewide articulation matrix system of common course numbering for general education courses adopted by the commission pursuant to paragraph (c) of subsection (3) of this section.

(c) "General education courses" means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate's or bachelor's degree.

(d) "Higher education institution" means a state-supported institution of higher education.

...

(5) All credits earned by a student in any general education course identified as corresponding with a course included in the course numbering system shall be automatically transferable among all higher education institutions upon transfer and enrollment of the student. All higher education institutions in Colorado shall participate in the course numbering system. The commission shall adopt such policies and guidelines as may be necessary for the implementation of this section. Each governing board shall modify its existing policies as may be necessary to accept the transfer of these credits.

...

C.R.S. §23-1-125

Commission directive – student bill of rights – degree requirements – implementation of core courses – competency test – prior learning

(1) **Student bill of rights.** The general assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;

(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;

(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;

(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;

(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;

(f) Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements;

(g) A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable.

(2) Degree requirements. The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specific professional degree programs that have additional degree requirements recognized by the commission.

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general

education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.

...

ATTACHMENT

Attachment A: Proposed Revisions to CCHE Policy I, L: Statewide Transfer and GT Pathways Policy

SECTION I

PART L STATEWIDE TRANSFER AND GTPATHWAYS POLICY

1.00 Introduction

~~This policy is meant for use by Colorado Department of Higher Education staff, the General Education (GE) Council and academic advisors. Students, parents and high school guidance counselors will find the accompanying "Degree Completion and Transfer Guide" much easier to use.~~

The Statewide Transfer and gtPathways Policy¹ pertains to the state general education courses, known as Guaranteed Transfer Pathways (gtPathways); Statewide Transfer Articulation Agreements; transfer of course credits from one higher education institution to another; intra-institutional transfer; and reverse transfer. The policy applies to most Colorado public higher education undergraduate degree programs.² The policy applies to student transfer from two-year to four-year institutions, four-year to four-year institutions, four-year to two-year institutions, two-year to two-year institutions, or within four-year institutions. This policy does not address transfer issues where the state has limited legal authority: the transfer of credits from private, non-accredited, or out-of-state institutions or the awarding of credit for non-credit bearing courses.

The policy is divided into the following sections:

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Definitions
- 4.00 Policy Goals
- 5.00 Roles and Responsibilities
- 6.00 Other Statutory Provisions that Affect Transfer
- 7.00 General Education and gtPathways Courses
- 8.00 Transfer Options for Students

2.00 Statutory Authority

This policy is based on the following Colorado Revised Statutes:

¹ Additional resources related to gtPathways and transfer of courses are available online at <https://highered.colorado.gov/Academics/Transfers/Students.html>.

² A ~~listing~~ record of the degrees that ~~have been~~ were granted waived ofrs from gtPathways requirements can be found at <https://highered.colorado.gov/Data/Degrees.aspx?gtp=no>, including all bachelor's degrees at the Colorado School of Mines, and professional degrees at other public institutions subject to specialty accreditation criteria (e.g., nursing, engineering, business, music) in the CCHE agenda item from June 7, 2013.

- 2.01 §23-1-108(7)(a), C.R.S. “The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education...”
- 2.02 §23-1-108.5(1), C.R.S. “The ~~G~~general ~~A~~assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable system-wide.”
- 2.03 §23-1-125 et seq., C.R.S. Commission directive – student bill of rights – degree requirements – implementation of core courses – competency testing – prior learning.
- 2.04 §23-1-125(3), C.R.S. “In creating and adopting the [gtPathways] guidelines, the department and the commission, in- collaboration with the public institutions of higher education, may make- allowances for baccalaureate programs that have additional degree requirements recognized by the commission.”
- 2.05 §23-1-131(3)(a), C.R.S. “The commission shall collaborate with the governing boards of the two-year and four-year institutions to develop and coordinate a process to notify students concerning eligibility for the award of an associate degree. The notification process shall apply to students at a four-year institution who have accumulated seventy credit hours at a four-year institution³ and who transferred to the institution after completing the residency requirements for an associate degree at a two-year institution.”
- 2.06 §23-5-122, C.R.S. “...the governing board of every state-supported institution of higher education shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system.”
- 2.07 §23-60-802, C.R.S. Area ~~technical colleges-vocational schools~~ – credits – transfer.

3.00 Definitions

- 3.01 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes.

³ Note that statute has been interpreted to mean that students must have accumulated 70 credit hours in total, at all two- and four-year institutions attended, not just at a four-year institution.

- 3.02 “Core courses” means the thirty-one credit gtPathways curriculum to which “...Individual institutions of higher education shall confirm their own core course requirements...” (i.e., general education requirements). “The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours” [§23-1-125(3), C.R.S.].⁴
- 3.03 “Course numbering system” means the common system of numbering used by all institutions for gtPathways courses, such as GT-CO1 for an introductory written communication course, GT-CO2 for an intermediate written communication course, GT-MA1 for a mathematics course, and so on, pursuant to §23-1-108.5(2)(b), C.R.S.
- 3.04 “Department” means the Colorado Department of Higher Education created and existing pursuant to section §24-1-114, C.R.S.
- 3.05 “GE Council” means the General Education Council convened pursuant to §23-1-108.5(3)(a), C.R.S.
- 3.06 “gtPathways” means guaranteed transfer pathways as described in §23-1-108.5 and §23-1-125(3), C.R.S.
- 3.07 “gtPathways content criteria” means the sets of criteria for the six content areas that make up the gtPathways curriculum: 1) written communication, 2) mathematics, 3) arts and humanities, 4) social and behavioral sciences, 5) history and 6) natural and physical sciences.⁵
- 3.08 “gtPathways competency criteria” means the ~~ten~~five competencies embedded in the ~~gtPathways content criteria in which students must demonstrate competency/proficiency:~~ 1) civic engagement~~critical thinking~~, 2) creative thinking~~mathematics~~, 3) critical thinking~~reading~~, 4) diversity & global learning~~technology and~~ 5) information literacy~~written communication~~, 6) inquiry & analysis, 7) oral/presentational communication, 8) problem solving, 9) quantitative literacy, and 10) written communication, pursuant to §23-1-125(3), C.R.S.⁶

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⁴ Note that this does not apply to every degree program at every institution: ~~Addendum B of the 2013 Performance Contracts gave institutions flexibility from having to include the gtPathways curriculum in the general education core of their Liberal Arts & Sciences baccalaureate degrees, as long as the institution continues to offer a full gtPathways curriculum for those Liberal Arts & Sciences students who choose it. Also, §23-1-125(3) gives the Commission authority to “...make allowance for baccalaureate programs that have additional degree requirements...” A list of these degrees; that have been waived of do not contain the full gtPathways requirements curriculum, is maintained on the Department’s website at <https://higherred.colorado.gov/Data/Degrees.aspx?gtp=no>. <http://higherred.colorado.gov/Academics/Transfers/Students.html>.~~

⁵ Available on the Department’s website at <http://higherred.colorado.gov/Academics/Transfers/>

⁶ Available on the Department’s website at <http://higherred.colorado.gov/Academics/Transfers/>

- 3.09 “General education courses’ means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate’s or bachelor’s degree” [§23-1-108.5(2)(c), C.R.S.] and that meet the requirements of §23-1-125(3), C.R.S. It should be noted that besides a general education core, degrees also have major, ~~and~~ elective and other requirements (see Table 1 under section 7.00). It should also be ~~noted~~ that general education requirements may differ between degree programs at the same institution and that some degree programs at some institutions have received waivers from the Commission not to have to include the 31 credit gtPathways curriculum in the general education cores for some baccalaureate degrees.⁷
- 3.10 “Native student” means a student who begins and completes an undergraduate degree program at a single institution of higher education.
- 3.11 “Reverse Transfer” means the process whereby a student who begins his or her postsecondary education at a two-year institution and transfers to a four-year institution prior to receiving an associate degree, or who has left the four-year institution prior to completing a bachelor’s degree, and has accumulated at least 70 credits and completed the residency requirements at the two-year institution, may be eligible to receive an associate of arts or associate of science degree.
- 3.12 “Statewide Transfer Articulation Agreement” means a transfer agreement between two-year and four-year state institutions of higher education and among four-year institutions, which includes provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science degree program, pursuant to §23-1-108(7)(a), C.R.S. Further guidance is found in 23-1-108(7)(g)(III), C.R.S., which defines a Statewide Transfer Articulation Agreement as a “Statewide degree transfer agreement,” which “...means an agreement among ~~all~~ of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree. A statewide degree transfer agreement applies to common degree programs and specifies the common terms, conditions, and expectations for students enrolled in statewide degree transfer programs.”
- 3.13 “Transfer” means transferring the credit for courses taken at one institution of higher education to another. It is important to note that while most coursework can transfer, not all credit can be applied to a student’s chosen major. That is, the receiving institution will usually *accept coursework in transfer* and list those courses on the student’s transcript but may not be able to *apply the credit* for those courses to any of the requirements in the student’s degree program.

⁷ ~~A list of degrees that have been waived of gtPathways requirements is maintained on the Department’s website at <https://highered.colorado.gov/Data/Degrees.aspx?gtp=no>. A list of these degrees, that do not contain the full gtPathways curriculum, is maintained on the Department’s website at <http://highered.colorado.gov/Academics/Transfers/Students.html>.~~

3.14 “Transfer Student” means a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g. undergraduate, graduate) after high school graduation (or passing an equivalency exam). The student may transfer with or without credit. This excludes students who completed remedial coursework and students who completed college-level coursework as a high school student through Concurrent Enrollment or as their homeschool curriculum.

4.00 Policy Goals

The policy goals are to provide guidance on each entity’s role in the implementation of:

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4.01 gtPathways, “that includes all state-supported institutions of higher education and _____ that will ensure that the quality of and requirements that pertain to general _____ education courses are comparable⁸ and transferable system wide,” [§23-1-_____108.5(1), C.R.S.]; and

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4.02 The Student Bill of Rights, which states that:

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4.02.01 “(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;”⁹

4.02.02 “(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;”

4.02.03 “(c) Students have a right to clear and concise information concerning

⁸ It should be noted that gtPathways is not about course equivalencies and that “comparable” does not mean “equivalent.” That is, gtPathways are guaranteed to meet gtPathways requirements of most Liberal Arts & Sciences degrees but may not meet other general education or major requirements of degrees that received waivers because those degrees have additional requirements.

⁹ At its April 1, 2004 meeting, the Commission granted waivers to exceed the 120 credit cap to the following degree programs (new credit limits in parentheses): nursing (126 cr.); teacher preparation (126 cr. with the stipulation that students can complete the program in 4-years); engineering, engineering technology, computer science and related programs (exempt from the 120 credit limit but with the stipulation that all programs must “guarantee that students will be able to complete the program requirements in 4 years”); all degree programs at Colorado School of Mines (exempt from the 120 credit limit); and landscape architecture at CSU (132 cr.). At its June 4, 2009 meeting, the Commission approved a credit waiver of 138 credits and lifted the 4-year graduation agreement requirement for all science teacher preparation programs.

which courses must be completed successfully to complete their degrees;”

- 4.02.04 “(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;”
- 4.02.05 “(e) Students, upon successful completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;”
- 4.02.06 “(f) Students have a right to know if courses from one or more public higher education institutions satisfy the students’ degree requirements;”
- 4.02.07 “(g) A student’s credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferable.” [§23-1-125(1), C.R.S.]

5.00 Roles and Responsibilities

5.01 Students

Students are responsible to act in their own best academic interests and to seek the information necessary for making informed transfer choices, including:

- 5.01.01 Contacting academic advisors at both the sending and receiving institutions to understand the limitations on transfer;
- 5.01.02 Checking with the receiving institution for the availability of Statewide Transfer Articulation Agreements, Transfer Guides, other inter-institutional transfer agreements that may exist, and graduation requirements of the institution and the degree program into which the student hopes to transfer;
- 5.01.03 Understanding the limits in applying transfer credits within general education, major requirements, and elective categories for the institution and degree program into which the student hopes to transfer; and
- 5.01.04 Filing an appeal with the institution in a timely manner to resolve transfer disputes.

5.02 Governing Boards of Public Institutions or Systems

All Governing Boards of public institutions or systems:

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- 5.02.01 “...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements.” [23-1-108(7)(a), C.R.S.]
- 5.02.02 “...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements.” [23-1-108(7)(f), C.R.S.]
- 5.02.03 “...shall modify its existing policies as may be necessary to accept the transfer of these [gtPathways course] credits.” [23-1-108.5(5), C.R.S.]
- 5.02.04 “...shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system. Such policies shall include, but shall not be limited to, the following provisions:
- (a) If, not more than ten years prior to transferring into an undergraduate degree program, a student earns credit hours which are required for graduation from such undergraduate degree program, such credit hours shall apply to the completion of such student's graduation requirements from such undergraduate degree program following such transfer;
- (b) A student who transfers into an undergraduate degree program shall not be required to complete a greater number of credit hours in those courses which are required for graduation from such undergraduate degree program than are required of students who began in such undergraduate degree program, nor shall there be any minimum number of credit hours required post-transfer other than the normal degree requirements for non-transferring students; and
- (c) The grade point average which is required for a student to apply for and be fully considered for transfer into an undergraduate degree program shall be no higher than that which is required for graduation from such undergraduate degree program.” [23-5-122(1), C.R.S.]
- 5.02.05 “...shall adopt policies to ensure that, if a student completes a program of study at an area ~~vocational school~~technical college and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area ~~vocational school~~technical college to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area ~~vocational school~~technical college will apply in full at another area ~~vocational school~~technical college or to an appropriate program leading to a certificate or to an associate degree at

a community or technical college. Postsecondary credits earned by a student at an area ~~vocational school~~ technical college may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in section 23-1-108(7) and the state credit transfer policies established by the Colorado commission on higher education.” [23-60-802, C.R.S.]¹⁰

5.03 Public Institutions of Higher Education

All public institutions:

- 5.03.01 Shall publish the Student Bill of Rights [23-1-125(1)(a-g), C.R.S.] in course catalogs and advising centers.
- 5.03.02 Shall honor the Student Bill of Rights.
- 5.03.03 Shall comply with “...the intent of the general assembly that academic degree programs at state-supported institutions of higher education be designed and implemented to assure and emphasize that undergraduate students have the maximum range of opportunities and assistance to complete their course of study and obtain their degree in a reasonable amount of time.” [23-1-108(13)(a), C.R.S.]
- 5.03.04 “...shall review its course offerings and identify those general education courses offered by the institution that correspond with the courses included in the course numbering system. The higher education institution shall submit its list of identified courses, including course descriptions and, upon request of the commission, summaries of course syllabi, for review and approval by the commission on or before March 1, 2003.” [23-1-108.5(4)(a), C.R.S.]¹¹
- 5.03.05 “...shall publish, and update as necessary, a list of course offerings that identifies those general education courses offered by the institution that correspond with the courses included in the course numbering system.” [23-1-108.5(4)(b), C.R.S.]
- 5.03.06 “...shall participate in the course numbering system.” [23-1-108.5(5), C.R.S.]

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¹⁰ Community colleges and 4-year institutions may accept credits earned from an area ~~vocational school~~ technical college as long as that school is accredited to offer the credit. Area ~~vocational schools~~ technical colleges are not accredited to offer general education (gtPathways). As of ~~February 7~~ January 8, 2019, the three area ~~vocational schools~~ technical colleges in Colorado are Emily Griffith Technical College (Denver), Pickens Technical College (Aurora) and Technical College of the Rockies (Delta; formerly Delta-Montrose Technical College).

¹¹ This process was completed.

- 5.03.07 Shall develop effective transfer advising systems, including but not limited to, training faculty and academic advisors, providing freshman students with planning information, and providing transfer students with appeals information.
- 5.03.08 Shall develop advising partnerships among all four-year and two-year public institutions to jointly advise students.
- 5.03.09 "...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements." [23-1-108(7)(f), C.R.S.]
- 5.03.10 "...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements." [23-1-108(7)(a), C.R.S.]
- 5.03.11 "...shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses." [23-1-125(4), C.R.S.]
- 5.03.12 "...shall adopt and make public a policy or program to determine academic credit for prior learning." [23-1-125(4.5), C.R.S.]

5.03.13 Shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit.

~~5.03.13~~ 5.03.14 To approve degrees with designation, the Colorado Community College System shall "...submit the degree program designation to the board for its review and approval. The community college may offer the degree program only after it has been approved by the board and by the Colorado commission on higher education. The community college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts" [23-60-211(1), C.R.S.] and Colorado Mountain College and Aims Community College shall "...submit the degree program designation to the board of trustees for its review and approval. The local district ~~junior~~ college may offer the degree program only after it has been approved by the board of trustees and by the Colorado commission on higher education.¹² The ~~junior~~ local district college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts" [23-71-123(3), C.R.S.].¹³

¹² Refer to CCHE Policy I, V for more information on approval of new degree programs.

¹³ GE Council agreed that if a two-year institution is unable to offer all coursework required for a Statewide Transfer Articulation Agreement, that institution should not offer the corresponding Degree with Designation.

~~5.03.14~~5.03.15 “...should work in collaboration with the commission to develop a process that reduces a potential barrier to degree completion by providing students with information about the student’s eligibility for an associate degree” [23-1-131(1)(b)]. “The two-year and four-year institutions shall agree upon the contents of the notification to eligible students. At a minimum, the notification shall include the requirements for the degree audit by the two-year institution and information concerning the process for a student to be awarded an associate degree in the future if the degree requirements are not met or the student declines the associate degree at the time of the notification” [23-1-131(3)(b), C.R.S.]. “Each two-year and four-year institution shall provide students with information concerning the process developed pursuant to this section” 23-1-131(4), C.R.S.].

5.04 Participating Private Institutions of Higher Education

Private institutions of higher education may choose to participate in gtPathways, including conforming their general education curricula to include the gtPathways curriculum; being guaranteed their approved gtPathways courses will transfer to all public and other participating nonpublic institutions, and agreeing to accept in transfer and apply credit for gtPathways courses from other participating nonpublic and public institutions of higher education, pursuant to §23-1-125(5), C.R.S.

5.05 Colorado Commission on Higher Education

The Commission, with the Colorado Department of Higher Education acting as its staff:

- 5.05.01 “...shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education.” [23-1-108(7)(a), C.R.S.]
- 5.05.02 “...shall establish and enforce student transfer agreements between degree programs offered on the same campus or within the same institutional system.” [23-1-108(7)(f), C.R.S.]
- 5.05.03 Shall, “...within existing resources, ...implement and revise appropriate policies, including financial incentives, to assure that students at state-supported institutions of higher education complete their academic degree programs in the most efficient, effective, and productive manner. The policy implementation and review shall include:

(I) Academic advising and counseling at such institutions and consideration of methods for the improvement of early and continuous availability of such academic advising and counseling in order to assist students with the completion of degree programs;

(II) The frequency and availability of courses essential to completion of degree programs at such institutions and evaluation of what changes may be necessary to assure that the course scheduling for degree programs by such institutions maximizes the opportunities for students to complete their course of study efficiently, effectively, and productively;

(III) Measures for minimizing and eliminating the restrictions against automatic transfer of credit hours of acceptable course work between such institutions and whether the provisions of transfer agreements between two-year and four-year institutions and among four-year institutions entered into pursuant to subsection (7) of this section are directed at easing such transfer restrictions;

(IV) Methods for minimizing the loss of credit hours when a student changes degree programs at such institution and assurance that such credit hours are transferred or substituted for appropriate course work in the other degree program;

(V) The review of possible solutions for access of nontraditional and part-time students to complete programs within the student's time frame goals;

(VI) What effect, if any, the reduction of degree programs would have on the increased availability of classes within existing degree programs;

(VII) What effect increases in educational costs may have on the average length of time for a student to complete a degree program; and

(VIII) The implementation of core curricula as a measure for assisting students to graduate.” [§23-1-108(13)(a), C.R.S.]

5.05.04 “...shall oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable system wide.” [23-1-108.5(1), C.R.S.]

5.05.05 Consider for approval gtPathways courses recommended by GE Council,

pursuant to §23-1-108.5(3), C.R.S.

- 5.05.06 “...shall consult with the governing boards when convening representatives from the higher education institutions [to serve on GE Council].” [23-1-108.5(3)(a), C.R.S.]
- 5.01.07 “...shall review the [GE] council's recommendations and adopt a statewide articulation matrix system of common course numbering for general education courses, including criteria for such courses...” [23-1-108.5(3)(c)(I), C.R.S.]
- 5.05.08 “...shall adopt and implement such procedures [recommended by GE Council to document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(a), C.R.S.]
- 5.05.09 “...in consultation with the governing boards and the higher education institutions, shall design and implement a statewide database to [document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(b), C.R.S.]
- 5.05.10 Resolve student complaints regarding the requirements of this policy, pursuant to CCHE Policy I, T Student Complaint Policy. “The Commission shall have final authority in resolving transfer disputes.” [23-1-108(7)(a), C.R.S.]
- 5.05.11 “...shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.” [23-1-125(3) C.R.S.]

5.06 General Education (GE) Council

The GE Council:

- 5.06.01 “...shall create a process through which it shall seek input from and consult with various higher education student organizations for each articulation agreement and for the review of general education courses and the course numbering system as required in [23-1-108.5(3)(c)].” [23-1-108.5(3)(a), C.R.S.]
- 5.06.02 “...shall recommend to the commission a statewide articulation matrix system of common course numbering to which the general education courses for each higher education institution may be mapped.” [23-1-108.5(3)(b), C.R.S.]¹⁴

¹⁴This process was completed and the common course numbering system for gtPathways courses is linked on the Department’s website at <http://higher.ed.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>.

- 5.06.03 “...shall recommend to the commission a list of general education courses to be included in the course numbering system. In identifying said general education courses, the council shall review the course descriptions, and may request summaries of course syllabi for review, focusing first on lower division general education courses.” [23-1-108.5(3)(c)(I), C.R.S.]¹⁵
- 5.06.04 “...shall annually review the list of general education courses and the course numbering system, including the criteria, adopted by the commission and recommend such changes as may be necessary to maintain the accuracy and integrity of the course numbering system. The council's annual review shall include consideration of the course descriptions, and the council may request summaries of course syllabi for further review.” [23-1-108.5(3)(c)(II), C.R.S.]¹⁶
- 5.06.05 “...shall devise and recommend to the commission procedures for exchanging information to document students’ success in transferring among higher education institutions.” [23-1-108.5(6)(a), C.R.S.]
- 5.06.06 Shall act as their respective institutions’ liaisons to assist the Department in the creation and adoption of statewide transfer articulation agreements; the review of proposed gtPathways courses; train academic advisors on the requirements of this policy; and provide guidance to the Department in the resolution of transfer student disputes.

6.00 Other Statutory Provisions that Affect Transfer

6.01 Credit cap for degrees.

- 6.01.01 “Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission” [23-1-125(1)(a), C.R.S.]; and
- 6.01.02 “The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specified professional degree programs that have additional degree

¹⁵ This process was completed per initial requirements of H.B. 01-1298 (the “Berry Bill”) and is now ongoing.

¹⁶ Standard practice has been that gtPathways courses continue to carry that designation unless the institution chooses to withdraw the course from general education, the course is not offered within a two-year period, or evaluations indicate that a course does not meet the state content and competency criteria, which are linked on the Department’s website at <http://higher.ed.colorado.gov/Academics/Transfers/>.

requirements recognized by the commission.” [23-1-125(2), C.R.S.]¹⁷

6.02 Course/credit limitations and requirements: transfer students and native students.

6.02.01 “A state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements” [23-1-108(7)(b)(II)(A), C.R.S.]; and

6.02.02 “A student who transfers under a statewide degree transfer agreement may be required to complete lower-division courses that are part of the major, but are not part of the statewide degree transfer agreement, if taking the courses does not require the transfer student to take more total credit hours to receive the degree than a native student and does not extend the total time required to receive the degree beyond that required for a native student”¹⁸ [23-1-108(7)(b)(II)(A), C.R.S.]; and

6.02.03 “A state institution of higher education...is responsible for the total cost of tuition, without participation by the student in the college opportunity fund...for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student” [23-1-108(7)(b)(II)(A), C.R.S.].

6.023 Competency testing.

6.023.01 “...the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those

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¹⁷At its April 1, 2004 meeting, the See earlier footnote on Commission granted waivers to institutions to exceed the 120 credit cap for certain to the following degree programs. (new credit limits in parentheses): nursing (126 cr.); teacher preparation (126 cr. with the stipulation that students can complete the program in 4 years); engineering, engineering technology, computer science and related programs (exempt from the 120 credit limit but with the stipulation that all programs must “guarantee that students will be able to complete the program requirements in 4 years”); all degree programs at Colorado School of Mines (exempt from the 120 credit limit); and landscape architecture at CSU (132 cr.). At its June 4, 2009 meeting, the Commission approved a credit waiver of 138 credits and lifted the 4-year graduation agreement requirement for all science teacher preparation programs.

¹⁸“Total time to receive the degree” presumes that the transfer student and the native student demonstrate substantially similar enrollment patterns in the same program of study.

courses.” [23-1-125(4), C.R.S.]

6.023.02 Standard practice is that institutions do not have to allow students to test out of every core course but there must be a means to test out of every gtPathways category (e.g., GT-CO1, GT-MA1, and so on).

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6.023.03 Institutions may choose the assessment instruments. Portfolio review and prior learning assessment are allowable instruments.

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6.034 Credit for prior learning.

6.034.01 “...each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]

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6.04.02 Institutions shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit.

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7.00 General Education and gtPathways Curriculum

The gtPathways curriculum is the core of the general education requirements of most Liberal Arts & Sciences bachelor’s degrees. This takes some of the guesswork out of transfer because gtPathways courses, in which the student earned a C- or higher, will always transfer¹⁹ and the credit will apply²⁰ to gtPathways requirements in every Liberal Arts & Sciences bachelor’s degree at every public Colorado institution. Depending on the bachelor’s degree, gtPathways course credit may also be applied to major and elective requirements at the receiving institution’s discretion. ~~Non-gtPathways courses and~~ gtPathways courses taken beyond the required 31-credit gtPathways curriculum will transfer (and be listed on the student’s transcript) but the ~~ir~~ credit is not guaranteed to apply to general education or major requirements or to electives (~~orand~~ count towards the 120 required credits for the bachelor’s degree). Table 1 below highlights where gtPathways courses fit in a bachelor’s degree.

¹⁹ Transfer of credit means the receiving institution notes on its own transcript the credit earned at another institution. Credits that transfer do not reduce time to degree completion unless they are applied to degree requirements at the receiving institution.

²⁰ Application of credit means the receiving institution applies credit earned at another institution to its own degree requirements, whether as general education, major requirements, or electives. Application of credit to degree requirements reduces time to degree completion.

Table 1: The Parts of a Bachelor’s Degree

<p>Bachelor’s Degree (usually 120 credits)</p> <p>Examples: Bachelor of Arts Bachelor of Science</p>	<p>General Education Requirements, includes:</p> <ul style="list-style-type: none"> • gtPathways (31 credits) and/or • other courses specified by the institution or major department, not to exceed 40 credits²¹
	<p>Major Requirements (number of credits varies)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Biology • English • Political Science
	<p>Electives (number of credits varies)</p>
	<p>Other graduation requirements</p>

²¹ §Per 23-1-125(3), C.R.S.

As shown in Table 2 below, the gtPathways curriculum is organized into six categories: 1) written communication, 2) mathematics, 3) arts and humanities, 4) history, 5) social and behavioral sciences, and 6) natural and physical sciences, and several sub-categories.

Table 2: gtPathways Curriculum

Semester Credit Hours	gtPathways Curriculum
6	<p>Written Communication: GT-CO1: Introductory Writing course (minimum 3 credits) GT-CO2: Intermediate <u>Writing course</u>Composition (minimum 3 credits) GT-CO3: Advanced Writing Course (minimum 3 credits) *Students may take GT-CO1 and GT-CO2 or they may take GT-CO2 and GT-CO3.</p>
3	<p>Mathematics: GT-MA1 (minimum 3 credits)</p>
15	<p>Arts & Humanities – at least 2 courses (minimum 6 credits); <u>courses can be from different sub-categories or from the same sub-category:</u> GT-AH1: Arts and Expression GT-AH2: Literature <u>and</u> Humanities GT-AH3: Ways of Thinking GT-AH4: World Languages (must be 200 level)</p> <p>History – at least 1 course (minimum 3 credits) GT-HI1</p> <p>Social and Behavioral Sciences – at least 1 course (minimum 3 credits) GT-SS1: Economic or Political Systems GT-SS2: Geography GT-SS3: Human Behavior, Culture, or Social Frameworks</p> <p>*Students must select one more course <u>from any of the above categories/sub-categories</u> to equal at least 15 credits. <u>(Multiple courses from the same sub-category are allowed.)</u></p>
7	<p>Natural and Physical Sciences – two 2 courses, <u>at least</u> one of which must be GT-SC1 GT-SC1: eCourse with Rrequired Llaboratory</p>

	GT-SC2: L ecture e Course without Required L aboratory
31	TOTAL MINIMUM CREDITS

To complete the gtPathways curriculum, students are required to complete the minimum 31 semester credit hours and earn a C- grade or better in each course. The guarantee of applicability of credit of gtPathways coursework to the receiving institution's general education requirements is limited to the minimum number of semester credit hours in each category. So, for instance, if a student takes two GT-~~MA1HH~~ courses and then transfers, the receiving institution must apply only one of the GT-~~MA1HH~~ courses. The remaining GT-~~MA1HH~~ course may be applied to major or elective credit at the discretion of the institution.

Students and academic advisors should note that not all of a degree's general education courses may be gtPathways approved. Courses that are gtPathways approved are designated as such in each institution's Course Catalog. Generally speaking, as long as a student does not take more general education courses than are required for his or her degree or change his or her major, then gtPathways courses completed at one public or participating private institution with a C- or better shall be applied to the degree's general education requirements or the requirements of the declared major at the receiving institution, given that the degree's general education core contains gtPathways courses. These limitations are explained below in more detail.

7.01 Limitation #1: Not All Degrees Contain the gtPathways Curriculum

Some degrees do not contain the gtPathways curriculum in whole or in part. These degrees have waivers from the Commission not to have to include gtPathways in their general education cores.²² It should be noted that although the general education cores of these degrees do not contain the gtPathways curriculum, they are still in line with the general education course guidelines in §23-1-125(3), C.R.S. That is, they are "...designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology."²² It is also important to note that institutions are still required to accept gtPathways courses in transfer and apply the credit when these degrees contain gtPathways courses in their general education cores. Since not every degree contains the gtPathways curriculum, this has several implications for students who will, or believe they may, transfer:

1. The gtPathways curriculum will satisfy at least 31 credits of general education requirements in most degrees, but not all degrees.
2. If the bachelor's degree into which the student intends to transfer contains the gtPathways curriculum, or an academic advisor for that degree affirms that the

²² [A list of degrees that have been waived of gtPathways requirements is maintained on the Department's website at https://higher.ed.colorado.gov/Data/Degrees.aspx?gtp=no](https://higher.ed.colorado.gov/Data/Degrees.aspx?gtp=no). [A list of these degrees, that do not contain the full gtPathways curriculum, is maintained on the Department's website at http://higher.ed.colorado.gov/Academics/Transfers/Students.html](http://higher.ed.colorado.gov/Academics/Transfers/Students.html).

student's gtPathways courses will apply to major or elective requirements, then gtPathways courses are a good choice for that student.

3. If the degree does not contain the gtPathways curriculum, and the academic advisor indicates that none or few gtPathways courses will apply to the degree requirements, then the student should be advised that, although all coursework will *transfer*, it may not *apply* so it won't get the student closer to completing the bachelor's degree. Early transfer may be a good option in these instances.

~~7.01.02 Limitation #2: Students May Need to Request the gtPathways Curriculum~~

~~Per Addendum B of the 2013 Performance Contracts,²³ institutions of higher education were given flexibility from having to include the gtPathways curriculum in the general education core of their Liberal Arts & Sciences baccalaureate degrees, as long as the institution continues to offer a full gtPathways curriculum for those Liberal Arts & Sciences students who choose to complete the entire gtPathways curriculum. Thus, in cases where students begin a Liberal Arts & Science bachelor's degree at one institution and know they will or may transfer to another institution, the student should ensure he or she is completing the gtPathways curriculum to ensure transfer and application of as many general education credits as possible.~~

7.02.03 Other Limitations on gtPathways' Guarantee:

It is important to note that gtPathways courses are not based on course equivalencies but meet content and competency criteria. Same or similarly-named gtPathways courses at different institutions are not guaranteed to be equivalent to one another. Students should not presume that because they took a gtPathways course at one institution that the same or similarly-named gtPathways course at a different institution contains the same material. This is important because receiving institutions will sometimes advise students to take a course at their institution that has the same or similar name to a course they previously took at a different institution. Institutions advise students to do this when it has been determined that the student's previous coursework has not prepared them for subsequent coursework at the receiving institution. All gtPathways courses that are a part of the degree's general education will still transfer and apply to general education requirements.

8.00 Transfer Options for Students

The following parts of this Section 8.00 describe the options for students to transfer coursework among Colorado's public and participating private institutions of higher education. To be effective, these transfer options require institutions of higher education to advise students ~~onto help them know~~ which courses are most appropriate for their intended major programs of study. Also, students need to consult with their academic advisors when registering for courses to make informed decisions if planning to transfer to another institution. Informed decision-making is the best strategy for successfully transferring coursework among institutions and ensuring this policy's

²³ Available on the Department's website at <http://higher.ed.colorado.gov/Academics/PerformanceContracts/>

effectiveness.

8.01 Transfer of gtPathways Courses

When evaluating a transfer student’s transcript, each public higher education institution will apply gtPathways credits to its general education requirements (where the degree’s general education core contains gtPathways courses), subject to the limitations listed above. In some cases, an institution, at its own discretion, may apply gtPathways courses to both general education and major requirements. ~~GE Council agreed that r~~Receiving institutions may not require students to demonstrate that the gtPathways courses they took at another institution adequately prepared the student for subsequent coursework at the receiving institution.

8.02 Statewide Transfer Articulation Agreements

A Statewide Transfer Articulation Agreement (STAA) is an agreement among Colorado community colleges, junior colleges and four-year public institutions that offer a degree program in common, such as a Bachelor of Arts in History. Statewide Transfer Articulation Agreements allow students to:

- 8.02.01 Graduate from a two-year institution with a 60-credit Associate of Arts (A.A.) or Associate of Science (A.S.) degree with designation, such as an Associate of Arts in Business [§23-60-211 and §23-71-123(3), C.R.S.].
- 8.02.02 Enroll, with junior status, at a 4-year institution if the student successfully completes the A.A. or A.S. degree that is the subject of the Statewide Transfer Articulation Agreement. It is important to note, however, that successful completion of the A.A. or A.S. degree does not guarantee admission into the four-year institution or the degree program at the four-year institution [§23-1-108(7)(b)(I), C.R.S.]. Students should always seek advising from the appropriate advisor at their two-year institution and the four-year institution into which they plan to transfer.
- 8.02.03 Complete the bachelor’s degree in no more than 60 additional credits at the receiving four-year institution (for a total of 120 credits) [§23-1-108(7)(b)(II), C.R.S.], except where the degree program received a waiver from the Commission to exceed 120 credits [§23-1-125(1)(b), C.R.S.].

Statewide Transfer Articulation Agreements and other Degree Transfer Agreements are listed on the Department’s website at <http://higher.colorado.gov/Academics/Transfers/>

8.03 Institutional Transfer Guides

Institutional ~~t~~Transfer ~~g~~Guides ensure that a student who completes an A.A. or A.S. degree with a grade of C- or better in all courses will have at least 60 credits of his or her A.A. or

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A.S. degree applied to the bachelor's degree requirements at the receiving institution and the students will be granted junior status if admitted. Because most liberal arts and sciences degrees are designed to be completed in 120 credit hours, a transfer student can complete many degrees in 120 credit hours and 4 years, given that the transfer student follows the degree plan outlined in the transfer guide and does not take courses that are not required. It should be noted, however, that not all degrees for which there are transfer guides can be completed in an additional 60 credits. Completion of the curriculum prescribed within Institutional Transfer Guides does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution including the submission of all required documentation by stated deadlines. Please note: students transferring to a University of Colorado institution (Boulder, Colorado Springs, Denver) must satisfy the CU System's MAPS (Minimum Academic Preparation Standards) requirements.

Institutional Transfer Guides for each four-year institution are linked on the Department's website at <http://higher.ed.colorado.gov/Academics/Transfers/Guides/default.html>

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8.04 Transfer of Associate of Arts and Associate of Science Degrees

A student who earns an Associate of Arts (A.A.) or Associate of Science (A.S.) degree at a Colorado public institution, including completing the gtPathways curriculum with a grade of C- or better in all courses, will transfer, upon admission, with junior standing into all Liberal Arts and Sciences bachelor degree programs offered by a Colorado public four-year university. The credits earned in the associate degree program will apply at minimum to 31 credit hours of lower division general education and 29 credit hours of additional graduation credits. The receiving institution will evaluate credit for prior learning following its standard policy, and in alignment with the Commission's Prior Learning Assessment policy (Section I, Part X). Students should follow the Statewide Transfer Articulation Agreement (if one exists there is one for the chosen bachelor's degree) or the receiving institution's Transfer Guide while considering what courses to complete as part of the A.A. or A.S. degree.

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8.05 Colorado Reverse Transfer (formerly known as "Degree within Reach")

Students who have some college completed but who have not yet attained a degree, may be eligible for an associate's degree if they meet the following criteria:

- o The student has completed 15 credit hours at a community college in Colorado;
- o The student has a minimum of 70 credit hours, including coursework at the four-year institution;
- o The student has completed those 70 credit hours within 10 years of enrollment at any institution;
- o The student's completed credit hours meet the requirements for an Associate of Science, Associate of Arts or Associate of General Studies, to be determined via degree audit at the community college; and

- o The student has not requested that ~~her or his~~^{your} data be withheld at either institution.

For more information, see <https://higher.ed.colorado.gov/Academics/reversetransfer/http://degreewithinreach.org>.

8.06 Transfer of Credits from Area ~~Technical Colleges~~^{Vocational Schools}

Students who successfully complete Career and Technical Education (CTE) coursework may be able to transfer the credit for those courses into an Associate of General Studies (A.G.S.) degree, an Associate of Applied Science (A.A.S.) degree or a related certificate program. In regards to coursework completed at Area ~~Vocational Schools~~^{Technical Colleges}, (including, but not limited to, ~~Delta Montrose Technical College~~, Emily Griffith Technical College, and Pickens Technical College, ~~and Technical College of the Rockies~~) pursuant to §23-60-802, Colorado Revised Statutes:

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...if a student completes a program of study at an area ~~technical college~~^{vocational school} and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area ~~technical college~~^{vocational school} to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area ~~technical college~~^{vocational school} will apply in full at another area ~~technical college~~^{vocational school} or to an appropriate program leading to a certificate or to an associate degree at a community or technical college. Postsecondary credits earned by a student at an area ~~vocational school~~^{technical college} may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in [section 23-1-108 \(7\)](#) and the state credit transfer policies established by the Colorado commission on higher education.²⁴

9.00 Student Complaints

If disagreement regarding the transferability of credits for coursework or a degree occurs between a student and a receiving ~~two-year or four-year~~ institution, ~~or disagreement regarding courses required of students transferring under a Statewide Transfer Articulation Agreement that result in the transfer student taking more total credit hours to receive the degree than a native student in the same academic program~~, the Department will facilitate an expeditious review and resolution of the matter pursuant to Commission Policy, Section I, Part T: Student Complaint Policy. ~~For more information, contact the Department at 303-866-2723 or file a eComplaints can be filed at~~

²⁴ Community colleges and 4-year institutions may accept credits earned from an area ~~vocational school~~^{technical college} as long as that school is accredited to offer the credit. Area ~~vocational schools~~^{technical colleges} are not accredited to offer general education (gtPathways).

<http://higher.colorado.gov/Academics/Complaints/default.html>. Per ~~§23-1-108(7)(a)~~,
“The Commission shall have final authority in resolving transfer disputes.” ~~§23-1-108(7)(a), C.R.S.~~

HISTORY: CCHE Agenda Item V, D – March 14, 2014; CCHE Agenda Item III, I – April 11, 2014; ~~CCHE Agenda Item V, B – February 7, 2019; CCHE Agenda Item III, B – March 8, 2019~~

TOPIC: DEGREE AUTHORIZATION ACT – PROPOSED REVISIONS TO
CCHE POLICY SECTION I, PART J

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY
EDUCATION

I. SUMMARY

This action item outlines proposed revisions to the Degree Authorization Act policy (CCHE policy Section I, Part J) to comply with SB18-177.

II. BACKGROUND

The Degree Authorization Act (DAA) outlines the Department's jurisdiction over private education programs available to the residents of the state of Colorado. The DAA establishes standards to prevent misrepresentation, fraud, and collusion in offering educational programs to the public and to protect, preserve, foster and encourage the educational programs offered by private educational institutions that meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

DHE staff periodically reviews policy implementing the DAA to ensure continued accuracy and relevance. The Department is occasionally faced with new situations that require minor revisions to this policy.

III. STAFF ANALYSIS

The proposed changes discussed in this agenda item include statutory language specific to the surety requirement and to improve clarity and provide additional guidance for authorized private colleges and universities and those institutions seeking authorization. Recommended revisions to the policy include the following:

- Providing a mechanism for an extension for startup institutions to achieve accreditation. Depending on the accrediting agency, three years may not be sufficient for a startup institution to obtain accreditation. The extension request is based upon demonstrated progress toward accreditation during the provisional authorization period.
- Defining field experience.
- Promulgating the ability to use bonds and other surety instruments to reimburse the Department for actual administrative costs if the institution ceasing operating in the state beyond the indemnification to the student.

Attachment A outlines the proposed changes to the policy in greater detail.

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission approve the proposed amendments to the Degree Authorization Act (Section I, Part J) policy.

STATUTORY AUTHORITY

§23-2-103.1, C.R.S., Commission – department – duties – limitation – reciprocity

(1) The commission shall:

(a) Establish procedures for authorizing, reauthorizing, and revoking the authorization of private colleges and universities and seminaries and religious training institutions in accordance with the provisions of this article, including but not limited to procedures by which an institution may apply for authorization or reauthorization and the procedures the department shall follow in reviewing applications and making recommendations to the commission.

ATTACHMENTS

Attachment A: CCHE Policy Section I, Part J with proposed changes

TOPIC: LEGISLATIVE UPDATE

PREPARED BY: AMANDA DELAROSA, CHIEF OF STAFF AND CHLOE MUGG,
LEGISLATIVE LIAISON

I. SUMMARY

This discussion item is to provide a status update on the 2019 legislative session.

II. BACKGROUND

The Legislature meets each year for 120 days from January to May. It is during this time that legislation is considered and a budget is developed for the upcoming fiscal year.

The Department is actively involved in both the budget development and consideration of public policy by legislators and staff that would impact higher education.

The Department meets regularly and works closely with the institutions of higher education, the Governor's office and General Assembly on all bills impacting higher education and provides policy makers with information about pending legislation and key issues.

III. STAFF ANALYSIS

A status update of pending legislation impacting higher education will be shared and discussed at the meeting.

IV. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

Not applicable

Higher Education Bills of Interest Status Update as of Feb. 28, 2019

Key: Blue denotes CDHE leg agenda item

Green denotes passed/for Governor's consideration

Red denotes failed

Bill #	Short Bill Title	Sponsors	Bill Summary	Most Recent Status
HB19-1196	Financial Aid For Students With In-state Tuition	S. Gonzales-Gutierrez / D. Moreno	Under existing law, a student who does not have lawful immigration status who attended high school in Colorado for at least 3 years before graduating from a Colorado high school or before successfully completing a high school equivalency examination, is admitted to a qualifying institution of higher education within 12 months after high school graduation, and has submitted an affidavit stating that the student has applied for lawful presence or will apply as soon as he or she is eligible, must be classified as an in-state student for tuition purposes. Such a student is eligible for the college opportunity fund program upon verification of the student's uniquely identifying student number and may be eligible for institutional or private financial aid programs. The bill makes such a student eligible for certain student financial assistance programs offered by the department of higher education to in-state students. Prior to becoming eligible, the student is subject to the same verification requirements for eligibility to participate in the college opportunity fund program.	2/20/2019 Introduced In House - Assigned to Education
HB19-1206	Higher Education Supplemental Academic Instruction	J. Coleman C. Larson / J. Bridges P. Lundeen	The bill directs the Colorado commission on higher education (commission) to adopt a developmental education policy requiring the governing boards of state institutions of higher education (institutions) to maximize the likelihood of success in entry-level (gateway) college-level course work when placing students into developmental education. The bill also specifies that institutions cannot place a student into developmental education based on a single instrument or test. For institutions authorized to offer developmental education, this bill requires that, by 2022, such institutions shall not directly enroll a student into stand-alone developmental education courses that may extend the student's time to degree. Instead, a student should be enrolled in a gateway college-level course with additional supports through supplemental academic instruction (SAI) or co-requisite remediation. The bill allows institutions to pilot new approaches to remediate students who may not benefit from SAI or co-requisite remediation and to seek waivers from the commission to expand or duplicate successful pilots. The bill authorizes all 4-year institutions to offer SAI, without approval from the commission, to students who need additional supports to be successful in college-level courses. The bill clarifies and adds reporting requirements relating to developmental education and SAI. The bill changes the term "basic skills" in statute to "developmental education" and makes conforming amendments throughout.	2/20/2019 Introduced In House - Assigned to Education
SB19-003	Educator Loan Forgiveness Program	R. Zenzinger D. Coram / B. McLachlan J. Wilson	The bill makes changes to the teacher loan forgiveness program, renaming it the educator loan forgiveness program (program) and revising the eligibility criteria for the program. The program: Repays up to \$5,000 of qualified educational loans for up to 5 years for teachers and other educators employed in qualified positions under the program; and Targets teachers and other educators employed in hard-to-fill positions due to geography or content area. The department of education (department) is required to annually identify the content shortage areas that qualify for the program. Subject to available appropriations, the Colorado commission on higher education (commission) shall approve up to 100 new participants in the program each year, and the bill specifies the criteria the commission shall use to prioritize applicants, if necessary. The program includes the educator loan forgiveness fund, and the commission shall adopt policies that ensure that loan repayment is made only on qualified loans for educators in qualified positions. The commission shall prepare an annual report for the general assembly that includes information concerning the content shortage areas identified by the department and information concerning the program participants. The bill extends the repeal date of the program.	1/24/2019 Senate Committee on Education Refer Amended to Appropriations
SB19-095	Five-year Review Of Higher Education Funding Formula	N. Todd C. Holbert / C. Hansen H. McKean	The bill requires the Colorado commission on higher education (commission) to conduct a review of the funding formula for institutions of higher education every 5 years and to submit a report on recommended changes to specified committees of the general assembly on or before November 1 of the year in which the review was conducted. It also specifies certain steps that the commission shall take in conducting the review.	2/14/2019 Introduced In House - Assigned to Education + Appropriations

HB19-1002	Leadership Professional Development For School Principals	B. McLachlan J. Wilson / R. Zenzinger	The bill creates the school leadership pilot program (program) to provide professional development for public elementary, middle, and high school principals.	1/17/2019 House Committee on Education Refer Amended to Appropriations
HB19-1035	Remove Fee Cap Electrical Inspection Local Government Higher Education	J. Rich D. Roberts / R. Woodward J. Ginal	Current law prohibits local governments and state institutions of higher education from charging more than 15% more than the state charges to perform an inspection of electrical work and limits the fee for a permit for a hot water heater load control device to no more than \$10. The bill deletes this \$10 cap, specifies that the 15% cap relates to fees as they existed on January 1, 2014, and subjects the permit fee to the adjusted 15% cap. (Note: This summary applies to the reengrossed version of this bill as introduced in the second house.)	Passed through House. 2/4/2019 Introduced In Senate - Assigned to Local Government
HB19-1066	Counting Special Education In Graduation Rates	B. Buentello C. Kipp / M. Foote	The bill clarifies that a student who is enrolled in special education services must be counted in the enrolling public high school's, school district's or institute's, and state's graduation rate in the year in which the student completes high school graduation requirements. The bill clarifies that nothing within the bill limits the right to a free appropriate public education for a student as provided by the federal "Individuals with Disabilities Education Act", the "Exceptional Children's Educational Act", or any other federal or state law or rule. (Note: This summary applies to the reengrossed version of this bill as introduced in the second house.)	2/26/2019 Senate Third Reading Passed - No Amendments
HB19-1093	Higher Education Fixed-rate Tuition Contracts	J. Wilson / N. Todd	Under current law, a state-supported institution of higher education (institution) may offer a student a fixed-rate tuition contract. The bill requires each state-supported 4-year institution to offer a fixed-rate tuition contract for bachelor degree programs. Community colleges may offer a student a fixed-rate tuition contract. The fixed-rate tuition must be valid until the earlier of the student's completion of the degree program, the completion of 140 credit hours, or 5 years. All students admitted to the same class and enrolled in the same degree program must receive the same fixed rate. The bill includes provisions relating to the transferability of the fixed-rate contract among campuses of the same institution, as well as the student's transfer to a different institution.	1/14/2019 Introduced In House - Assigned to Education
HB19-1121	Fifth-year High School & ASCENT Program Students	J. McCluskie D. Roberts	Current law allows a school district to include in its pupil enrollment students who were enrolled in a school that was designated as an early college before June 6, 2018, and who, after completing 4 years of high school, enroll for the 2018-19 or 2019-20 budget year in postsecondary courses. The bill extends this authority for one year to include students who enroll in postsecondary courses for the 2020-21 budget year.	2/12/2019 House Committee on Education Refer Amended to Appropriations
HB19-1137	Expand Teacher Cadet Program Include Early Childhood Education	J. Wilson D. Valdez / K. Priola	Early Childhood and School Readiness Legislative Commission. The bill clarifies that high school students who are interested in early childhood education may participate in the teacher cadet program.	2/20/2019 Introduced In Senate - Assigned to Education
HB19-1152	State Student Advisory Council Member Eligibility	L. Herod R. Galindo / J. Gonzales	A state student advisory council (council) exists for community colleges and occupational education. The bill eliminates the requirement that a student member of the council must be classified as an in-state student for tuition purposes prior to the election to the council.	2/27/2019 Senate Committee on Education Refer Unamended to Senate Committee of the Whole
HB19-1153	Colorado Mountain College And Direct Grants Annexation	J. McCluskie J. Wilson / K. Donovan B. Rankin	The bill changes the role and mission of Colorado mountain college from authorizing no more than 5 baccalaureate degree programs, as determined by its board, to authorizing a limited number of baccalaureate degree programs, as determined by its board. After a local college district annexes a school district or group of school districts into the local college district, for at least 5 years after annexation, the bill requires the Colorado commission on higher education to annually consider recommending increases to the direct grant amount appropriated to a local college district to reflect increases in resident enrollment. Prior to recommending the increase, the commission shall consult the affected local college district.	2/28/2019 House Second Reading Passed with Amendments - Floor
HB19-1178	Name Simplification Of Western State Colorado University	B. McLachlan / K. Donovan	The bill simplifies the name of Western state Colorado university to Western Colorado university.	2/14/2019 Introduced In House - Assigned to Education

HB19-1183	Automated External Defibrillators In Public Places	D. Roberts	The bill defines a public place and encourages any person that owns, operates, or manages a public place to place functional automated external defibrillators (AEDs) in sufficient quantities to ensure reasonable availability for use during perceived sudden cardiac arrest emergencies. The bill requires any public place to accept any gift, grant, or donation of an AED that meets federal standards.	2/14/2019 Introduced In House - Assigned to Health & Insurance
HB19-1187	Increase Student Aid Application Completion Rates	J. Coleman / J. Bridges	The bill requires the general assembly to appropriate \$250,000 each year for the 2020-21, 2021-22, and 2022-23 fiscal years from the general fund to the state board of education. The state board of education shall distribute the appropriation to education providers that receive a grant under the school counselor corps grant program, for the purpose of educating and supporting students and families with the completion and submission of the free application for federal student aid or applications for state student aid.	2/19/2019 Introduced In House - Assigned to Education + Appropriations
SB19-002	Regulate Student Education Loan Servicers	F. Winter S. Fenberg	The bill requires an entity that services a student education loan to be licensed by the administrator of the "Uniform Consumer Credit Code". "Servicing" means receiving a scheduled periodic payment from a student loan borrower, applying the payments of principal and interest with respect to the amounts received from a student loan borrower, and similar administrative services. The bill also creates a student loan ombudsperson to provide timely assistance to student loan borrowers.	2/26/2019 Senate Committee on Finance Refer Amended to Appropriations
SB19-007	Prevent Sexual Misconduct At Higher Ed Campuses	B. Pettersen F. Winter / B. McLachlan J. Buckner	The bill requires each institution of higher education (institution) to adopt, periodically review, and update a policy on sexual misconduct (policy), for posting, tracking and convening by the Department of Higher Education.	1/4/2019 Introduced In Senate - Assigned to Education
SB19-009	Financial Incentives For Rural Educators	N. Todd / B. McLachlan J. Wilson	Under existing law, the department of higher education (department) annually awards up to 40 stipends of not more than \$2,800 to students enrolled in teacher preparation programs who agree to teach in a rural school or rural school district. The bill removes the limit on the number of stipends and increases the amount to \$4,000. Under existing law, the department also annually awards up to 60 stipends to educators in rural schools and rural school districts who are seeking certain certifications. The bill removes the limit on the number of stipends.	2/28/2019 House Committee on Appropriations Refer Unamended to House Committee of the Whole
SB19-057	Employee Information Student Loan Repayment Programs	T. Story S. Fenberg / J. McCluskie	The bill requires the department of personnel to develop and annually facilitate the distribution of informational materials to state employees concerning federal student loan repayment programs and loan forgiveness programs for which state employees may be eligible in partnership with the department of higher education.	2/28/2019 House Third Reading Passed - No Amendments
SB19-069	Nonpublic School Teacher Development Programs	P. Lundeen / J. Wilson B. Buentello	Under existing law, school districts, charter schools, and the state charter school institute are permitted to operate induction programs for teachers, special services providers, principals, and administrators, and alternative licensure programs for teachers and principals who do not hold professional licenses. The bill clarifies that nonpublic schools may operate such programs.	2/28/2019 House Third Reading Passed - No Amendments
SB19-085	Equal Pay For Equal Work Act	J. Danielson B. Pettersen / J. Buckner / S. Gonzales-Gutierrez	The bill removes the authority of the director of the division of labor standards and statistics in the department of labor and employment (director) to enforce wage discrimination complaints based on an employee's sex and instead permits an aggrieved person to bring a civil action in district court to pursue remedies specified in the bill. The bill allows exceptions to the prohibition against a wage differential based on sex if the employer demonstrates that a wage differential is based upon one or more factors, including: A seniority system; A merit system; or A system that measures earnings by quantity or quality of production.	2/20/2019 Senate Committee on Judiciary Refer Amended to Appropriations
SB19-097	Area Technical College Grant Program	T. Story D. Coram / J. McCluskie M. Soper	The bill establishes a grant program to provide money to area technical colleges (ATC) for specified capital construction and equipment purchases. An ATC may submit a request to the Colorado commission on higher education (commission). The commission may include the grant request in its budget request for ATCs in the following state fiscal year. If the ATC receives grant money, the ATC must submit a report back to the commission in any year in which it expends grant money.	2/27/2019 Senate Third Reading Passed - No Amendments
SB19-099	Revised Uniform Athlete Agents Act 2015	N. Todd / K. Tipper	The bill enacts the "Revised Uniform Athlete Agents Act (2015)", drafted by the National Conference of Commissioners on Uniform State Laws. The revised act establishes new provisions for registration and renewal of registration for athlete agents, to be administered by the secretary of state. The revised act is subject to sunset review in 2026 and repeals in 2027 if not continued by bill.	2/19/2019 Senate Committee on Finance Refer Amended to Appropriations

SB19-137	Extend The Colorado Student Leaders Institute	N. Todd L. Crowder / C. Hansen J. Wilson	The bill extends the Colorado student leaders institute to June 30, 2024.	2/20/2019 Senate Committee on Education Refer Unamended to Finance
SB19-170	Inquiry Into College Applicant Criminal History	R. Rodriguez J. Tate / L. Herod	The bill prohibits a state institution of higher education (institution) from inquiring about an applicant's criminal history, or disciplinary history at an elementary, secondary, or postsecondary institution (disciplinary history), prior to admission; except that the institution may inquire about any pending criminal charges against the applicant and an applicant's prior convictions or disciplinary history for stalking, sexual assault, and domestic violence.	2/28/2019 Introduced In Senate - Assigned to Education
SB19-171	Apprenticeships And Vocational Technical Training	J. Danielson	The bill requires the Colorado department of labor and employment (department) to create the Colorado state apprenticeship resource directory. The department is required to collect detailed information on each apprenticeship program in the state, including the application process, requirements for enrollment, costs, and program outcomes. The department is required to promote the availability of the directory.	2/28/2019 Introduced In Senate - Assigned to Education
SB19-127	Suppl Approp Capital Construction	D. Moreno / D. Esgar	Supplemental appropriations are made for capital construction projects. (Note: This summary applies to the reengrossed version of this bill as introduced in the second house.)	2/22/2019 Signed by the Speaker of the House
HB19-1015	Recreation Of The Colorado Water Institute	J. Arndt / J. Ginal	The Colorado water institute was created in 1981 and automatically repealed in 2017. The bill recreates the institute.	2/20/2019 Governor Signed
HB19-1016	Basic Skills Placement Tests For High School	T. Geitner	The bill prohibits an institution from using tests that are not available for use by school districts and high schools, including early colleges. CCHE must ensure that this requirement is included in the standards for these tests.	1/31/2019 House Committee on Education Postpone Indefinitely
HB19-1049	Concealed Handguns On School Grounds	P. Neville	With certain exceptions, current law limits the authority of a person who holds a valid permit to carry a concealed handgun by prohibiting a permit holder from carrying a concealed handgun on public elementary, middle, junior high, or high school grounds. The bill removes this limitation. (Note: This summary applies to this bill as introduced.)	1/24/2019 House Committee on State, Veterans, & Military Affairs Postpone Indefinitely
HB19-1061	Zero-based Budgeting Review Principal Departments	R. Bockenfeld	The bill requires the joint budget committee, for the fiscal year commencing July 1, 2020, and for each fiscal year thereafter, to annually review 2 of the principal departments of state government using a zero-based budgeting method so that each principal department is reviewed once every 10 years.	2/22/2019 House Committee on Appropriations Postpone Indefinitely
HB19-1016	Basic Skills Placement Tests For High School	T. Geitner	The bill prohibits an institution from using tests that are not available for use by school districts and high schools, including early colleges. CCHE must ensure that this requirement is included in the standards for these tests.	1/31/2019 House Committee on Education Postpone Indefinitely
HB19-1096	Colorado Right To Rest	J. Melton	The bill creates the "Colorado Right to Rest Act", which establishes basic rights for people experiencing homelessness, including but not limited to the right to rest in public spaces, to shelter themselves from the elements, to eat or accept food in any public space where food is not prohibited, to occupy a legally parked vehicle, and to have a reasonable expectation of privacy of their property. The bill prohibits discrimination based on housing status.	2/26/2019 House Committee on Transportation & Local Government Postpone Indefinitely
SB19-060	Educator Supplies Tax Credit	O. Hill	Currently, under the federal educator expense deduction an eligible educator can claim a deduction, not to exceed \$250, for the purchase of school supplies and certain professional development courses. The bill creates a state income tax credit for an eligible educator for the cost of expenses that qualify for the deduction that exceed \$250 but are less than \$750. The amount of the credit that exceeds the educator's income taxes is refunded to the educator.	2/5/2019 Senate Committee on Finance Postpone Indefinitely
SB19-062	Limit Agency Rule-making Authority To Amend Rules	J. Sonnenberg	The bill requires an executive agency with rule-making authority to obtain additional statutory rule-making authority to amend or reinterpret an existing rule unless the rule is amended or reinterpreted based on: The rule's expiration or pending expiration as a result of its inclusion in the annual rule review bill; or A determination that the existing rule has been rendered unconstitutional or otherwise in contravention of the law based on a court decision or changes made to state or federal statutes, federal regulations, or the state or federal constitution. Any rule that an agency promulgates or reinterprets without complying with the requirement to obtain additional statutory rule-making authority is void.	1/28/2019 Senate Committee on State, Veterans, & Military Affairs Postpone Indefinitely

TOPIC: FY 2019-20 NEED BASED FINANCIAL AID ALLOCATION
MODELS

PREPARED BY: EMILY BURNS, LEAD FINANCE ANALYST

I. SUMMARY

This is a discussion item submitted to generate conversation and feedback around the undergraduate need-based financial aid allocation models for Fiscal Year (FY) 2019-20 and to seek input from Commission members on the allocation approaches provided.

Annually the Colorado Commission on Higher Education (CCHE) is tasked with allocating state financial aid funding as appropriated in the State's General Appropriations Act known as the Long Bill. The allocation for the need-based grant is made through the Completion Incentives Grant model that increases funding for Pell-eligible FTE based on retention and completion. The FY 2019-20 Governor's Executive Budget Request seeks to increase financial aid by roughly \$22.9 million in need-based aid. This funding would be in addition to approximately \$140 million currently being directed through the undergraduate need-based grant allocation.

In 2013, the CCHE approved a new allocation approach for undergraduate need-based aid referred to as the Completion Incentive Grant model. This allocation approach took effect for FY 2013-14, and the allocations for FY 2018-19 will be the sixth year of this methodology. The goal of the model is to incent institutions to work toward the postsecondary attainment goals of the CCHE Master Plan.

The principles of the Completion Incentive Grant model include: supporting timely completion, targeting aid to the neediest students, treating Pell-eligible students the same regardless of institution type, ensuring predictability for financial aid administrators from one year to the next, and incentivizing student progress through the allocation. The Commission reviews the allocation model scenarios annually to determine whether any adjustments are necessary before the model's allocations for the next FY are adopted.

In April, an action item will be brought to the Commission reflecting any requested adjustments to the model or changes in the appropriation amount as indicated during the Joint Budget Committee's Figure Setting process. Final allocations for all state-funded financial aid programs will be brought forth in June.

II. BACKGROUND

Colorado's financial aid support is part of the larger financial aid system that includes federal support, institutional aid, and other sources.

The largest need-based program is the Federal Pell Grant, which ties the expected family contribution (EFC) to their student's college expenses and generates a grant amount. The Pell Grant accounted for 13% of total financial aid in Colorado during the 2017-18 FY.

Institutions invest substantial institutional resources in providing aid to students. Between FYs 2010-11 and 2017-18, institutional aid increased nearly 45% and accounts for approximately 27% of all financial aid including loans.

While both the Federal Pell Grant and institutional aid are larger than the State's share – 7% of total financial aid – the Commission plays an important role in directing policy through the allocation of Colorado's state-funded need-based grant. Annually, the Commission is tasked with allocating state-funded financial aid funds to the institutions. The Completion Incentives Model gives the Commission the ability to direct funding that aligns with policy goals. The need-based grant is targeted toward low-income students with a focus on retention and timely completion. The model provides a set amount for each Pell-eligible FTE and increases the set amount for each progressive level (Freshman, Sophomore, Junior, Senior) to incentivize institutions to provide supports that improve the retention and progress of Pell-eligible students.

The Completion Incentive Grant model is in its sixth year of implementation in FY 2018-19. The first year allocation included a guardrail provision at the rate of inflation. The second year provided a minimum increase of 20 percent to each institution and an increase cap of 50 percent. For FY 2015-16, the overall state support for financial aid increased 11%, and the CCHE-adopted model had a minimum increase of 5% and a maximum increase of 30%. For FY 2016-17, funding for financial aid was held flat during the figure setting process, so need-based aid was allocated using a model with a 10% guardrail for stability. In FY 2017-18, need-based aid increased by approximately 3% and was allocated using a model that capped increases at 13% and decreases at 7%. In FY 2018-19, need-based aid increased by approximately 9% and was allocated based on a maximum increase of 19% and a maximum decrease of -1%. FY 2018-19 also saw the one-time inclusion of monies appropriated via SB 18-262. This one-time investment of approximately 1.6 million was distributed proportionally based on undergraduate need-based aid allocations because the law stipulated that the monies could only be used as need-based aid.

To encourage timely completion, the model includes an upper limit for advanced seniors. The original concept considered a maximum credit hour limit. However, after a credit hour analysis using the State Unit Record Data System (SURDS), institutional staff and the Department agreed that credit hour data was not the best way to capture timely completion. As a substitute, the Commission approved using the Pell Lifetime Eligibility Unit (LEU) data included on federal financial aid processing documents. As a result, the advanced senior provision was delayed by one year to allow the Department to collect the Pell LEU data. As in past years, the advanced senior adjustment is broken out into a separate column for the proposed FY 2018-19 funding scenarios.

III. STAFF ANALYSIS

Department staff actively engaged the Financial Aid Advisory Committee in discussions regarding the proposed models. The Committee generally supports stability with rewards for those increasing

enrollment. Background information and a quick synopsis of the models were discussed with the Fiscal Affairs and Audit Standing Committee at its March 2018 meeting.

The Pell-eligible EFC increased for FY 2018-19 from \$5,328 to \$5,486. This results in marginal adjustments to the number of eligible FTE at each institution based as individual EFC calculations fluctuate annually. Over the past several years, post-recession attrition has resulted in decreased Pell-eligible student enrollment., this year the decreases have begun to flatten. The decrease in Pell-eligible FTE from FY 16-17 to FY 17-18 was 1.0%. This is a more moderate decrease than last year (-4.4%) and the prior year (-8.2%), there is still declining Pell student enrollment. These enrollment shifts, paired with a proposed increase in funding impact the student-level dollar amount, so while some institutions are receiving less overall funding, the amount institutions receive per-FTE varies based on the model parameters. For example, in the CCHE adopted model for FY 2017-18, the amount allocated to each institution per freshman student was \$1,650 compared to \$1,869 in Model 1.

Summary Description of FY 2017-18 Draft Models

For all models we assumed the following:

- Increased State Funding of \$22.9 million;
- Constant funding increment between grade-level (\$342);
- FY 2018-19 Pell-eligible FTE data;
- The advanced senior students are counted at freshman rate.

Model 1: This is a baseline model that does not employ a guardrail to stabilize funding shifts resulting from enrollment changes. There are significant shifts in funding across institutions, but there is no discernable pattern to the changes.

Pro: This approach fully acknowledges changes in Pell-eligible enrollment and retention at institutions.

Con: This approach challenges predictability for institutions.

Models 2, 3, and 4: These approaches attempt to balance the principles of the Completion Incentives Model by using three guardrail options to prevent extreme shifts in funding while still acknowledging the fluctuations in Pell-eligible student enrollment and retention. By utilizing different guardrail provisions, all of these models cap the decreases and increases that institutions are able to receive.

Pro: These approaches meet the intent of the Completion Incentives Model while providing additional predictability for institutions.

Con: From a policy standpoint, these models may mitigate funding increases at institutions that are meeting statewide goals.

These models are not exhaustive; they merely provide options for consideration by the Commission and are intended to spur additional discussion. After discussion and input from the Commission during the March meeting, Department staff will synthesize the input, gather

additional feedback from the Financial Aid Advisory Group and the CFOs, and bring an action item to the April CCHE meeting with a recommended allocation model.

IV. STAFF RECOMMENDATION

There is no recommendation at this time; this item is for discussion only.

V. STATUTORY AUTHORITY

C.R.S. 23-3.3-102 (2): Assistance program authorized - procedure - audits.

(1) The general assembly hereby authorizes the commission to establish a program of financial assistance, to be operated during any school sessions, including summer sessions for students attending institutions.

(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

ATTACHMENTS:

Model 1 – Baseline

Model 2 – Guardrail (-2%, +18%)

Model 3 – Guardrail (-5%, +15%)

Model 4 – Guardrail (-5%, +10%)

TOPIC: UPDATE ON FUNDING FORMULA REVIEW PROCESS

PREPARED BY: INTA MORRIS, CHIEF OPERATING OFFICER AND CHIEF FINANCIAL OFFICER, AND BUDGET SERVICES TEAM

I. SUMMARY

This discussion item is intended to provide the Colorado Commission on Higher Education (CCHE) with an overview of the funding formula review process that the Department, under the direction of the Commission, has engaged in since January and to update the Commissioners on the outcomes of a meeting with institutional Chief Executive Officers (CEOs) and Chief Financial Officers (CFOs) on February 28, 2019.

II. BACKGROUND

As discussed at the December Commission meeting, Department staff engaged in individual conversations with institutional CEOs and CFOs seeking comment on the current funding allocation model established by HB 14-1319. Staff received feedback around challenges with the model and potential improvements through either short-term adjustments or long-term structural changes. These conversations culminated in a meeting on February 28th at which institutional representatives, primarily CEOs and CFOs, gathered to discuss potential options for moving forward with the formula. Staff has also engaged with the Fiscal Affairs and Audit subcommittee with periodic updates on the process.

Participants explored a number of options for moving forward. All expressed commitment to the Master Plan and the goals therein, and noted that while the funding formula does not *drive* behavior, their efforts are fully aligned with the master plan goals. They ultimately agreed that maintaining the overall 12.9 percent increase in the Governor's budget request is the primary goal moving forward this year, and that the formula should be adjusted to enable the goal of flat tuition established by the budget request.

III. STAFF ANALYSIS

The February 28 agreement does not preclude further analysis and possible changes to the formula for 2020-21. Staff will provide further updates to the Commission throughout the legislative session, and then propose next steps.

IV. STAFF RECOMMENDATIONS

This is a discussion item. No recommendation is made at this time.

TOPIC: 2018 TALENT PIPELINE REPORT

PREPARED BY: Brandon S. McReynolds, Ph.D.

I. SUMMARY

The Colorado Department of Higher Education has collaborated with the Colorado Workforce Development Council and other state agencies to develop an annual Talent Pipeline Report in accordance with C.R.S. 24-46.3-103 (see attached report).

The Talent Pipeline Report provides an overview of current trends in Colorado's talent pipeline and how those trends impact our current and future workforce, occupations with positive outlooks, analysis of in-demand skills, and education/training strategies currently being enacted by the state and local partners. It also provides recommendations for future work to improve our state's talent development system.

II. BACKGROUND

In 2014, SB 14-205 was passed, codifying cross-agency workforce development strategies and collaboration, and mandating an annual Talent Pipeline Report. The Colorado Workforce Development Council produced the report in partnership with the Colorado Departments of Higher Education, Education, Labor and Employment, and the Office of Economic Development and International Trade, with support from the Department of Human Services, Department of Regulatory Affairs, Office of State Planning and Budgeting, the State Demography Office at the Department of Local Affairs, the Department of Human Services, and the Department of Regulatory Affairs, along with other partners.

III. STAFF ANALYSIS

The 2018 Colorado Talent Pipeline Report was released in late December, offering an examination of issues related to the supply and demand of talent in Colorado and strategies for strengthening the state's talent pipeline.

The report focuses on high-demand, high-growth jobs that pay a good wage in two earnings tiers: one including jobs meeting a living wage for a family of three with one working adult, and a second, including jobs meeting a living wage for an individual. The report also explores areas of untapped talent in Colorado.

The conclusion of the report provides recommendations from the Governor's Workforce and Education Cabinet work group on how the state could continue to strengthen the talent pipeline.

Recommendations include:

- Further develop infrastructure that support all pathways to a meaningful career.
- Eliminate attainment gaps along the education and career pipeline.
- Strengthen collaboration and alignment at the state and local implementation levels to improve efficiency.

III. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission.

IV. STATUTORY AUTHORITY

24-46.3-303. Annual report - The state work force development council and the department of education shall annually review the work of the statewide coordinator in implementing the duties described in section 24-46.3-302. The state work force development council shall include a summary of the review in the Colorado talent report prepared pursuant to section 24-46.3-103(3).

ATTACHMENT(S):

- 2018 Talent Pipeline Report

TOPIC: 2019 LEGISLATIVE REPORT ON THE POSTSECONDARY
PROGRESS AND SUCCESS OF HIGH SCHOOL GRADUATES

PREPARED BY: KATIE ZABACK, SENIOR POLICY DIRECTOR
BRADLEY TUGAN, DATA ANALYST

I. SUMMARY

The Colorado Department of Higher Education (CDHE) is required annually to prepare a report on the postsecondary progress and success of the preceding six high school graduating classes and submit the report to the Education Committees of the Senate and House of Representatives, the State Board of Education, and the Colorado Department of Education.

The 2019 report, which was released publicly on February 22, 2019, highlights Colorado's efforts to improve educational outcomes for students. The college-going rate has remained stable with persistent equity gaps among majority and minority race/ethnic groups.

Additionally, CDHE released a set of Excel files containing educational outcomes data at the district and school level as well as a new graphical interface for District at a Glance.

An executive summary of the report is attached. The full suite of materials is available at: <https://higher.ed.colorado.gov/Data/Districtataglance.html>

II. BACKGROUND

C.R.S. 23-1-113(9) mandates that the Commission, as part of its implementation of the Colorado Achievement Plan for Kids, report to the General Assembly on the postsecondary progress and success of recent high school graduating classes. The report is to be disaggregated by school district, ethnicity, gender, and financial aid status.

III. STAFF ANALYSIS

Staff will highlight key points of the report and provide a short demonstration of the new District at a Glance tool.

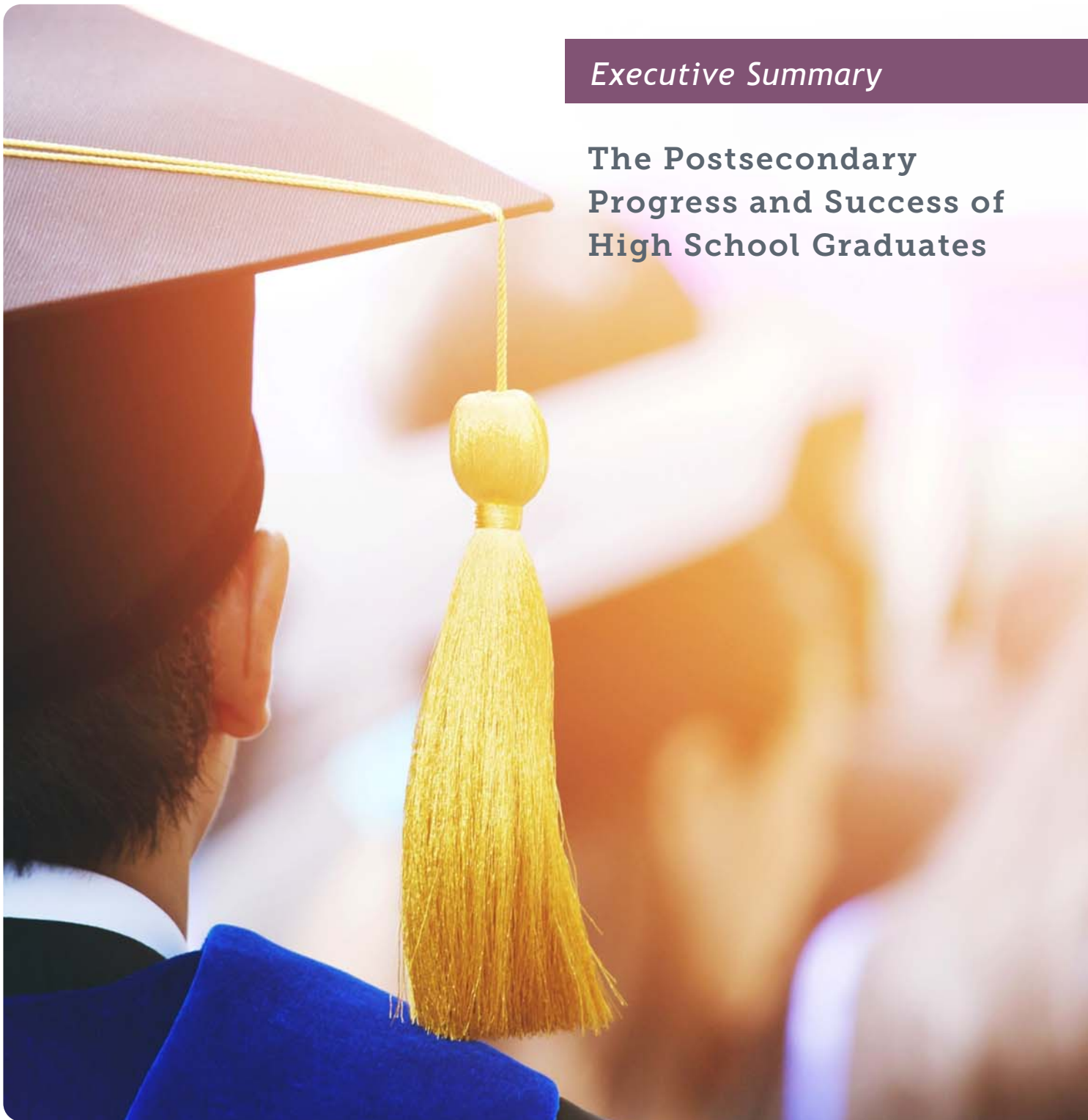
IV. STAFF RECOMMENDATIONS

This report is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

C.R.S. §23-1-113 (9) On or before February 15, 2012, and on or before February 15 each year thereafter, the department of higher education shall submit to the state board of education, the department of education, and the education committees of the house of representatives and the senate, or any successor committees, a report, subject to available data, concerning the enrollment,

placement and completion of basic skills courses, first-year college grades, and types of academic certificates and degrees attained at all postsecondary institutions in Colorado and the United States for the high school graduating classes of the preceding six academic years. The department of higher education shall report the information disaggregated by high school and school district of graduation, to the extent practicable, and by ethnicity, gender, financial aid status, and any other characteristic deemed relevant by the commission. The department of higher education and the department of education shall also make the report available on their respective web sites.



Executive Summary

**The Postsecondary
Progress and Success of
High School Graduates**



COLORADO

Department of
Higher Education

Colorado's 2017 High School Graduates



COLLEGE GOING RATE FOR
THE CLASS OF 2017

56.3 percent

If you factor in the more than
1,600 credentials that graduates
received while in high school
then it becomes 57.4 percent.



57.4%

Equity gaps still exist
for African American
and Hispanic Students

46 PERCENT
of Hispanic students

and

54 PERCENT
of African American students

ENROLL IN COLLEGE

compared to

61 PERCENT
of white students



24 PERCENT

of students attend
out of state



73 PERCENT

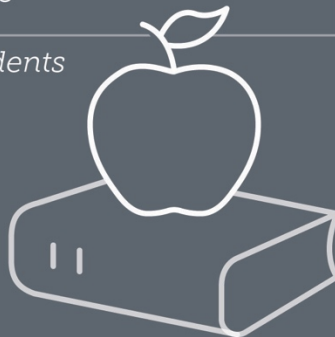
attend 4-year institutions



Only **43** PERCENT of students who qualify for
free and reduced lunch (FRL)
attend college

*compared to 62 percent of students
who do not qualify (non-FRL).*

FRL students are also
more likely to enroll in-state
(88 percent compared to 72 percent)
and attend community colleges
(41 percent compared to 33 percent).



Only

40 PERCENT
of Hispanic students

32 PERCENT
of African American students

ATTEND FOUR-YEAR INSTITUTIONS

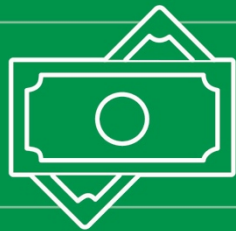
Compared to more than

75 PERCENT
for most other groups

Postsecondary Success of Colorado's Graduates

Thanks to increased state investment the number of students receiving state aid has increased

30 PERCENT



and the number of students receiving institutional aid has increased 11 percent since 2013.



Almost half of students from the class of 2017 who enrolled in college have accumulated

30 CREDITS

making them on-track to complete their degree on time.

EQUITY GAPS STILL PERSIST

Hispanic, African American and Hawaiian Pacific Islanders



are least likely to be on track to complete a degree on time and only 35 percent of FRL students are on track to complete a degree on time.



Completion rates continue to improve with each new class.

BETWEEN 2009 AND 2016

Two-year completion rates have gone up **61** PERCENT



BETWEEN 2009 AND 2014

Two-year certificate and degree completion rates went up

29 PERCENT

Four year rates went up

28 PERCENT

HISPANIC STUDENTS



have the highest

2 YEAR

completion rates

and

one of the lowest

4 YEAR

completion rates

CDHE' Efforts to Improve Outcomes

The CCHE, CDHE, and institutions of higher education continue to work with the CDE and its stakeholders to ease the transition from high school into college and to ensure more students consider postsecondary options.

Ensuring More Colorado High School Students Attend College

Colorado Opportunity Scholarship (COSI): COSI was created in 2014 with the goal of increasing the attainment of postsecondary credentials and degrees for underserved students in Colorado. This program provides tuition support to students through matching scholarship funds while also providing pre-collegiate and collegiate support services to ensure more students have the support they need to attend college.



COLORADO
Colorado Opportunity
Scholarship Initiative

Updated Admissions Policy: The CCHE, under authority outlined in C.R.S. 23-1-113, has worked with institutions to evolve the Colorado admissions policy so that it aligns with high school graduation guidelines: www.coadmissionstool.org.

College Application Month: For more than a decade, College In Colorado has offered tools, resources, and direct outreach for counselors and educators as they assist students in the college-going process. These efforts culminate each fall during College Application Month, a six-week campaign that guides students through the application process.



Colorado Free Application Day: In 2018, every Colorado public college and university—and several in-state private institutions—waived application fees for in-state students for one day. This resulted in a 12 percent increase in applications statewide; half of the applications submitted during College Free Application Day were submitted by students of color and a third were submitted by first-generation students.

Colorado GEAR UP: Since 1999 Colorado GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which is housed in CDHE, has provided pre-collegiate programs designed to increase the number of low-income students who enroll in postsecondary education. In 2018, Colorado was awarded a seven-year, \$35 million grant by the U.S. Department of Education (DOE) that allows CDHE to serve 5,000 students in 15 Colorado high schools. This federal investment is essential to broadening college access and success in Colorado.



Colorado Student Leaders Institute (COSLI): COSLI was created by Senate Bill 15-290 and is a competitive academic four-week summer program for 100 high students. It reinforces the importance of civic engagement, academic richness, entrepreneurship, responsibility, accountability, ethics, and integrity in the rising generation of American leaders and exposes students to postsecondary education.

Creating New Opportunities by Increasing FAFSA Completion

Colorado high school students complete the Free Application for Federal Student Aid (FAFSA) to qualify for federal, state and institutional grants and loans. Colorado is ranked 47th in the nation for FAFSA completion, with an only a 50 percent completion rate.¹ The CDHE estimates that Colorado high school seniors left \$47 million in federal Pell Grant aid on the table in 2017 alone. In 2018, the department has challenged school district superintendents and the congressional delegation to increase their FAFSA completion rates.



Accelerating Momentum to Graduation

In 2018, Colorado became one of just four states to join Complete College America’s (CCA) Momentum Pathways Scale Project. This initiative will help boosting college attainment rates by developing clear pathways and implementing evidence-based strategies that help students meet key, first-year benchmarks. The CDHE and Colorado’s colleges and universities will create a three-year implementation timeline for strategies designed to lead to greater student momentum and success, such as increased early credit accumulation, gateway course completion, and completion of credits in a program of study. This effort will help grow Colorado’s momentum and improve early success so that more students are on the pathway to postsecondary achievement.

Colorado’s Talent, Innovation, and Equity Grant

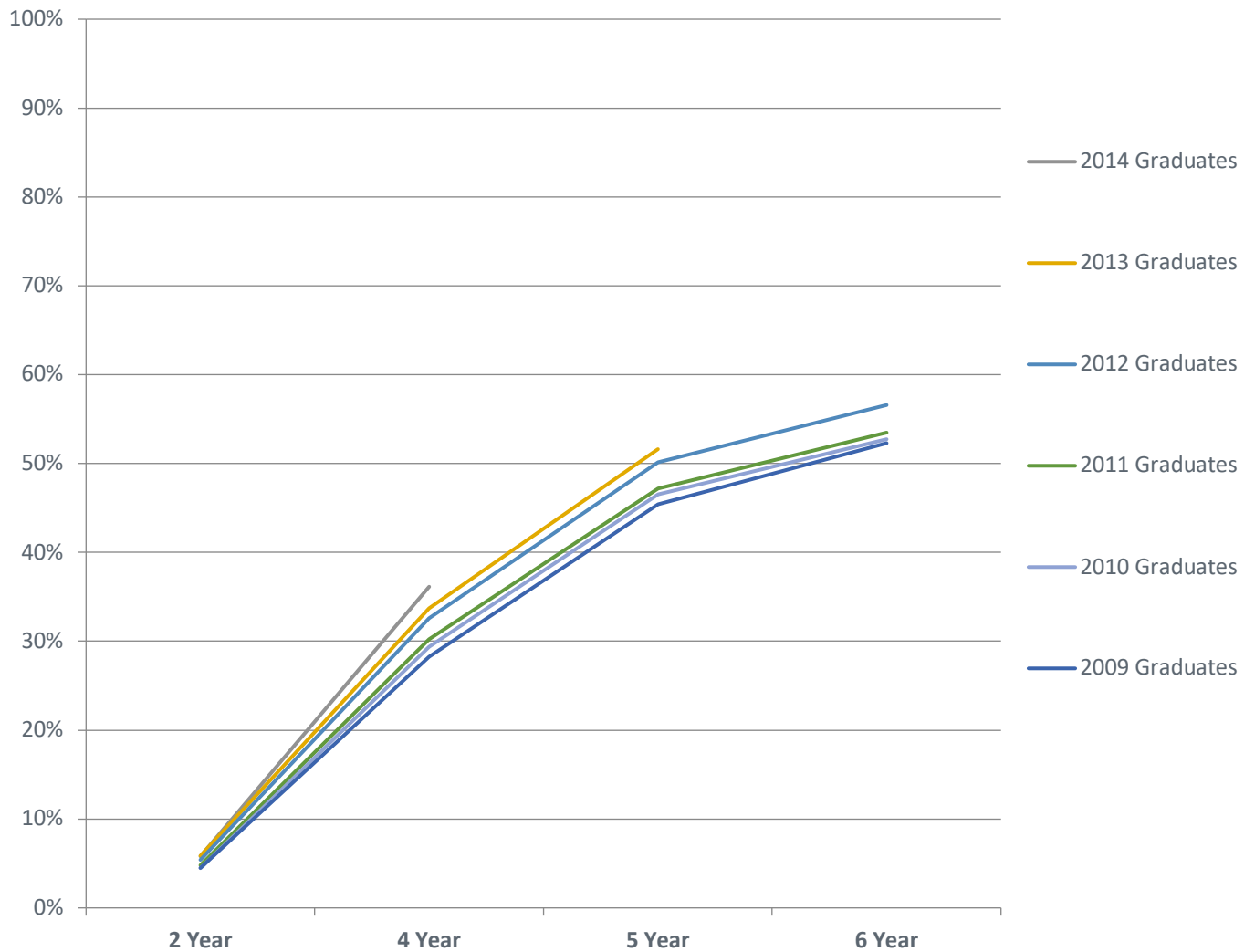
In 2017 Colorado was awarded a \$500,000 Talent, Innovation, and Equity (TIE) Grant from the Lumina Foundation. The grant funds high-impact projects designed to accelerate progress toward the statewide goals of reaching 66 percent educational attainment and address equity gaps. Specifically, the TIE Grant will create and scale culturally responsive professional development for faculty and administration across the state. Additionally, it will supports interventions specifically designed to address equity gaps at Pueblo Community College, Colorado State University-Pueblo and Community College of Aurora. The CDHE hopes to collect best practices from these projects and scale them statewide.

Concurrent Enrollment

Colorado utilizes the state’s Concurrent Enrollment program as a strategy to cultivate seamless P-20 pathways and increase credential completion. Through Concurrent Enrollment, high school students have the opportunity to enroll in college-level courses and simultaneously earn high school and college credit, often at no cost to students. Research indicates that Concurrent Enrollment students are more likely to enroll and persist in college, have higher earned cumulative credit hours by the end of students’ first year, have higher first-year grade point averages, and are less likely to need remedial education once in college.

¹ Rank through June 29 2018 of the 2018-19 FAFSA cycle. National College Access Network. [#FormYourFuture FAFSA Tracker](#).

Certificate and Degree Completion Rates Improve With Each Graduating Class



For More Information

Colorado Department of Higher Education <https://highered.colorado.gov/>

Colorado Rises: Advancing Education and Talent Development <http://masterplan.highered.colorado.gov/>

1600 Broadway, Suite 2200
Denver, CO 80202
(303) 862-3001





COLORADO

Colorado Commission on
Higher Education

Department of Higher Education

Chair, Luis Colón
Vice Chair, Renny Fagan
John Anderson
Maia Babbs
Mary Beth Buescher
Cassie Gannett
Jeanette Garcia
Vanecia Kerr
Pardis Mahdavi
Tom McGimpsey
Monte Moses

COLORADO COMMISSION ON HIGHER EDUCATION

- Chairman Luis Colón (*R-4th Congressional District*) 2nd term ends June 2021
- Vice Chair Renny Fagan (*D-7th Congressional District*) 1st term ends June 2019
- Commissioner Maia Babbs (*U-7th Congressional District*) 1st term ends June 2019
- Commissioner Mary Beth Buescher (*D-3rd Congressional District*) 1st term ends June 2020
- Commissioner Cassie Gannett (*D-5th Congressional District*) 1st term ends June 2020
- Commissioner Jeanette Garcia (*D-3rd Congressional District*) 2nd term ends June 2019
- Commissioner Vanecia Kerr (*D-6th Congressional District*) 1st term ends June 2018
- Commissioner Pardis Mahdavi (*D-2nd Congressional District*) 1st term ends June 2022
- Commissioner Monte Moses (*R-6th Congressional District*) 2nd term ends June 2019
- Commissioner Tom McGimpsey (*R-2nd Congressional District*) 1st term ends June 2021
- Commissioner Stephanie Donner (*D-1st Congressional District*) 1st term ends June 2023

ADVISORY COMMITTEE

Legislative Advisors

- Representative Julie McCluskie, *House Majority Appointment*
- Representative Cathy Kipp, *House Majority Appointment*
- Representative Kevin Van Winkle, *House Minority Appointment*
- Senator Nancy Todd, *Senate Majority Appointment*
- Senator Tammy Story, *Senate Majority Appointment*
- Senator Paul Lundeen, *Senate Minority Appointment*

Subject Matter Advisors

- Mr. Wayne Artis, *Faculty Representative*
- Mark Cavanaugh, *IHEC Representative*
- Mr. Chad Marturano, *Institutional Finance Representative*
- Dr. Rick Miranda, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Christina Powell, *Parent Representative*
- Troy Fossett, *Student Representative*

Governor Jared Polis Dr. Angie Paccione, Executive Director

1600 Broadway, Suite 2200, Denver, CO 80202 P 303.862.3001 F 303.996.1329 highered.colorado.gov





INSTITUTION AND SYSTEM LEADERS

<u>INSTITUTION</u>	<u>CEO</u>	<u>LOCATION</u>
Adams State University	Dr. Cheryl Lovell, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Joe Garcia, Chancellor	Denver
Arapahoe CC	Dr. Diana Doyle, President	Littleton
Colorado Northwestern CC	Ron Granger, President	Rangely
CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
CC of Denver	Dr. Everette Freeman, President	Denver
Front Range CC	Andy Dorsey, President	Westminster
Lamar CC	Dr. Linda Lujan, President	Lamar
Morgan CC	Dr. Curt Freed, President	Ft. Morgan
Northeastern JC	Jay Lee, President	Sterling
Otero JC	Jim Rizzuto, President	La Junta
Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
Pueblo CC	Dr. Patty Erjavec, President	Pueblo
Red Rocks CC	Dr. Michele Haney, President	Lakewood
Trinidad State JC	Dr. Carmen Simone, President	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser, President	Glenwood Springs
Colorado School of Mines	Paul Johnson, President	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
CSU-Ft Collins	Dr. Tony Frank, President	Fort Collins
CSU-Pueblo	Dr. Timothy Mottet, President	Pueblo
CSU-Global Campus	Dr. Becky Takeda-Tinker, President	Greenwood Village
CU System	Bruce Benson, President	Denver
CU – Boulder	Dr. Philip DiStefano, Chancellor	Boulder
UCCS	Dr. Venkat Reddy, Chancellor	Colorado Springs
UCD	Dr. Dorothy Horrell, Chancellor	Denver
UC-Anschutz	Don Elliman, Chancellor	Aurora, Denver
Emily Griffith Technical College	Zach Hermsen, Interim Executive Director	Denver
Ft. Lewis College	Dr. Tom Stritikus, President	Durango
Metropolitan State University of Denver	Janine Davidson, President	Denver



Pickens Technical College	Teina McConnell, Executive Director	Aurora
Technical College of the Rockies	Michael Klouser, Director	Delta
University of Northern Colorado	Dr. Andy Feinstein, President	Greeley
Western State Colorado University	Dr. Gregory Salsbury, President	Gunnison

COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

- 1.1 **Organization:** Pursuant to C.R.S. §23-1-102, the Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 **Officers:** Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.
- 1.3 **Election and Terms of Officers:** All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director. Officers shall be limited to two consecutive terms, unless an exception is approved by a super-majority vote of the Commission.
- 1.4 **Regular Meetings of the Commission:** The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following calendar year.
- 1.5 **Notice of Meetings:** Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202 and on the Colorado Department of Higher Education website. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.
- 1.6 **Special Meetings:** Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office and on the website of the Colorado Department of Higher Education no less than two days prior to the meeting date.
- 1.7 **Conduct of Meetings:** The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in

accordance with all State laws and regulations. The parliamentary rules contained in Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.

- 1.8 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.9 Preparation of Agenda: Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.10 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.
- 1.11 Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

Section 2. Duties and Responsibilities of Officers

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance.
- 2.2 Vice Chair of the Commission: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director of the Commission: In addition to performing those duties established by law, the Executive Director of the Commission and Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the General Assembly on matters pertaining to the Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

3.1 There is hereby established an advisory committee pursuant to C.R.S. §23-1- 103).

Advisory Committee Members: The advisory committee shall consist of not less than thirteen members, to be designated as follows:

(a) Six members shall be appointed from the General Assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate and one of who shall be from the minority party appointed by the Minority Leader of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives and one of who shall be from the minority party appointed by the Minority Leader of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members;

(b) One member shall be selected and designated by the Commission, as recommended by the Colorado Faculty Advisory Council, to represent the faculty in the state;

(c) One member shall be selected and designated by the Commission, as recommended by the Student Affairs Council, to represent the students in the state for a term of one year, commencing on July 1 of the year appointed;

(d) One member shall be selected and designated by the Commission who is a parent of a student enrolled in a state supported institution of higher education in Colorado to represent the parents of students for a term of two years, commencing on July 1 of the year appointed.

(e) Not more than four additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.

The Commission has designated the four additional advisory committee members to represent:

- Chief Academic Officers of Colorado's state supported institutions of higher education, as recommended by the Colorado Academic Council;
- Chief Financial Officers of Colorado's state supported institutions of higher education, as recommended by the, as recommended by the Chief Financial Officers group;
- Independent Higher Education Institutions in Colorado (Colorado College, Regis, and Denver University), as recommended by the Independent Higher Education Council; and,
- The K-12 system, as recommended by the Colorado Department of Education.

All such appointments shall be for a term of two years, commencing on July 1 of the year appointed.

- 3.2 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.3 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined in Section 1.5 Notice of Meetings. Bylaw changes must be approved by a majority of the Commission.

HISTORY: Adopted on September 10, 1965. Amended January 14, 1966; February 25, 1972; June 1, 1978; July 1, 1993; October 7, 2004; May 6, 2011; CCHE Agenda March 3, 2017 Item V

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

Admission Window - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

Concurrent Enrollment – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

Dually Enrolled - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

EFC - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

FAFSA - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

FAP – Financial Aid Plan (HESP specific)

FERPA - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FFS – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

Floor - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

FTE - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

GEARUP - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Guaranteed Transfer, GT Pathways - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

HB 1023 - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

HB 1024 - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

HB 1057 - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

HEAR - Higher Education Admission Requirements, 2008-2010.

Index, Index Score - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

IPEDS - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

Need - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

NCATE - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

NCLB - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

PSEO - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

PWR - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

QIS - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...”
Regional education providers focus their attention on a certain geographical area.

SB 3 – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

SB 212 - In most cases, refers to HB 08-212, the CAP4K legislation.

SBE - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

SFSF – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

SURDS - Student Unit Record Data System

WICHE - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WUE - Western Undergraduate Exchange Program, managed by WICHE