

CCHE Agenda  
April 5, 2002  
University of Colorado Health Sciences Center  
Bruns Conference Room, Fitzsimons Campus  
Denver, Colorado  
1:00 p.m.

- I. Approval of Minutes (March 1, 2002)
- II. Reports
  - A. Chair's Report - Lamm
  - B. Commissioners' Reports
  - C. Advisory Committee Reports
  - D. Public Comment
- III. Consent Items
  - A. Proposal for Early Childhood Teacher Education Authorization - Metropolitan State College of Denver - Gettle
- IV. Action Items
  - A. Adoption of Criteria for "State Guaranteed" General Education Courses - Samson/Gettle General Education (30 minutes)
- V. Items for Discussion and Possible Action
  - A. Resolution of Dispute Among Community College of Denver, Metropolitan State College of Denver, and University of Colorado at Denver - Kieft (45 minutes)
  - B. Update on State Budget and Financial Implications for Colorado's Higher Education System - Burnett (15 minutes)
  - C. FY-02 Budget Outlook - Burnett (10 minutes)
  - D. University of Colorado Health Sciences Center Master Plan - Adkins/Johnson (60 minutes)
- VI. Written Reports for Possible Discussion
  - A. Report on Out-of-State Instruction - Breckel
  - B. Concept Paper
    - 1. BA in Spanish at Mesa State College - Kuepper
  - C. Degree Program Name Changes and Endorsements - Evans
  - D. CCHE – Capital Assets Quarterly (Waivers, SB 202 Approvals, Cash-Funded Leases) - Adkins/ Johnson

## **COLORADO COMMISSION ON HIGHER EDUCATION**

March 1, 2002  
University of Colorado at Denver  
Auraria Higher Education Center  
Denver, Colorado

### **MINUTES**

#### Commissioners

Present: Judith Altenberg; Raymond T. Baker; Terrance L. Farina; David E. Greenberg; Peggy Lamm, Chair; "Pres" Montoya; Ralph J. Nagel (via telephone); Dean L. Quamme, Vice Chair; James Stewart; William Vollbracht; and Judy Weaver (via telephone).

#### Advisory Committee

Present: Wayne Artis (via telephone); Representative Kelley Daniel; Kevin Kasel; and Senator Sue Windels.

#### Commission Staff

Present: Timothy E. Foster, Executive Director; Jeanne Adkins; Brian Burnett; JoAnn Evans; Jim Jacobs; Joan Johnson; Ray Kieft; and Sharon Samson.

#### I. Call to Order

Chair Peggy Lamm called the regular meeting of the Colorado Commission on Higher Education to order at 1:10 p.m. in the Tivoli Student Union on the Auraria Campus hosted by the University of Colorado at Denver.

**Action:** Commissioner Montoya moved approval of the minutes of the February 1, 2002, regular meeting. Commissioner Altenberg seconded the motion, and the motion carried unanimously.

#### II. Reports

##### A. Chair's Report

Commissioner Lamm, Chair of the Commission, reported that Commissioners Ralph Nagel and Judy Weaver would participate in the meeting via teleconference. Advisory Committee member Wayne Artis also participated by telephone.

The Chair welcomed Representative Kelley Daniel as a new Advisory Committee member to the Commission, replacing Representative Nolbert Chavez, and reported that Robert Hessler resigned from the Advisory Committee.

The Chair also thanked the University of Colorado at Denver for hosting the meeting.

The Chair reported that she and Executive Director Foster met with high school counselors and others in Durango about the ColoradoMentor program. They also met with the Durango editorial board about the mentor program and other higher education interests.

She, Tim Foster, Bruce Benson, co-chair of the Blue Ribbon Panel on Higher Education, and Representative Kelley Daniel attended two public focus group meetings in Durango regarding the Fort Lewis College and its future governance structure. The meetings were very well attended and provided an opportunity for good discussion with the community.

B. Commissioners' Reports

No reports.

C. Advisory Committee Reports

No reports.

D. Public Comment

George Walker addressed the Commission regarding higher education funding.

III. Consent Items

A. Proposals for New Academic Degree Programs

(1) Ph.D. in Computer Science and Information Systems at the University of Colorado at Denver

The Regents of the University of Colorado, in conjunction with the Colorado Institute of Technology, submitted a proposal for a Ph.D. in Computer Science and Information Systems to be offered by the University of Colorado at Denver. The program is intended to (1) provide a doctoral degree that meets the needs of current professionals in the computing field, and (2) enhance technology transfer between CSIS academic units and Front Range technology businesses through joint research, student internships, faculty externships, and industry participation.

Dr. Samson reported that this degree proposal is very innovative and has received strong support from people in the industry and in the academic world. She stated that essential elements in the degree proposal review process include evidence that the institution has demonstrated performance as a strong doctoral-granting institution and that the proposed program is or will be a potential leader in the field. Atypical to consent items, Dr. Jack Burns and Dr. Midge Cousins were invited to briefly outline the proposal.

Dr. Jack Burns, Vice President for Academic Affairs at the University of Colorado, reported that the Regents and University of Colorado administration are enthusiastic about this innovative program.

Dr. Midge Cousins, Vice President for Academic Affairs at the University of Colorado at Denver and a member of the Colorado Institute of Technology, reported that the proposal represents a collaboration between business and industry, and the University of Colorado at Denver to provide Ph.D.s who are cross-trained in engineering and in business. The program builds on a base of master's degree students with degrees in computer science or information systems. The program provides the integration of research and education with performance-based funding structure.

### **Staff Recommendation**

That the Commission approve the request of the University of Colorado Regents to offer a Ph.D. degree in Computer Science and Information Systems at the University of Colorado at Denver.

(2) **Proposal to Offer a Bachelor of Arts in Special Education at Metropolitan State College of Denver**

The Trustees of The State Colleges in Colorado requested approval to offer a Bachelor of Arts (B.A.) degree in Special Education at Metropolitan State College of Denver (MSCD). The degree program will meet the new teacher education performance model, including focusing the content of the education courses on the new standards for special education developed by the professional society in this field. The proposed Special Education degree will be the only undergraduate degree offered at Metropolitan State College of Denver that leads to Special Education licensure.

### **Staff Recommendation**

That the Commission approve the request of the Trustees of The State Colleges of Colorado to offer a Bachelor of Arts in Special Education at Metropolitan State College of Denver and grant the degree program Special Education teacher authorization with the understanding that applies to all teacher education proposals -- the institution will provide an assessment plan for general education by May 30, 2002.

B. Front Range Community College Proposal to Relocate Colorado Advanced Photonics Technology Center from Former HEAT Center

The State Board for Community Colleges and Occupational Education requested approval of the Front Range Community College (FRCC) amended program plan for the Colorado Advanced Photonics Technology Center (CAPT) to relocate from its present location at the former Higher Education Advanced Technology (HEAT) Center to leased facilities in Longmont. Tenant improvements at the new facility will be financed using existing CCFE appropriated to the project in Fiscal Year 1999. Moving expenses and lease payments will be paid out of existing CAPT Center operating funds.

**Staff Recommendation**

That the Commission approve the Amended Facilities Program Plan submitted by FRCC and approved by SBCCOE for the relocation of the CAPT Center with the understanding that all costs associated with the move will be covered within the existing CAPT Center CCFE appropriation and the operating CAPT Center budget, and with the further understanding that approval by the plan must also be obtained from the Capital Development Committee of the General Assembly before the move can be initiated.

**Action:** Commissioner Lamm asked for consent to move agenda items IV A and IV D to consent items. Unanimous consent was given.

**Action:** Commissioner Farina moved approval of the consent items (III A1, III A2, III B, IV A, and IV D). Commissioner Montoya seconded the motion and the motion carried unanimously.

IV. Action Items

A. Western State College Request to Increase Non-Resident Tuition by an Additional \$200 - FY 2003 CCHE Budget Request

The Trustees of The State Colleges submitted a request to increase non-resident tuition at Western State College by an additional \$200 or about 2.5 percent. This increase would be above any inflationary increase approved by the General Assembly. Western State College has projected a FY2002-03 budgetary shortfall of \$1,712,147. The institution proposes to address this problem on the revenue side through additional monies generated from a "special" non-resident tuition increase. On the expenditures side, they have undertaken various budgetary cuts. Staff supports the request.

### **Staff Recommendation**

That the Commission approve the \$200 increase in non-resident tuition for FY 2003. Such an increase would be above any inflationary increase adopted by the general assembly. Staff would also recommend that approval of future non-resident tuition increases be examined after assessing changes in enrollment and retention rates for non-resident students.

**Action:** This item was moved to a consent item and approved by the consent motion (see III above).

B. Discussion and Approval of Management Structure at the University of Colorado Health Sciences Center (UCHSC) and Fitzsimons Research Complex, Education Space

The Regents of the University of Colorado submitted a request to the Joint Budget Committee (JBC) for approval of an appropriation of \$6.85 million from the Trust Fund for the Fitzsimons Research Complex, Education Space for the University of Colorado Health Sciences Center (UCHSC). This request is pending in a not-yet-introduced supplemental bill on capital construction.

Ms. Joan Johnson outlined the project's five-year history. She reported that in the past month the Joint Budget Committee voted to include a \$6.85 million appropriation in the yet-to-be introduced capital construction supplemental bill for 2001-02. This money would come from the Fitzsimons trust fund and would be used to finish off the education space in Education I. Originally \$3 million was earmarked for the design phase of both Education I and Education II, now designated as Ed IA and Ed I B. Only \$464,000 of the \$3 million was used to design the education space in Research I, leaving a balance of \$2.5 million to be used for the design of Education II.

Dr. James Shore, Chancellor of the University of Colorado Health Sciences Center, and John Bliss, Vice President for Budget and Finance, were present to represent the UCHSC and Dr. Betsy Hoffman, President of the University of Colorado, participated via telephone. Mr. Tim Romani, newly appointed UCHSC Vice Chancellor for Planning and Development, also participated via teleconference.

Chancellor Shore outlined the collaborative process between UCHSC and Colorado Commission on Higher Education (CCHE) to redefine the management oversight structure for the master plan of Fitzsimons with the advice of an advisory group made up of senior, prominent developers in the state of Colorado. A national search was conducted and Mr. Tim Romani has accepted the position of Vice Chancellor for Planning and Development. Dr. Shore spoke in support of the staff recommendation that will allow the UCHSC to proceed with the first component of the education building.

Chancellor Shore reported that the cost for the research building did increase from the \$4.5 million to \$6.85 million, but there was a corresponding decrease by that amount of what was going to be in the stand-alone education building. The UCHSC views it as one complex, but there are trade-offs between the pieces and the bottom line did not change. In the near future, perhaps in April, they will need to request design funds. Tim Romani, John Bliss, and Jim Shore will represent the UCHSC with the Commission on the Fitzsimons project.

Ms. Johnson reported that the \$6.8 million that the Joint Budget Committee approved a month ago will go into the supplemental capital construction bill. That bill hasn't been introduced at this time, allowing time to amend the number if necessary.

Ms. Jeanne Adkins, in response to a question raised by the Commission, clarified that regarding the trust fund, the \$7.8 million annually, there were actually three full payments made into the trust fund by the legislature prior to the decreasing budget revenues for capital construction. The \$3 million and the \$4.1 million were also put in there. The Joint Budget Committee, by way of the supplemental, removed all three \$7.8 million annual allocations and took them back, promising to replay the trust fund at a later date. At the time the Fitzsimons transition plan requires the need for the move of the majority of education space, the general assembly will either have to make the decision to repay those trust fund payments with interest to accommodate that transition cost, or they will have to, in that single year, appropriate the costs of the move that would be necessary at that time. There is a transition period in approximately 2006 to 2008 where if they repay the trust fund and add the interest that would have accrued in that time frame, the trust fund would not fall behind. If it goes beyond that, then they would end up having to make direct payments for the move to Fitzsimons.

Senator Sue Windels, Advisory Committee member and member of the Capital Development Committee, reported that the Capital Development Committee proposed a recommendation to prop up the six percent spending. However, the Governor did not approve the recommendation, so the trust fund money is back in the trust fund. She stated that the current budget looks grim for higher education.

After further discussion, Mr. Bliss summarized that the UCHSC can work with the staff recommendation and at the next meeting or later, the Commission will allow UCHSC to use the remainder of the money to completing the A & E on the Ed IB out of the trust fund. That will use the trust funds. The institution will use cash funds for the A&E to finish off the education space Ed IA.

### **Staff Recommendation**

That the Commission recommend to both the Capital Development Committee (CDC) and the JBC that \$4.5 million be appropriated for this project, Ed IA. Of the \$3 million designated for design of both buildings, only \$464,000 was used for Ed IA. That leaves \$2,536,000 in the Trust Fund for the design of Ed II (now Ed IB). We understand that the UCHSC has a request for \$2.4 million in cash funds for design of the Ed IB building in front of the CDC. Consistent with our previous recommendation on the use of funds for design of these buildings, we believe there is enough money from the original \$3 million appropriation for design to take care of this request. We look forward to reviewing this request in the near future.

Inflation should not be an issue on this project since the research building itself is well under construction and the state funds from the Trust Fund are to finish off space within that facility. Inflation is generally not applied in these circumstances under the Office of State Planning and Budgeting (OSPB) and CCHE budget guidelines. Should the Commission wish to apply the inflation factor, it should be applied according to the OSPB figure only and applied only to construction as fiscal rules dictate and not to the professional services, which have already been paid for by the institution, the equipment line nor the miscellaneous line.

State funds cannot be used for research space. The institution's financial plan recognizes that the state funds are not appropriated for research space and anticipates costs to the state only for educational space needs at Fitzsimons. The increase requested in equipment is not justified in the documents submitted. No additional equipment list is provided and no additional labs are included from staff review of the four different project plans.

Lacking documentation on the increased costs submitted by UCHSC, staff recommends the Commission approve the cost allocation for the project in the initial budget submission, all of which were verified in a third-party review, and subsequent submissions for this space and incorporate the design costs for this portion of the total building's design. If the Commission chooses to apply an inflation factor, the inflation should be applied as per OSPB/JBC budget instructions to the construction line only and recalculated at the authorized inflation amount.

**Action:** Commissioner Greenberg moved to approve the staff recommendation. Commissioner Quamme seconded the motion and the motion carried unanimously.

Commissioner Baker clarified that upon approval of the staff recommendation, the institution could request the additional \$2.3 million funding in the very near future.

**Action:** Commissioner Baker moved to permit the Capital Assets Subcommittee to make the decision regarding the \$2.3 million for the Fitzsimons project. Commissioner Greenberg seconded the motion and the motion carried unanimously.

C. Colorado State University (CSU) Center for the Arts Capital Construction Project and Decision on Further Phasing of the Project

This item was removed from the agenda.

D. Discussion and Decision on a New Colorado School of Mines Capital Construction Project

Joan Johnson reported that the Board of Trustees of the Colorado School of Mines requested approval of a new capital construction project for Colorado School of Mines (CSM). The construction project is for a 19,758-gross-square-foot, \$6,677,443 computer center addition to east side of the Center for Technology and Learning Media (CTLM). Construction of the addition would enable CSM to move the Computing and Networking Center from the second, or top, floor of the Green Center. That relocation will enable CSM to begin to address the serious roof and asbestos abatement problems at the 30-year-old Green Center. If the computer center proposal were funded, CSM would withdraw its previously approved amended program plan for the \$6,398,740 Green Center Basement Renovation and submit a comprehensive plan for renovation of Green Center in 2003.

**Staff Recommendation**

That the Commission approve the program plan for the Colorado School of Mines Green Center – Decontamination and Repair Project – Phase One Computer Center Addition to Center for Technology and Learning Media with these two conditions:

1. That if this project is funded, the Colorado School of Mines will withdraw its amended program plan for the Green Center Basement Renovation; and
2. That CCHE will not approve any future Colorado School of Mines new construction projects requiring capital construction dollars until an updated facility master plan is submitted to CCHE.

**Action:** This item was moved to a consent item and approved by the consent motion (see III above).

E. Fort Lewis Hesperus Account

James Jacobs, Director of Finance, introduced this item as a late item to the agenda.

Fort Lewis College requested spending authorization of \$27,000 per year to increase academic counseling to Native American students. The funds will come out of the Hesperus Account, an account statutorily established to receive funds from leases on the Hesperus property. According to the statute, the proceeds of this fund are to be used first for tuition waivers for Native American students, and

subsequently for other uses as determined by the Trustees of State Board of Agriculture.

Mr. Jacobs reported that Fort Lewis College would like to use a portion of the money from this account to increase student counseling for Native American students. The request from Fort Lewis also included a request of \$64,000 for minor repairs and renovations to the Native American Student Center.

Staff recommendation supports authorization of the \$27,000 annually to support academic programs for Native American students and does not recommend inclusion of the renovation portion of the request.

### **Staff Recommendation**

That the Commission forward the Fort Lewis College request to the Joint Budget Committee to authorize the expenditure of \$27,000 annually from the Hesperus Account for academic support programs for Native American students. However, staff does not recommend inclusion of the renovation portion because staff believes that it is an inappropriate use of the fund.

**Action:** Commissioner Montoya moved approval of the staff recommendation. Commissioner Quamme seconded the motion and the motion carried unanimously.

## V. Discussion and Possible Action

### A. Adoption of Criteria for "State Guaranteed" General Education Courses

Due to inclement weather, this item was postponed for discussion until the April 2002 meeting.

## VI. Written Reports for Possible Discussion

### A. Report on Out-of-State Instruction

The Commission accepted the report on out-of-state instruction as follows:

The Trustees of The State Colleges of Colorado has submitted a request for out-of-state instructional programs, delivered by Adams State College.

ED 589: Modern Concepts in Coaching Football to be offered in Las Vegas, Nevada, from February 8-10, 2002.

Ed 589: Personality Profiles, Impact on Learning to be offered in Wailuka, Hawaii, from June 17-21, 2002.

Ed 589: Highly Effective Kids to be offered in Wailuku, Hawaii, from June 24-28, 2002.

Ed 589: Creating Classroom Climates for the Whole Child to be offered in Wailuku, Hawaii, from July 8-12, 2002.

Ed 589: Teaching the Reluctant Learner to Succeed in School to be offered in Wailuku, Hawaii, from July 15-19, 2002

Ed 589: Working Successfully with Parents to be offered in Wailuku, Hawaii, from July 22-26, 2002.

**Action:** Commissioner Greenberg moved to adjourn. The motion carried unanimously and the meeting adjourned at 3 p.m. due to inclement weather conditions.

Colorado Commission on Higher Education (CCHE)  
April 5, 2002  
Agenda Item II, A

**TOPIC: CHAIR'S REPORT**

**PREPARED BY: PEGGY LAMM**

This item will be a regular monthly discussion of items that he feels will be of interest to the Commission.

Colorado Commission on Higher Education (CCHE)  
April 5, 2002  
Agenda Item II, B

**TOPIC: COMMISSIONERS' REPORT**

**PREPARED BY: COMMISSIONERS**

This item provides an opportunity for Commissioners to report on their activities of the past month.

Colorado Commission on Higher Education (CCHE)

April 5, 2002

Agenda Item II, C

**TOPIC:                   ADVISORY COMMITTEE REPORTS**

**PREPARED BY:   ADVISORY COMMITTEE MEMBERS**

This item provides an opportunity for Commission Advisory Committee members to report on items of interest to the Commission.

Colorado Commission on Higher Education (CCHE)  
April 5, 2002  
Agenda Item II, D

**TOPIC: PUBLIC COMMENT**

**PREPARED BY: TIM FOSTER**

This item provides an opportunity for public comment on any item unrelated to the meeting agenda. A sign-up sheet is provided on the day of the meeting for all persons wishing to address the Commission on issues not on the agenda. Speakers are called in the order in which they sign up. Each participant begins by stating his/her name, address and organization. Participants are asked to keep their comments brief and not repeat what others have said.

**TOPIC:                    PROPOSAL FOR EARLY CHILDHOOD TEACHER EDUCATION  
AUTHORIZATION – METROPOLITAN STATE COLLEGE OF  
COLORADO IN DENVER**

**PREPARED BY:    PATTY GETTLE**

**I.        SUMMARY**

The Trustees of The State Colleges requests the Commission’s approval of Early Childhood teacher education authorization for Metropolitan State College of Denver *Human Development* degree program. MSCD anticipates graduating 10 students each year.

Based on the evaluation of the quality of the content, assessment, and field experience of the proposed program, the staff recommends the Commission grant teacher education authorization to Metropolitan State College of Denver in Early Childhood Education for its *Human Development B.S.* degree program. If the Commission approves this request, graduates of the degree program will meet the educational requirements for Colorado licensure in early childhood education and MSCD may confer a diploma in this degree program as *Human Development* or *Human Development, with a minor in Early Childhood Education*. The recommendation is hinged on the staff expectation that Metropolitan State College of Denver will adopt and implement a liberal arts assessment test to measure the general education and content knowledge of students seeking Early Childhood.

**II.      BACKGROUND**

Early Childhood licensure differs from other licensure areas in that it is defined by the age of the child rather than grade level. Specifically, it entitles a person to teach children birth through eight years old. Persons with early childhood licensure teach in a variety of settings including pre-school programs, early intervention programs (ages 3 – 4), kindergarten (age 5), and primary grades (1-2) with the majority of early childhood licensed professionals teaching in early intervention programs and kindergarten.

A content major in a single discipline (e.g., Biology) does not adequately prepare early childhood teachers for the real world. These teachers must facilitate the learning process and the social and physical development of students age 0 – 8. A broad-based liberal arts degree program with heavy emphasis in literacy and reading skills is more closely aligned with the knowledge and skills needed by an early childhood teacher. To effectively address the distinctive care and education needs of young children, major professional organizations have recommended that the state departments of education “establish a free standing licensure in early childhood distinctive from existing

elementary licenses.” Colorado State Board of Education (SBE) adopted early childhood licensure standards in 1993. It revised them to meet the new performance standards in spring 2000 and concurrently eliminated the kindergarten level from future Elementary Education licenses.

Prior to CCHE review, SBE has reviewed this proposal to ensure that it meets its standards for Early Childhood Education and that the professional knowledge portion of the curriculum is designed to provide candidates the knowledge and skills to apply content knowledge to children from birth to age 8. The SBE has forwarded a favorable recommendation for this proposal. The State Board’s action in no way implies or indicates that the proposal meets the other statutory criteria; CCHE is responsible for evaluating the quality of the proposal.

### **III. STAFF ANALYSIS**

In its analysis of teacher education proposals, the Commission’s primary concern centers on the quality of the program and evidence that it will prepare quality teachers. CCHE examines the proposal for evidence of quality in three critical aspects of the program design – (1) content, (2) assessment, and (3) field experience.

#### **Content**

CCHE’s Teacher Education Policy defines a quality teacher education preparation program as one characterized by a strong general education curriculum, coupled with a strong arts and science major. The former provides scope, the latter depth of knowledge.

A student enrolled in the *Human Development* degree program at MSCD is required to complete 123 credit hours. All content subject matter course work is included in the general education courses. There are no electives in the Human Development major.

Table 1: Curriculum Design of the Human Development B.A. Degree

<b>Curriculum</b>	<b>Credit Hours</b>
General Education/ Core Curriculum	38
Human Development Major	43
Licensure/Early Childhood/Minor	42
<b>Total Credits</b>	<b>123</b>

CCHE and CDE staff concur that the content of the Human Development major provides appropriate knowledge for Early Childhood Teachers who facilitate the social, physical, and cognitive development of children and prepare them to enter the K-5 school system. The curriculum is not strong enough to prepare an individual for elementary education licensure or teach above grade one. The strength of the curriculum design is in Reading Literacy and understanding how young children develop.

Table 2: Comparative Analysis of Human Development Major and Content

<b>Course</b>	<b>Content</b>
PSY 1001 Introductory Psychology	Human Development
SOC 1010 Introduction to Sociology	Human Development
BIO 1000 Human Biology for Non-Majors	Biology
PSY 1800 Developmental Educational Psychology	Human Development
OR	
PSY 3250 Child Psychology	Human Development
PSY 3240 Infancy	Human Development
PSY 3280 Developmental Research Methods	Developmental Research
PSY 3340 Cognitive Development and Learning	Developmental Research
HES 2040 Introduction to Nutrition	Health, Wellness
OR	
HES 3070 Parental Health Care Issues	Health, Wellness
SOC 3410 Family in Transition	Prevention and intervention programs for children and families
OR	
SWK 2100 Introduction to Family Social Work	Prevention and intervention programs for children and families
ECE 4360 Cultural Influences on the Socialization of Children	Human Development

**Assessment**

CCHE adopted assessment criterion defines quality teacher education preparation as a program that is characterized by a curriculum in which student’s knowledge and skills are assessed. Assessment encompasses three areas: (1) Content -- assessment of subject matter, (2) Integration -- assessment of knowledge of Colorado K-12 content standards, and (3) Application -- site-based assessment of teaching skills.

1) Content

Since Colorado has adopted a performance-based teacher education model, it is essential that every approved teacher education program provide assessment data on the content knowledge of prospective teachers. Metropolitan State College needs to adopt and implement a liberal arts assessment test for students pursuing teacher education licensure. A variety of tools are available to measure liberal arts knowledge (e.g., ETS Profile, ACT CAAP exam). MSCD will submit an assessment plan for all teacher education programs in May 2002

2) Integration – Candidate’s knowledge of early childhood content standards and teaching skills.

The PLACE content examination for Early Childhood primarily measures the candidate's knowledge of pre-K content standards.

- 3) Application: Site-based assessment of candidates' knowledge and skills.

CCHE has redesigned a survey to assess licensed first-year teachers' ability to perform in the classroom. The survey was piloted last year with the recent graduates, the first-time teachers. The first-year teacher survey will provide data on the graduates' performance in the classroom and the Human Development program's graduates' skill in site-based assessment.

During the professional education sequence through MSCD candidates prepare a Teacher Candidate Portfolio. Performance assessments in the professional sequence prior to student teaching include a Teacher Work Sample Lesson and several precursor Teacher Work Sample Units. Portfolios must be completed and are assessed by education advisors as they are being developed prior to student teaching. Performance in field experiences and student teaching is evaluated by the college instructor/observer using a form to address the appropriate state standards at each level of development. For the final three field experiences and student teaching, cooperating teachers are provided with a standards-based evaluation form to document both midterm and final performance assessments. The final performance assessments are the written evaluation of student teaching and the Teacher Work Sample.

### **Field Experience.**

In CCHE's Teacher Education Policy, the field experience criterion defines a quality teacher education preparation as characterized by substantial clinical training that occurs under the direct supervision of expert teachers. It is measured both quantitatively, i.e., a minimum of 800 hours that begins early in the academic program, and qualitatively, i.e., the focus, scope and intensity of the field experience.

In the MSCD Human Development program, field experiences are infused throughout the curriculum. Supervision of field experiences takes place under the direction and supervision of qualified university and clinical faculty. Candidates seeking early childhood licensure through the Human Development Program will, in their sophomore year, have 60 hours of guided observation and participation at the MSCD Child Development Center or other approved Early Childhood Development Center. In 70 total field hours of the junior year, the candidate will spend 45 field hours in a primary grade at an urban multicultural school where they will, among other requirements, plan literacy lessons. An additional 30 field hours focusing on documentation and assessment as well as planning developmentally appropriate instructional strategies for children 0-8 years old is required. In the semester immediately preceding student teaching, the candidate will

spend 60 hours in a Child Development Center or a public or private preschool or kindergarten

The student teaching field experience is a full-semester, full-time, sixteen-week experience in an accredited school and licensed pre-K childcare settings. Each candidate will be assigned eight weeks to a pre-school or kindergarten setting and eight weeks in a 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> grade classroom for a minimum of 640 hours in the classroom. Both student teaching experiences require increasing responsibility by the candidate for the teaching, supervision, and direction of a group of learners. A weekly seminar supervised by college faculty addresses the nine elements of the teacher work sample as well as other pertinent topics. The cooperating classroom teacher and college supervisor play a critical role in a student's field experience. Regularly scheduled observations of the candidate's performance are conducted by both the college supervisor and the cooperating teacher. A teacher work sample and teacher candidate evaluation instruments are used as evidence of proficiency.

Metropolitan State's Human Development program meets the statutory requirement of 800 hours of field experience. The staff has concerns that the majority of field experience occurs late in the program during student teaching. Metro is encouraged to increase the field experience in sophomore and junior years prior to the next site visit in the fall of 2004.

#### **IV. STAFF RECOMMENDATION**

**That the Commission grant Early Childhood Education authorization to Metropolitan State College at Denver for its Human Development B.A. degree program. Authorization is effective immediately with the understanding that Metropolitan State College will adopt and implement a liberal arts assessment test to measure the general education and content knowledge of students seeking Early Childhood licensure.**

**TOPIC:                   ADOPTION OF CRITERIA FOR “STATE GUARANTEED”  
GENERAL EDUCATION COURSES**

**PREPARED BY:       SHARON SAMSON/PATTY GETTLE**

**I.       SUMMARY**

This agenda item presents the critical first step in achieving the goals of the general education legislation – adoption by the Commission of the criteria for designating general education courses as “state guaranteed.” The process for developing the criteria was both collaborative and consultative, including the legislative sponsors, governing boards, institutions, faculty, and students. The Western Interstate Commission on Higher Education (WICHE) served as a strategic partner on this initiative, co-funding the GE-25 Council Roundtable and acting as facilitators in the policy discussions.

The two general education mandates that were adopted in the 2001 legislative session, HB-1263 and HB-1298, were based on the belief that general education courses are key to students’ academic success. The General Assembly charged the Colorado Commission on Higher Education with ensuring that the general education curriculum for all undergraduate degree programs provides the knowledge and skills that develop clear and effective communication, mathematics, and technology skills, and stimulate students’ critical thinking ability. While the bill titles identify general education, the underlying purpose of the legislation was to ensure that general education credits apply to the graduation requirements at the transfer institution. The two bills are complimentary in nature in which HB 01-1263 defines a “student bill of rights,” and HB 01-1298, provides an infrastructure for implementing the “state guaranteed” core concept and communicating general education information to students. The core framework applies to all first-time students enrolling in higher education in 2003-04.

Under the concept developed in consultation with the GE-25 Council, CCHE is guaranteeing that certain courses that meet state criteria will apply to college graduation requirements. CCHE is not selecting 10 or 12 specific general education courses that will apply to graduation requirements at every institution. Instead, the higher education community agreed to define the criteria that would qualify general education courses as “state guaranteed” to apply to general education graduation requirements. Nine faculty working committees proposed criteria. The GE-25 Council reviewed the proposed criteria to ensure that the criteria were specific, clear, and feasible.

CCHE staff recommend that the Commission approve the competency criteria recommended by the GE-25 Council in Critical Thinking, Mathematics, Reading, Technology, and Written Communication. CCHE staff further recommend that the Commission approve the state goals, definition and criteria recommended by the GE-25 Council in Arts and Humanities, Communications, Mathematics, Natural and Physical Sciences, and Social Sciences.

The GE-25 Council will continue to develop the core framework including making the final decisions on the credit hour distribution.

## **II. BACKGROUND**

The background section summarizes the mandates of HB 01-1263 and HB 01-1298 and the activity that has occurred to date to implement the legislation. The bill numbers are referenced in ().

### **2001 General Education Legislative Mandates**

Commission shall

- Adopt policies and practices as may be necessary for the implementation of general education and common course numbering (1298)
- Convene a council (1298); council goes into sunset review in 2011.
- Establish a standard of 120-hour baccalaureate degree (1263)
- Adopt policies to ensure transferability of courses (1263)
- Develop a plan to implement a core course concept that includes general education course guidelines for all public institutions (1263).
- Submit to Education Committees and JBC progress reports before March 31, 2002 (1298)
- Document students' success in transferring (1298)
- Design and implement a database to provisions of 1298
- Solicit grants and private donations to implement the course-numbering project and invest in fund at state treasury. All state funds shall remain in the fund and shall not revert (1298).

Governing boards shall

- Modify its existing transfer policies as necessary (1298).

Institutions shall

- Confirm their own general education core course requirements to the Commission's guidelines (1263)
- Identify the specific courses that meet the general education core course guidelines (1263).
- Review courses that correspond to Colorado's common course numbering system (1298).
- Publish and update a list of general education courses that correspond to the state's common course numbering system by fall 2003 (1298)
- Submit its general education courses, including course descriptions, for review and

approval by the Commission on or before March 1, 2004 (1298)

Students will

- Receive credit for courses that they test out of free of tuition (1263).

CCHE convened the GE-25 Council in July 2001 to define guidelines for the core framework. The GE25 Committee represents a broad cross-section of higher education, including the governing boards and individual institutions, college presidents, and academic vice-presidents, faculty, and student representatives. CCHE also notified all college presidents of Students' Bill of Rights.

CCHE, in collaboration with the Western Interstate Commission on Higher Education (WICHE), received a small grant from the Ford Foundation to advance the general education initiative. In September, the GE-25 Council met to clarify the purpose of legislation and develop charges for the faculty working committees – i.e., develop the criteria for qualifying general education courses as state guaranteed transfer courses.

In October Representative King delivered the opening address at the statewide Faculty-to-Faculty Conference and answered questions regarding the legislative intent of the general education legislation. The faculty formed ten working committees with each institution represented on each committee – four competency committees, five content committees, and a separate engineering working committee. The faculty working committees submitted final recommendations in late January. The GE-25 Council reviewed the recommendations and modified the criteria to ensure they were specific, clear, and feasible.

The GE-25 Council is continuing to work on the framework, specifically the disciplines, maximum credit hours guaranteed to transfer, and several competency issues as they relate to content criteria.

### **III. STAFF ANALYSIS**

The GE-25 Council fully endorse the competency criteria, including Critical Thinking, Mathematics, Reading, Technology, and Written Communication (attached). The GE-25 Council endorse the state goals, definition, and criteria of the content areas – Arts and Communication, Humanities, Mathematics, Natural and Physical Science and Social Science (attached). The disciplines listed for each content area and the maximum number of guaranteed transfer credits are included for context. While the discipline identification and maximum credit hours essential elements of the state framework, these decisions are not critical for the next step – selecting courses for state guaranteed designation.

To alleviate any misperceptions regarding the purpose of the state guaranteed core, the GE-25 Council compiled responses to the following list of frequently asked questions. The responses are provided as context for the broader Commission discussion.

**DOES A COLLEGE NEED TO REDESIGN ITS GENERAL EDUCATION CURRICULUM TO MEET THE STATE GUIDELINES?**

No. The state guaranteed core is designed to guaranteed transfer content courses and provide assurance of the quality of the “state guaranteed” general education courses. The core courses are guaranteed to transfer and apply to the graduation requirements at all institutions and apply to all majors. Engineering has a modified guaranteed transfer framework but it parallels the arts and sciences core framework. A college or university may choose to require more credits than the state guaranteed core, but it may not accept fewer.

The law limits the number of state guaranteed general education courses to 40 credit hours, recognizing that some institutions will have additional general education requirements. The governing board presidents stated that additional graduation requirements are the prerogative of the institution. The responsibility and authority for defining the full general education requirements, which are the hallmark of an institution, remain with the institution. The state guarantees the portability of a selected core.

However, it is expected that institutions will modify the course syllabi for any course seeking “state guaranteed” transfer designation to align with the criteria.

**WHAT IS THE DIFFERENCE BETWEEN COMPETENCY AND CONTENT CRITERIA?**

Competencies are the abilities and skills that students are expected to demonstrate when they completed the general education curriculum requirements. The four competencies apply across the general education curriculum – and in fact differentiate a general education course from other courses within a discipline. The competency criteria are written from the student perspective.

Content criteria are course-specific. The content area criteria contain criteria that define the knowledge or scope of content and reference the specific competencies that the course is designed to develop and refine.

**WILL INSTITUTIONS NEED TO CHECK THAT ALL STUDENTS TAKE COURSES IN COMMUNICATION, MATHEMATICS, SOCIAL SCIENCE, SCIENCE AND ARTS AND HUMANITIES?**

Institutions will check that all transfer students take the “state guaranteed” courses in Communication, Mathematics, Social Sciences, Arts and Humanities, and Natural and Physical Science. They will apply those courses that have the state guaranteed designation toward graduation requirements, up to the maximum number of credits specified in the core guidelines. However, the state guaranteed core does not supplant the general education requirements at an institution. First-time students will meet the graduation requirements as specified at their home institution.

**WILL INSTITUTIONS NEED TO CHECK THAT ALL STUDENTS MEET THE FIVE COMPETENCIES SPECIFIED IN THE LAW?**

Yes. The student bill of rights implies that students are guaranteed that general education will develop competency in critical thinking, reading, written communication, technology, and mathematics. It is expected that institutions will modify their own curriculum and practices to ensure the development and mastery of all five competencies.

**WILL THE COMMUNITY COLLEGE TRANSFER CORE BECOME OBSOLETE WHEN THE NEW STATE GUARANTEED COURSES ARE APPROVED?**

The Colorado Core will replace the community college guaranteed transfer core curriculum. The section that describes general education transfer will be a statewide agreement rather than a two-to-four year agreement.

Next steps

CCHE staff is visiting with the faculty at each public college and university, answering questions and explaining the nomination process for State Guaranteed Transfer designation. The faculty at the institutions of higher education will “identify the specific courses that meet the general education course guidelines.” Faculty will begin the selection process, with the academic vice-president forwarding the nominations to CCHE between May 1 and before November 1, 2002.

The content working committees will review the nominated courses to determine if the evidence supports that the course is aligned with the general education criteria. The working committees will convene September 1, October 1, and November 1 to review the nominated courses. The process is not automatic. It is expected that institutions will offer a broader selection of general education courses than those they nominated for state guaranteed designation. This follows the highest common denominator approach advocated by the college presidents.

The “state guaranteed” course review process will conclude in November 2002. In compliance with statute, the institutions will publish the general education courses designated as qualifying for statewide transfer in their 2003-04 college catalogs. These catalogs go to the printer in February 2003. Following the course identification process, CCHE will implement a process to test out of general education courses, effective Fall 2003.

**IV. STAFF RECOMMENDATION**

**That the Commission approve the competency criteria recommended by the GE-25 Council in**

**Critical Thinking**  
**Mathematics,**  
**Reading**  
**Technology, and**  
**Written Communication.**

**That the Commission approve the state goal, definition, and criteria recommended by the GE-25 Council for each of the following:**

**Arts and Humanities,**  
**Communication**  
**Mathematics**  
**Natural and Physical Sciences**  
**Social Sciences.**

**CONTENT AREA: ARTS & HUMANITIES**  
**General Education**  
“Guaranteed Transfer” Course Criteria

State-level Goal:

Collectively, the general education requirement in art and humanities is designed to help students:

- recognize the different ways in which humans have perceived their world.
- deepen their understanding of how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the human environment.
- enhance their appreciation of the creative world.
- explore fundamental questions of value, meaning, and modes of expression and creativity.
- investigate the cultural character and literatures of the human experience.
- learn to approach problems with greater awareness of their moral dimensions and ethical consequences.

Criteria for Designating a Humanities Course as State Guaranteed:

The content of a “state guaranteed” humanities course shall be designed to provide students experiences either to:

1. Respond analytically and critically to cultural artifacts, including literature, music, and works of art by:
  - a. Describing the basic elements and their effects on meaning in a work of art.
  - b. Relating the effects of geography, economics, politics, religion, philosophy and science on the values of a culture and the stylistic features of its arts.
  - c. Determining how a work reflects or rejects the major values or concerns of a historical era or culture.
  - d. Interpreting themes or major concepts.

OR

2. Compare and contrast attitudes and values of specific eras (e.g., past to the present), or cultures (e.g., non-Western to Western culture).

OR

3. Understand ways of thinking, including logic and ethics, or obtain a broad understanding of the different questions dealt with by leading philosophers and their positions on those questions.

AND

4. Competency in critical thinking.
5. Competency in written communication.
6. Develop competency in technology.

Maximum number of Arts & Humanities course credits that will be guaranteed to transfer  
6 credit hours, addressing different content criteria

Suggested Disciplines Include:

Humanities; Foreign Languages; Literature; Philosophy; Cultural and Area Studies; or non-studio Theatre, Art and Music classes.

**CONTENT: COMMUNICATION**  
**General Education**  
“Guaranteed Transfer” Course Criteria

State-level Goal:

The general education requirement in communication is designed to help students:

- To develop the ability to use the English language effectively.
- To read and listen critically.
- To write with thoughtfulness, clarity, coherence, and persuasiveness.

Criteria for Designating a Communications Course as State Guaranteed:

The **content** of a “state guaranteed” communication course shall be designed to:

1. Develop rhetorical knowledge, including:
  - a) Focus on a purpose.
  - b) Use voice, tone, format and structure appropriately.
  - c) Write and read texts written in several genres and for multiple discourse communities.
2. Experience in writing processes:
  - a) Use multiple drafts.
  - b) Develop strategies for generating, revising, editing, and proofreading.
  - c) Learn to critique own and other’s work.
  - d) Use a variety of technologies (writing and research tools).
3. Develop mastery of writing conventions
  - a) Select appropriate format for different writing tasks.
  - b) Apply genre conventions ranging from structure and paragraphing to tone and mechanics.
  - c) Use specialized vocabulary, format and documentation appropriately.
  - d) Control features such as syntax, grammar, punctuation, and spelling.
4. Demonstrate student’s comprehension of content knowledge through effective communication strategies, including:
  - a) Ability to compose messages for specific purposes (e.g., expository, persuasive, technical, etc.).
  - b) Ability to communicate to a variety of audiences.
  - c) Ability to adapt content and style to respond to the needs of different audiences and different rhetorical situations.

AND

5. Competency in critical thinking.
6. Competency in written communication (must meet all competency criteria).
7. Competency in reading.

Maximum number of credits in communications courses that will be **guaranteed** to transfer 6 credit hours in writing courses

Disciplines Included:

Writing or English writing courses

## **COMPETENCY: MATHEMATICS**

### **General Education**

(Defines criteria for mathematics competency across the curriculum. See mathematics content for course-specific criteria.)

#### **Definition:**

Ability to use mathematical tools and strategies to investigate and solve real problems.

#### **Criteria**

- 1. Information Acquisition:**
  - Select data that are relevant to solving a problem.
- 2. Application**
  - Use several methods, such as algebraic, geometric and statistical reasoning to solve problems.
- 3. Analysis**
  - Interpret and draw inferences from mathematical models such as formulas, graphs, and tables.
- 4. Synthesis**
  - Generalize from specific patterns and phenomena to more abstract principles and to proceed from abstract principles to specific applications.
- 5. Communication**
  - Represent mathematical information symbolically, graphically, numerically and verbally
- 6. Evaluation**
  - Estimate and verify answers to mathematical problems to determine reasonableness, compare alternatives, and select optimal results.
  - Recognize that mathematical and statistical methods have limitations.

**CONTENT: MATHEMATICS**  
**General Education**  
“Guaranteed Transfer” Course Criteria

State-level Goal:

Collectively, the general education requirement in mathematics is designed to help students:

- develop understanding of fundamental mathematical concepts and their applications.
- develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning.

Criteria for Designating a Mathematics Course as State Guaranteed:

1. The **content** of a “state guaranteed” mathematics course shall be designed to provide students experience to know how to:
  - a) Select data relevant to for solving a problem.
  - b) Interpret and draw inferences from mathematical models such as formulas, graphs, and tables.
  - c) Represent mathematical information symbolically, visually, numerically, and verbally.
  - d) Use several methods, such as algebraic, geometric, and statistical reasoning, to solve problems.
  - e) Estimate and verify answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.
  - f) Demonstrate an ability to generalize from specific patterns of events and phenomena to more abstract principles, and to proceed from abstract principles to specific applications.
  - g) Recognize that mathematical and statistical methods have limitations.

AND

2. Competency in Mathematics.
3. Competency in Critical Thinking

Maximum number of credits in mathematics that will be guaranteed to transfer

1 course, ranging from 3-5 credits. Test is that the course must meet all the stated criteria.

Disciplines Include:

Mathematics

Examples of prototypical Mathematics General Education courses:

College Algebra; Mathematics for Elementary Educators; Mathematics for Secondary Educators; Calculus I, II or III; Liberal Arts Mathematics; Finite Mathematics/Business Mathematics/Financial Mathematics; Survey of Calculus; Trigonometry/Pre-Calculus; Statistics (with an introduction to Probability); any course that has one of these courses as a pre-requisite would also meet these criteria.

## CONTENT: NATURAL/PHYSICAL SCIENCES

### General Education

#### “Guaranteed Transfer” Course Criteria

#### State-level Goal:

Collectively, the general education requirement in natural and physical sciences is designed to help students master scientific **knowledge** at a level that facilitates communication in an increasingly technological society, including:

- to instill a clear understanding of the basic scientific viewpoint
- to enable students to learn and use the scientific method
- to evaluate the impacts of science and technology on society
- to increase the level of science literacy

#### Criteria for Designating a Science Course as State Guaranteed:

1. The content of a “state guaranteed” science course shall be designed to develop students’:
  - a) foundational knowledge in specific field(s) of science.
  - b) understanding of and ability to use the scientific method.
  - c) recognition that science as a process involves the interplay of observation, experimentation and theory.
  - d) use of quantitative approaches to study natural phenomena.
  - e) ability to identify and highlight interconnections between specific course being taught and larger areas of scientific endeavor.
  - f) ability to distinguish among scientific, nonscientific, and pseudoscientific presentations, arguments and conclusions.
2. The required laboratory component of a science course will:
  - a) develop concepts of accuracy, precision, and the role of repeatability in acquisition of scientific knowledge.
  - b) be predominately hands-on and inquiry-based with demonstration components playing a secondary role.
  - c) emphasize a student’s formulation and testing of hypotheses with scientific rigor.
  - d) stress student generation and analysis of actual data, the use of abstract reasoning to interpret these data, and communication of the results of experimentation.
  - e) develop modern laboratory skills.
  - f) emphasize procedures for laboratory safety.

AND

3. Competency in mathematics
4. Competency in critical thinking
5. Integrate written communication competency skills.

#### Maximum number of science credits that are guaranteed to transfer

Two lab-based courses (8 credits)

#### Suggested Disciplines Include:

Astronomy, Biology, Chemistry, Environmental Science, Geology, Physics

## **COMPETENCY: READING**

Criteria apply to all general education courses that develop reading competency  
(not course specific)

### Guiding Principle:

The ability to read critically is developed as students process visual information and apply the information to real problems across the curriculum.

### Definition:

The ability to read critically and thoughtfully.

### Criteria

1. Information Acquisition
  - Recognize the different purposes and types of writing (e.g., descriptive, persuasive, narrative, imaginative, technical).
2. Application
  - Read newspapers and journals to track current events and issues.
  - Extract main points from narrative and technical texts.
  - Research topics using the web and other technologies.
  - Demonstrate comprehension of material by applying it to a written report, oral presentation, or group discussion.
3. Analysis
  - Summarize or interpret an author's point of view or bias.
4. Synthesis
  - Analyze, evaluate and combine information from several sources relative to an issue.
  - Interpret material by connecting own experiences to what is read in written or oral format.
5. Communication
  - Use logic, reasoning, content analysis, and interpretative skills when reading printed or published materials.
  - Convey the essence of read material to others by paraphrasing or citing in written or oral format.
6. Evaluation
  - Select texts that are credible and appropriate sources for written or oral case building.
  - Identify common fallacies (e.g., fact, logic, and relationships) in presentations and written texts.
  - Compare the value or relevance of information obtained from different sources.

**CONTENT: SOCIAL SCIENCES**  
**General Education**  
“Guaranteed Transfer” Course Criteria

**State-level Goal:**

Collectively, the general education requirements in social sciences are designed to help students acquire a broad foundation in social science knowledge and ability to apply this understanding to contemporary problems and issues. Specifically the social science requirement helps students:

- Gain insight into the methods of social sciences,
- Understand historical and social frameworks,
- Understand how individuals relate to the social world, past and present.

**Criteria for Designating a Social Science Course as State Guaranteed:**

The content of a “state guaranteed” social science course shall be designed to:

1. Provide **content knowledge** in one of the following areas:
  - a) Historical, cultural, or social frameworks that explore and compare achievements, issues, and characteristics of the world and its different cultures.  
OR
  - b) United States historical framework exploring important aspects of American culture, society, politics, economics or its position in the world.  
OR
  - c) Understanding of contemporary economic or political systems  
OR
  - d) Understanding how geography creates a sense of identity, shapes a culture, and influences the economics of a region.  
OR
  - e) Knowledge of human behavior, including learning, cognition, and human development.
2. Ability to use the social sciences to analyze and interpret issues.
3. Understand diverse perspectives and groups.

AND

4. Competency in Critical Thinking
5. Competency in Written Communication or Technology.

Maximum number of credits in social sciences that will be guaranteed to transfer  
9 credits, one History course plus 2 courses addressing a different knowledge area criterion (1 b –e).

**Suggested Disciplines Include:**

Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology

## **COMPETENCY: TECHNOLOGY**

### **General Education**

#### Guiding Principle:

The integration of appropriate technology competencies and skills support the mastery of content of general education. The use of technology should never suppress content or diminish the rigor of general education courses.

#### Definition of technology competency:

Ability to select and apply contemporary forms of technology to solve problems or compile information

#### Criteria

##### 1. Information Acquisition:

- Conceptually understand available networking tools (e.g. web search engines, web sites), select, discriminate and evaluate sources for credibility and appropriateness.

##### 2. Application:

- Achieve a familiarity with contemporary technology that allows a student to identify which technologies are useful and/or appropriate.

##### 3. Analysis:

- Use appropriate technology to analyze information or data as required in a field of study.

##### 4. Synthesis:

- Integrate information or data from a variety of sources to form a position or present a point of view.

##### 5. Communication:

- Use current technology as a venue for information sharing (e.g. post a web page).

##### 6. Evaluation:

- Determine which technologies apply to the task, understand the limitations of those technologies and know how to combine technologies effectively.

## **COMPETENCY: CRITICAL THINKING**

### **General Education**

Guiding Principle: The goal of instruction in “critical thinking” is to help students become capable of critical and open-minded questioning and reasoning. An understanding of argument is central to critical thinking.

Definition: Critical Thinking competency

Ability to examine issues and ideas and to identify good and bad reasoning in a variety of fields with differing assumptions, contents and methods

#### Criteria

1. Information Acquisition:
  - Identify questions, problems, and arguments.
  - Differentiate questions, problems, and arguments.
2. Application
  - Evaluate the appropriateness of various methods of reasoning and verification.
  - State position or hypothesis, give reasons to support it and state its limitations.
3. Analysis
  - Identify stated and unstated assumptions.
  - Assess stated and unstated assumptions.
  - Critically compare different points of view.
4. Synthesis
  - Formulate questions and problems.
  - Construct and develop cogent arguments.
  - Articulate reasoned judgments.
5. Communication
  - Discuss alternative points of view.
  - Defend or criticize a point of view in view of available evidence.
6. Evaluation
  - Evaluate the quality of evidence and reasoning.
  - Draw an appropriate conclusion.

## **COMPETENCY: WRITTEN COMMUNICATION**

Criteria apply to all general education courses that develop written competency  
(not course specific)

### Guiding Principle:

Learning to write is a complex process that takes place over time with continued practice and informed guidance. While qualified writing professionals help students learn writing skills and knowledge of writing conventions, written communication competency is developed as students apply this knowledge across the curriculum. The statements below describe the level of competency in expository writing that students develop and refine in the general education curriculum.

### Definition:

The ability to write clearly and concisely.

### Criteria

1. Information Acquisition
  - Find, select, and synthesize information from appropriate primary and secondary sources.
2. Application
  - Apply knowledge of syntax, grammar, punctuation and spelling in writing assignments.
  - Use appropriate vocabulary, formats, and documentation for different writing tasks.
3. Analysis
  - Critique own and others' work.
4. Synthesis
  - Integrate own ideas with those of others.
5. Communication
  - Convey a primary theme or message in a written text.
  - Use a variety of research tools, including current technological resources.
6. Evaluation
  - Clarify ideas and improve the quality of a written paper by using feedback.

See Communication Content Criteria for course-specific criteria.

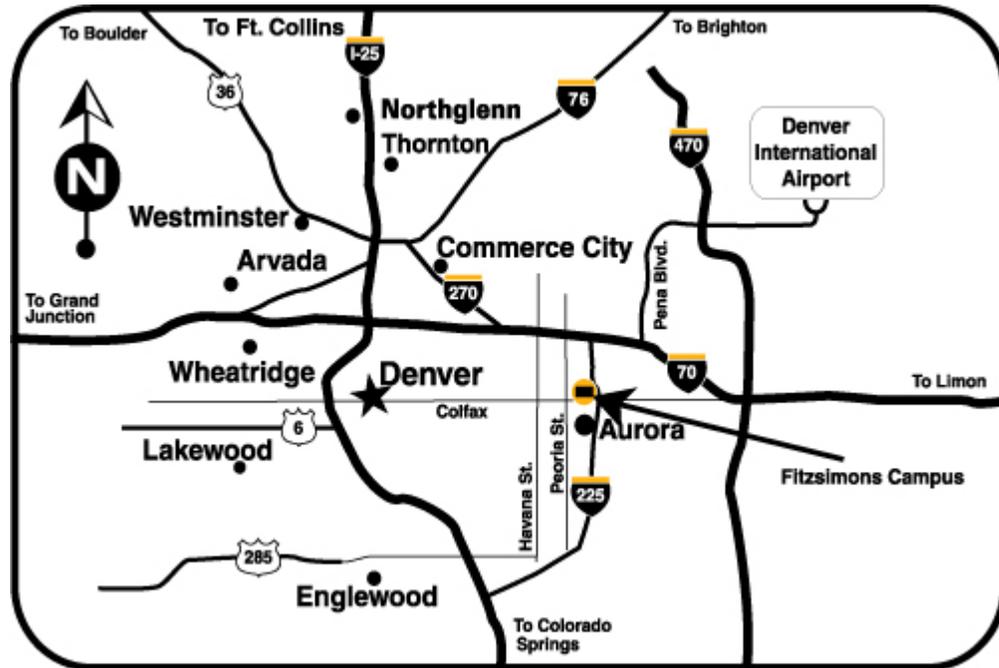
**Area map and Fitzsimons campus map**

**Area Map**

Search UCHSC/UCH 

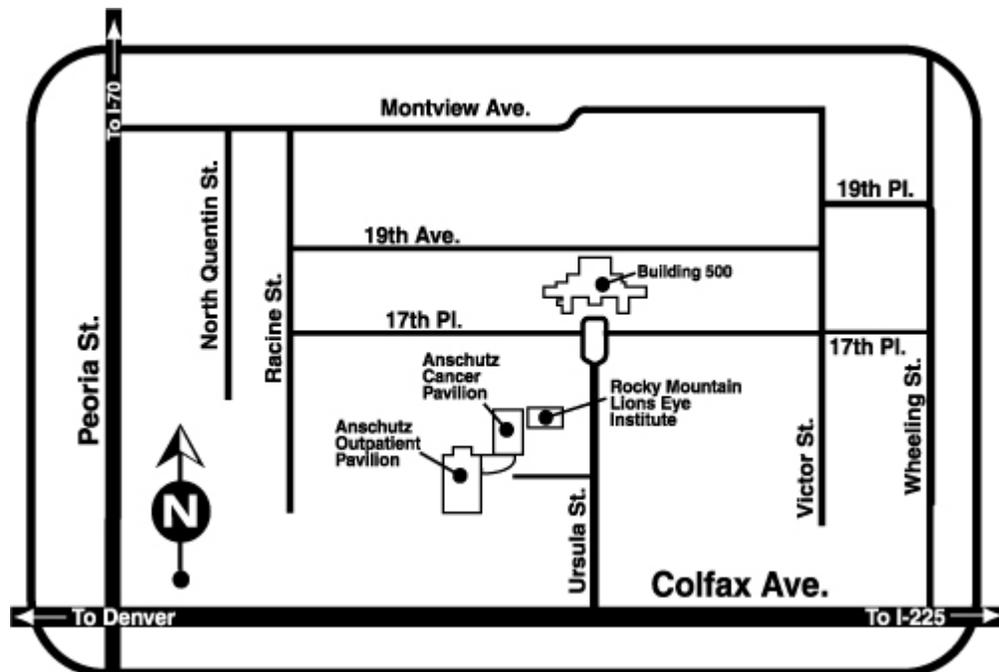
[Fitzsimons Campus map](#)

[For more information about UCHSC/UCH at Fitzsimons](#)



Click here for a printable [area map](#). Requires Adobe Acrobat®

**Fitzsimons Campus Map**



Click here for a printable [campus map](#). Requires Adobe Acrobat®

**Search UCHSC/UCH** 

**Finding UCHSC's Fitzsimons campus**

- [9th Ave. campus](#)
- [Region maps](#)
- [Maps home](#)

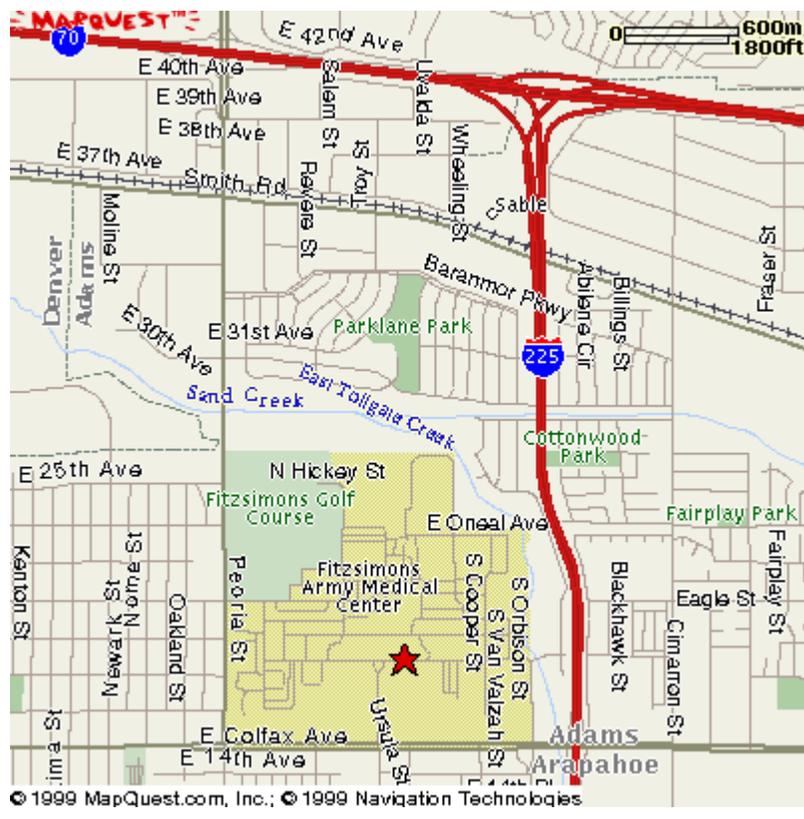
The street address is:

13001 E. 17th Place  
Aurora, CO 80011

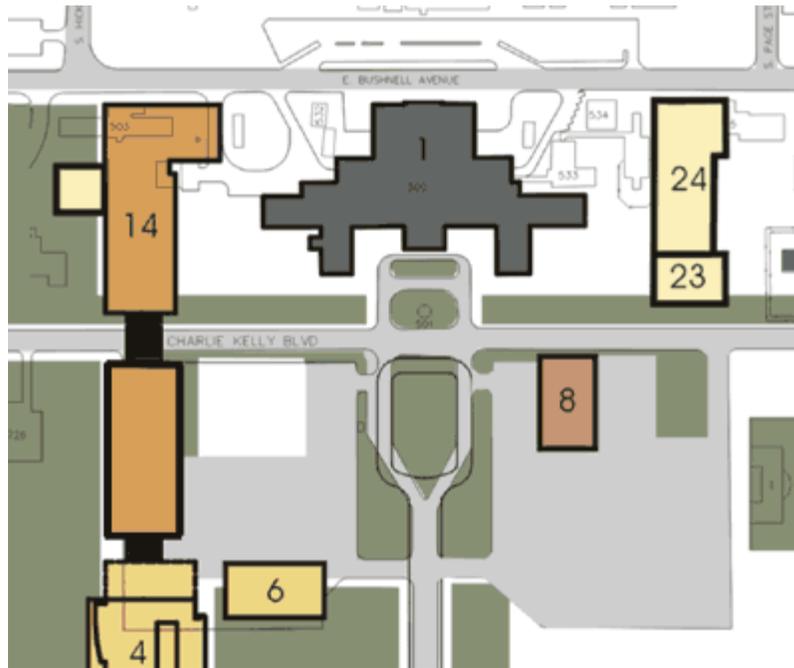
It used to be 12101 E. Colfax, and cab drivers might understand that better.

**Maps**

Here is the area around the Fitzsimons campus:



Here is a partial campus map:



In this map, you enter the campus from the south (bottom), proceed north on Ursula St., and park near where building #8 is to be. The dark shape labeled #1 in the top center of the map is the old hospital building, where most offices are located (the Army called it building 500).

The new Anschutz Center is labeled #4, and #6 is the new Rocky Mountain Lions Eye Institute. Construction has begun on the Nighthorse Campbell Native Health building (#8) and Research Complex One (#14), but not on #23 and #24. The cross street in front of the hospital, labeled Charlie Kelly Blvd here, has been renamed 17th Place.

Here are [more](#) maps of Fitzsimons.

### Directions

The campus is located in the east central part of the metro Denver area near the intersection of I-70 (east-west) and I-225 (a beltway running north-south at this point). The main entrance is north on Ursula St. from Colfax Ave. (which runs east-west). Ursula is between Peoria and I-225.

For the most part, the main hospital building (now office space) is the only currently occupied building on the campus.

#### From downtown

1. Take Colfax east for about 10 miles.
2. Turn left on Ursula Ave, just past Peoria and just before I-225.

#### From the airport

1. Take Pena Blvd south until it runs into I-70.
2. Almost immediately there is a fork (left) to take I-225 south.
3. Take I-225 south about 1 mile to the first exit, Colfax.
4. Go right (west) about 2 blocks to Ursula Ave.
5. Turn right (north) onto the campus.

From the 9th Ave campus

1. Go north on Colorado Blvd to Colfax.
2. Turn right (east) and travel about 5 miles to Ursula Ave.
3. Turn left (north) at Ursula and onto the campus.

From the North

1. Go south on I-25 until the Colfax exit.
2. Turn east (left) onto Colfax and follow it for about 8 miles.
3. Turn left (north) at Ursula and onto the campus.
4. Alternatively, take I-25 to I-70 to I-225 and follow the instructions from the airport (above).

From the South

1. The directions are the same as from the north, except you are headed north on I-25.
2. Alternatively, take I-25 to I-225 to the Colfax exit, turn left (west) and follow the instructions from the airport (above).

**TOPIC: RESOLUTION OF DISPUTE AMONG THE COMMUNITY COLLEGE OF DENVER, METROPOLITAN STATE COLLEGE OF DENVER, AND THE UNIVERSITY OF COLORADO-DENVER**

**PREPARED BY: RAY KIEFT**

**I. SUMMARY**

Statute directs that the Commission has the authority to render a final decision to resolve a conflict concerning an academically-related issue involving the institutions at the Auraria Higher Education Center (CRS 23-70-106.5). The President of the Community College of Colorado system (CC of C) has requested that the Commission resolve a conflict among the Community College of Denver (CCD), Metropolitan State College of Denver (MSCD), and the University of Colorado-Denver (UCD) regarding the retention of tuition revenue generated by the teaching of basic skills courses by CCD for MSCD and UCD students (Attachment 1). CCD believes that it should retain the tuition associated with the courses; MSCD and UCD believe they should retain the tuition. The general fund associated with the resident SFTE generated from the courses is not in dispute. All parties support the general fund being retained by CCD.

The teaching of basic skills courses by CCD is not in dispute. All parties agree that HB 00-1464 directs that CCD (and only CCD) must teach basic skills courses to students attending any of the three Auraria-based institutions (Attachment 2). Prior to HB00-1464, this had been the practice among the three Auraria-based institutions since 1989. Working through an unwritten “gentleman’s agreement” under the umbrella of an inter-institutional registration agreement among the three institutions, MSCD or UCD students enrolling in basic skills courses taught by CCD pay tuition associated with the course to MSCD or UCD at MSCD or UCD tuition rates (less than CCD tuition rates for a course). The tuition, in full, is retained by MSCD or UCD.

CCHE policy sets forth a process and procedures for resolution of conflicts among institutions at Auraria (*POLICIES AND PROCEDURES FOR CONFLICT RESOLUTION ON THE AURARIA CAMPUS*, Attachment 3). Consistent with these policies and procedures, resolution by CCD has been attempted at the Auraria Executives Council over the past several months and has failed, from the perspective of CCD (3.01.1 of *POLICIES AND PROCEDURES*, Attachment 3, page I-G-3). Resolution was also sought by CCD at the AHEC Board level in September, 2001. CCD’s request was not taken by the AHEC Board but referred to the Commission for resolution. The issue of retention of tuition for basic skills courses was, no doubt, viewed by the AHEC Board as not an issue “...concerning the operation, administration, or use of the physical facilities at the Auraria Center” which would be under the AHEC Board’s purview (*POLICIES AND PROCEDURES FOR CONFLICT RESOLUTION ON THE AURARIA CAMPUS*, Attachment 3, page I-G-3).

The chief executive officers of each of the governing boards and the Auraria Higher Education Center were notified of the conflict and after ten days, no resolution resulted, from the perspective of CC of C (3.01.2 of *POLICIES AND PROCEDURES*). The issue is now before the Commission for resolution. The decision by the Commission is binding on all parties and can be appealed only within the General Assembly or the legal system (2.03 of *POLICIES AND PROCEDURES*).

The purpose of this agenda item is to provide some background information for the Commission in preparation for a presentation by each affected institution and/or governing board on this issue of conflict and the resolution proposed by each entity. Consistent with 3.04 of *POLICIES AND PROCEDURES*, the Commission is required to allow for such presentations at a regularly scheduled meeting. Subsequent to these presentations, staff will develop a recommendation for Commission consideration at the May 2, 2002 meeting.

## **II. BACKGROUND**

Background information related to this issue of conflict is captured in: (i) correspondence among the affected entities during the past several months (Attachment 4), (ii) minutes from various meetings of the Auraria Executives Council (Attachment 5), (iii) HB 00-1464 (Attachment 2), (iv) Attorney General's Opinion (Attachment 6), and (v) the 1989 *AURARIA MEMORANDUM OF AGREEMENT*, V,B, page 6 (Attachment 7).

This conflict over the retention of tuition for basic skills courses dates back to June 2001, subsequent to the passage of HB00-1464. In June 2001, CCD first proposed that since it had the sole responsibility to teach basic skills courses to all students enrolled in any one (or more) of the three Auraria-based institutions, the tuition being paid by MSCD or UCD students to MSCD and UCD for these courses taught by CCD should be retained by CCD. Since June 2001, numerous meetings involving CCD, MSCD, UCD, and AHEC has failed to resolve the issue to the satisfaction of CCD.

Failing to reach satisfactory resolution, CCD requested the AHEC Board to have the matter as an agenda item for the AHEC Board in September, 2001. The AHEC Board declined to take the matter as an issue to be resolved by the AHEC Board. It told CCD that the issue was one to be resolved by the Commission. CCD then brought the matter to SBCCOE, its governing board, requesting SBCCOE to request resolution by the Commission. Prior to requesting Commission involvement, the CEO of CC of C contacted the CEOs of the other affected governing boards (Regents, State Colleges, AHEC) and requested that a resolution be determined by the CEOs (Attachment 4, letter from President May to President Hoffman, President Halgren, President Kaplan, Chancellor Lesh-Laurie, Executive Vice President Wolf, dated March 8, 2002). No resolution, to the satisfaction of CC of C, resulted. CC of C then requested resolution by the Commission ([Attachment 1](#)).

Current Fiscal Arrangements Between Other Two-Year and Four-Year Institutions Regarding the Teaching of Basic Skills Courses by Two-Year Institutions to Students of Four-Year Institutions

No uniformity exists within the higher education community regarding the implementation of HB 00-1464 in terms of financial arrangements between the four-year and two-year institutions when the two-year institution teaches basic skills courses to students of the four-year institution. Examples of current arrangements are:

Colorado State University (CSU) Students Taught by Front Range Community College (FRCC): CSU students taking basic skills courses taught by FRCC enroll as a FRCC student and pay FRCC tuition and fees to FRCC which FRCC retains. FRCC receives general fund for the resident SFTE generated. CSU receives neither general fund nor the revenue from the tuition and fees associated with the courses.

University of Southern Colorado (USC) Students Taught by Pueblo Community College (PCC): USC students enroll in USC listed basic skills courses (e.g., ENG 099, MATH 098) as USC students. These basic skills courses are taught by PCC on the USC campus. The tuition and fee revenue associated with the courses is paid to and retained by USC. PCC receives the general fund for the resident SFTE generated. USC receives no general fund.

Fort Lewis College (USC) Students Taught by Pueblo Community College (PCC): FLC students enroll in basic skills courses taught by PCC on the FLC campus. The tuition and fee revenue associated with the course is paid to and retained by FLC. In addition, PCC reimburses FLC at a rate of \$750 per course unit (e.g., a 3-credit course = \$2,250). PCC receives the general fund for the resident SFTE generated. FLC receives no general fund.

University of Colorado-Colorado Springs (UCCS) Students Taught by Pikes Peak Community College (PPCC) : UCCS students taking basic skills courses taught by PPCC enroll as a PPCC student and pay PPCC tuition and fees to PPCC which PPCC retains. UCCS receives neither general fund nor the revenue from the tuition and fees associated with the courses.

University of Northern Colorado Students (UNC) Taught by Aims Community College (Aims CC): UNC students enroll in basic skills mathematics courses taught by Aims CC on the UNC campus. If the UNC student is a full-time student at UNC (at least 12 credits during the semester), the UNC student pays no additional tuition or fees for the course. (UNC and Aims CC have a cross-registration agreement whereby a full-time student at either institution can take one course at the other institution without paying additional tuition and fees. Part-time students pay the tuition and fees associated with the course to the institution teaching the course). If the UNC student is a part-time student at UNC (less than 12 credits during the semester), the student pays the tuition associated with the course to Aims CC which Aims CC retains. In both situations, Aims CC receives the general fund for the resident SFTE generated. UNC receives no general fund.

**III. STAFF ANALYSIS**

Subsequent to the presentations made to the Commission, staff will analyze the information provided by the presenters and develop a recommendation for Commission consideration regarding resolution of this issue of conflict.

**IV. STAFF RECOMMENDATION**

None. It is staff's intention to bring a recommendation, for Commission consideration, to the May 2, 2002 Commission meeting.

**Appendix A**

**STATUTORY AUTHORITY**

23-7-106.5 CRS (1) After notification to the affected chief executive officers, which notification provides for a deadline of not more than ten days for the resolution of a dispute, the chief executive officer of any governing board at the Auraria center, including the Auraria board, may request the Colorado commission of higher education to resolve a conflict concerning an academically related issue at the Auraria center. The commission shall have the authority to make the final decision to resolve the issue presented to it or may delegate its responsibility and authority for the final decision of the issue to the Auraria board. The decision of either the commission or the Auraria board shall be binding on all of the governing boards and institutions and on the Auraria board. It is the policy of the general assembly that the commission is encouraged to delegate to the Auraria board, to as great an extent as possible, its authority for making final decisions at the Auraria center.

(2) The chief executive officer of any governing board at the Auraria center, including the Auraria board, may request the Auraria board to resolve a conflict concerning the operation, administration, or use of the physical facilities at the Auraria center. The Auraria board shall have the authority to make the final decision to resolve the issue present to it, and such decision shall be binding on all of the governing boards and institutions and on the Auraria board.

(3) All issues involving interinstitutional disputes at the Auraria center shall be considered as either academically related or operationally related, and the commission is authorized to determine whether it or the Auraria board shall have jurisdiction in regard to the resolution of the dispute.

Attachments are available upon request at the CCHE Office, 303-866-2723.

**TOPIC: UPDATE ON STATE BUDGET & FINANCIAL IMPLICATIONS FOR COLORADO'S HIGHER EDUCATION SYSTEM**

**PREPARED BY: BRIAN BURNETT**

**I. SUMMARY**

The state budget outlook, in terms of tax revenues generated for the General Fund (GF), continues to worsen as both the Legislative Council and the Office of State Planning & Budgeting (OSPB) lowered their quarterly GF revenue forecasts. The March forecasts from these agencies project an additional current fiscal year GF deficit ranging from \$232 to \$309 million, even after the fall, 2001 capital construction reductions and the first 1.5 percent GF reductions absorbed by state agencies. In the current fiscal year, the Higher Education system has already taken GF operating reductions totaling \$10.4 million and another \$106.5 million in Capital Construction rescissions. Additionally, OSPB directed on March 1, 2002, that the Department of Higher Education restrict an additional \$13.85 million GF. These two reductions total 3.2 percent of the original operating fund base appropriation. *The Commission should note that more current year reductions from the Higher Education system and other agencies might be necessary to keep the state budget in balance in FY 2001-02.* CCHE and related special purpose areas have absorbed 8.54 percent GF base reductions while the governing boards and the institutions of higher education have to date absorbed GF operating budget cuts ranging from 3.15 percent to 3.68 percent.

**II. BACKGROUND**

Colorado's economy began to weaken even before the events of September 11, 2001. The economy and tax collections in our state were further weakened by the reduction in travel and tourism following the terrorist attacks. These events have combined along with several other factors to reduce the gross GF collected by the State from \$6.5 billion in FY 00-01 to a new estimate between \$5.7 to \$5.8 billion in FY 01-02. Adding to these challenges, Congress recently passed the "Job Creation and Worker Assistance Act of 2002" which accelerates depreciation on investments made between 9/11/01 and 9/10/04. This single change in the federal tax code is estimated to reduce revenues to Colorado's General Fund by \$50 million in FY 01-02 and \$75 million in FY 02-03. All of these events, along with many other issues affecting the state's tax base, have combined to create one of the most challenging fiscal situations in state government in the past 20 years.

### III. STAFF ANALYSIS

*The Commission and the institutions and Governing Boards of Higher Education in the state should be prepared for further current year budget reductions, particularly if the OSPB and the JBC cannot agree on a plan to reduce the budget. Under current law, the Governor will have no choice but to further reduce spending to maintain a 2 percent reserve of \$113 million. CCHE staff are closely monitoring the situation and discussing these challenges with finance officers of the Governing Boards at the regularly scheduled bi-weekly meetings with OSPB. The introduction of the FY 2002-2003 "Long (Appropriations) Bill" has been delayed by resolution in the General Assembly twice until at least April 8, 2002.*

### IV. STAFF RECOMMENDATION

CCHE staff has taken the position through all of these reductions that student financial aid should not be reduced during these tight fiscal times. More students than projected are attending Colorado's institutions of higher education due in part to the slower economic activity in our state. As noted in Appendix A, the latest plan to reduce current year spending by \$24.2 million leaves financial aid at its original GF appropriation amount of \$86.55 million while other areas in the Department of Higher Education budget have taken additional reductions to meet targets set by OSPB.

Additionally, CCHE has reduced its total GF appropriation by 8.54 percent while most governing boards and associated agencies within the Department have absorbed reductions ranging from 2.09 percent to 3.68 percent of the original appropriation from July 1, 2001. This reduction was accomplished in part by a \$300,000 reduction in Technology Assistance Grants, an 11 percent cut, and a reduction in WICHE optometry payments of \$108,900, which was 34.38 percent of the original base appropriation. These amounts are detailed in [Attachment A](#).

[Attachment B](#) details the \$106.5 million in higher education capital construction projects that were eliminated in last fall's special legislative session in SB02S-23.

[Attachment C](#) details the nearly \$88 million in higher education capital construction and controlled maintenance projects that were "frozen" by OSPB on March 1, 2002, because less than 25 percent of the project fund balance had been spent on March 1, 2002. The Commission should note that some of these "frozen" capital construction and controlled maintenance projects have applied for waivers so they may renew contracts while others may be cancelled by the General Assembly to address the shortfall in state revenues in the current year. Additionally, the entire remaining \$18 million balance in the Fitzsimons Trust Fund has been taken to the GF to address this budget shortfall.

CCHE ADJU HIGHER ED 37,333  Long Bill Line Item	FIRST REDUCTION				SECOND REDUCTION				TOTAL		
	Original General Fund Appropriation	FIRST 1.5% CUT		Adjsted GF Base used for Second Reduction	SECOND 1.5% CUT		HIRING FREEZE REDUCTION		Total Second Reduction	TOTAL GF REDUCTIONS	
		FY2001-02 GF Reduction	Reduction as a % of Original GF Base		FY2001-02 GF Reduction	Reduction as a % of Original GF Base	FY2001-02 GF Reduction	as a % of Adjusted GF Base		Amount	% of Original GF Base
State Colleges	\$77,266,967	(\$1,254,978)	-1.62%	\$76,011,989	(\$1,313,064)	-1.70%	(\$272,304)	-0.35%	(\$1,585,369)	(\$2,840,347)	-3.68%
State Board of Agriculture	\$151,830,392	(\$2,466,045)	-1.62%	\$149,364,347	(\$2,580,185)	-1.70%	(\$535,081)	-0.35%	(\$3,115,266)	(\$5,581,311)	-3.68%
University of Colorado	\$217,767,222	(\$3,536,999)	-1.62%	\$214,230,223	(\$3,700,707)	-1.70%	(\$767,455)	-0.35%	(\$4,468,162)	(\$8,005,161)	-3.68%
Colorado School of Mines	\$20,045,150	(\$325,575)	-1.62%	\$19,719,575	(\$340,645)	-1.70%	(\$70,643)	-0.35%	(\$411,288)	(\$736,863)	-3.68%
University of Northern Colorado	\$43,968,595	(\$714,143)	-1.62%	\$43,254,452	(\$747,196)	-1.70%	(\$154,954)	-0.35%	(\$902,150)	(\$1,616,293)	-3.68%
Colorado Community Colleges	\$129,803,119	(\$1,405,517)	-1.08%	\$128,397,602	(\$2,217,997)	-1.71%	(\$459,970)	-0.35%	(\$2,677,966)	(\$4,083,483)	-3.15%
Local District Junior Colleges	\$14,643,837	(\$237,846)	-1.62%	\$14,405,991	(\$248,855)	-1.70%	(\$51,608)	-0.35%	(\$300,463)	(\$538,309)	-3.68%
<b>Governing Boards</b>	<b>\$655,325,282</b>	<b>(\$9,941,103)</b>	<b>-1.52%</b>	<b>\$645,384,179</b>	<b>(\$11,148,649)</b>	<b>-1.70%</b>	<b>(\$2,312,015)</b>	<b>-0.35%</b>	<b>(\$13,460,664)</b>	<b>(\$23,401,767)</b>	<b>-3.57%</b>
Legal Services	\$38,622	(\$9,115)	-23.60%	\$29,507	(\$510)	-1.32%	(\$106)	-0.27%	(\$615)	(\$9,730)	-25.19%
Health, Life Dental	\$250,339	(\$2,728)	-1.09%	\$247,611	(\$4,818)	-1.92%	(\$999)	-0.40%	(\$5,817)	(\$8,545)	-3.41%
Computer Center Services	\$2,125	\$598	28.14%	\$2,723	\$0	0.00%	\$0	0.00%	\$0	\$598	28.14%
Workers Comp	\$22,224	(\$1,071)	-4.82%	\$21,153	\$0	0.00%	\$0	0.00%	\$0	(\$1,071)	-4.82%
Risk Management	\$8,478	(\$1,008)	-11.89%	\$7,470	\$0	0.00%	\$0	0.00%	\$0	(\$1,008)	-11.89%
<b>CCHE-EDO Subtotal</b>	<b>\$321,788</b>	<b>(\$13,324)</b>	<b>-4.14%</b>	<b>\$308,464</b>	<b>(\$5,329)</b>	<b>-1.66%</b>	<b>(\$1,105)</b>	<b>-0.34%</b>	<b>(\$6,433)</b>	<b>(\$19,757)</b>	<b>-6.14%</b>
CCHE-Administration	\$2,371,553	(\$10,000)	-0.42%	\$2,361,553	(\$40,795)	-1.72%	(\$8,460)	-0.36%	(\$49,254)	(\$59,254)	-2.50%
WICHE Optometry	\$316,800	(\$108,900)	-34.38%	\$0	\$0	0.00%	\$0	0.00%	\$0	(\$108,900)	-34.38%
Advanced Technology Grants	\$2,700,000	(\$300,000)	-11.11%	\$2,400,000	\$0	0.00%	\$0	0.00%	\$0	(\$300,000)	-11.11%
Student Financial Aid	\$86,556,320	\$0	0.00%	\$0	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%
<b>CCHE - Total</b>	<b>\$92,266,461</b>	<b>(\$432,224)</b>	<b>-0.47%</b>	<b>\$5,070,017</b>	<b>(\$46,123)</b>	<b>-0.05%</b>	<b>(\$9,565)</b>	<b>-0.01%</b>	<b>(\$55,688)</b>	<b>(\$487,912)</b>	<b>-0.53%</b>
<b>Without FA - CCHE Total</b>	<b>\$5,710,141</b>	<b>(\$432,224)</b>	<b>-7.57%</b>	<b>\$5,070,017</b>	<b>(\$46,123)</b>	<b>-0.81%</b>	<b>(\$9,562)</b>	<b>-0.17%</b>	<b>(\$55,685)</b>	<b>(\$487,909)</b>	<b>-8.54%</b>
Colorado Community Colleges	\$11,964,756	(\$194,333)	-1.62%	\$11,770,423	(\$203,327)	-1.70%	(\$42,166)	-0.35%	(\$245,494)	(\$439,827)	-3.68%
Comm. on Family Medicine	\$252,268	\$0	0.00%	\$252,268	(\$4,358)	-1.73%	(\$904)	-0.36%	(\$5,262)	(\$5,262)	-2.09%
Council on the Arts	\$1,179,754	(\$19,614)	-1.66%	\$1,160,140	(\$20,041)	-1.70%	(\$4,156)	-0.35%	(\$24,197)	(\$43,811)	-3.71%
Historical Society	\$2,762,681	(\$15,125)	-0.55%	\$2,747,556	(\$47,462)	-1.72%	(\$9,843)	-0.36%	(\$57,305)	(\$72,430)	-2.62%
Negative HEd	\$763,751,202	(\$10,592,997)	-1.39%	\$663,974,107	(\$11,469,961)	-1.50%	(\$2,378,648)	-0.31%	(\$13,848,609)	(\$24,451,008)	-3.20%
Positive HEd GF Supplemental		\$198,022			\$0						
<b>Total HEd GF Supplemental</b>		<b>(\$10,394,975)</b>			<b>(\$11,469,780)</b>		<b>(\$2,378,611)</b>		<b>(\$13,848,391)</b>	<b>(\$24,243,366)</b>	

## FY 2002 Capital Construction Cuts

Governing Board/Agency Institution	Project Title	FY 2002 CCFE Appropriation
<b>Auraria Higher Education Center</b>	Arts Building Renovation (Classroom Building Revitalization)	\$ 6,281,377
<b>Colorado Historical Society</b>	Ute Indian Museum	\$ 775,050
<b>Colorado School of Mines</b>		
CSM	Green Center Basement Renovation	\$ 6,398,741
CSM	Brown Hall Addition	\$ 1,288,335
<b>Colorado School of Mines Total</b>		<b>\$ 7,687,076</b>
<b>Community Colleges of Colorado</b>		
CCA	Campus Maintenance Facility	\$ 112,670
NJC	Renovation of Phillips Whyman Hall	\$ 535,430
OJC	McBride Hall Remodel	\$ 488,509
PCC	Learning Center	\$ 2,251,389
PPCC	Centennial Campus Renovation, Breckenridge Building	\$ 1,341,783
TSJC	Telephone System	\$ 374,325
<b>Community Colleges of Colorado Total</b>		<b>\$ 5,104,106</b>
<b>University of Colorado System</b>		
UCB	Business School Renovation and Addition	\$ 8,905,682
UCB	Alliance for Teaching, Learning and Society (ATLAS) Center	\$ 13,308,284
UCB	New Law School	\$ 8,811,294
UCB	Information Technology Infrastructure Improvement Project	\$ 7,412,895
UCCS	New Engineering Building and Technology Upgrade	\$ 10,338,967
UCCS	Dwire Hall Renovation and Technology Upgrade	\$ 6,009,722
UCCS	Beth-El College of Nursing and Health Sciences and Natural and Physical Sciences	\$ 3,311,173
UCHSC	Infrastructure Development at Fitzsimons	\$ 471,500
UCHSC	Education Facility at Fitzsimons/Center for Studies in Clinical Performance	\$ 10,727,336
<b>University of Colorado System Total</b>		<b>\$ 69,296,853</b>
<b>State Board of Agriculture</b>		
CSU	San Luis Valley Research Center Improvements	\$ 719,319
CSU	Information and Instructional Technoloty in Education for the Year 2000 - Project 2	\$ 2,595,928
FLC	Berndt Hall Reconstruction	\$ 6,651,302
USC	Health, Physical Education and Recreation (HPER) Renovation	\$ 1,565,012
<b>State Board of Agriculture Total</b>		<b>\$ 11,531,561</b>
<b>University of Northern Colorado</b>		
UNC	Bishop-Lehr Building (previously the New Academic Building)	\$ 2,523,702
UNC	Crabbe Hall Renovation	\$ 324,490
UNC	Candeleria Hall Renovation	\$ 1,045,376
UNC	Michener Library Renovation	\$ 1,967,904
<b>University of Northern Colorado Total</b>		<b>\$ 5,861,472</b>

**Department of Higher Education Total**

**\$ 106,537,495**

## FY 2002 Capital Construction Freeze

Governing Board/Agency Institution	Project Title	Controlled Maintenance	Capital Construction*
<b>Colorado Historical Society</b>			
	Grant Humphrey's Improvements	\$ 325,285	
	Ft Garland Code/Safety Upgrade	\$ 385,485	
	Ft Vasquez Energy/Site Security	\$ 150,877	
	Hart Library Renovation/Expansion		\$ 4,194,000
	Cumbres/Toltec Tracks		\$ 1,000,000
	El Pueblo Museum Development/New Construction		\$ 4,115,125
<b>Colorado Historical Society Total</b>		<b>\$ 861,647</b>	<b>\$ 9,309,125</b>
<b>Colorado School of Mines</b>			
CSM	Replace Primary Electric Power Distribution System	\$ 396,740	
CSM	Replace Volk Gym Pool HVAC	\$ 887,900	
<b>Colorado School of Mines Total</b>		<b>\$ 1,284,640</b>	<b>\$ -</b>
<b>Community Colleges of Colorado</b>			
ACC	Repair Concrete, Main Annex	\$ 707,523	
CNCC	Upgrade Air Conditioning, Rangley	\$ 73,286	
CNCC	Rangley, Replace Sewer/Elec Line	\$ 273,333	
CNCC	Rangley, Modify/Upgrade HVAC	\$ 611,500	
FRCC	Larmier Central Plant & HVAC	\$ 1,605,604	
LCC	Upgrade Windows, Bowman/Trustees	\$ 498,290	
LCC	Exterior Caulking/Painting	\$ 31,450	
LCC	Fire Alarm/Emergency Lighting	\$ 207,211	
LCC	Lab Vent/Bath Upgrade	\$ 21,550	
Lowry Heat Center	Site and Utility Plan		\$ 8,010,381
MCC	Integrate Fire Alarm System	\$ 130,406	
MCC	Information Technology and Connectivity		\$ 1,290,300
NJC	Upgrade Phillips/Whyman, Phase 1	\$ 609,084	
NJC	Upgrade Fire Detection and Alarm	\$ 102,423	
NJC	Pitched Roofs, 6 Campus Buildings	\$ 968,177	
OJC	Replace HVAC, Wheller and Life Science	\$ 202,118	
PCC	Boiler House, Broilers and Equipment	\$ 197,495	
PCC	Health Science HVAC and Roof	\$ 162,659	
RRCC	Upgrade Fire Alarm, Construction Tech	\$ 145,822	
RRCC	Handicap Access, W Wing Main	\$ 58,636	
RRCC	Safe Improvements, West Bldg Kilns	\$ 76,336	
RRCC	Correct Groundwater Problem, West	\$ 242,908	
TSJC	RPR Park Lots, Streets, Courts	\$ 253,710	
<b>Community Colleges of Colorado Total</b>		<b>\$ 7,179,521</b>	<b>\$ 9,300,681</b>

\*Capital Construction column includes all fund sources.

## FY 2002 Capital Construction Freeze

Governing Board/Agency Institution	Project Title	Controlled Maintenance	Capital Construction*
<b>University of Colorado System</b>			
UCB	New Law School		\$ 11,169,946
UCCS	Replace Boiler, Dwire Hall	\$ 188,200	
UCCS	Renovate/Upgrade Technology Dwire Hall		\$ 672,727
UCHSC	Replace Underground Storage Tanks	\$ 1,107,125	
UCHSC	Replace Exhaust System, School of Medicine	\$ 1,208,015	
UCHSC	Psych Hospital Window/Door Replacement	\$ 515,000	
UCHSC	Rpr/Rplc Infrastructure Psych Hospital	\$ 2,163,253	
UCHSC	X-Conn Control/Backflow Prevention	\$ 123,402	
<b>University of Colorado System Total</b>		<b>\$ 5,304,995</b>	<b>\$ 11,842,673</b>
<b>State Board of Agriculture</b>			
CSU	University Center for the Arts		\$ 14,474,132
FLC	Exercise Science/Athletic Facility		\$ 4,143,394
<b>State Board of Agriculture Total</b>		<b>\$ -</b>	<b>\$ 18,617,526</b>
<b>University of Northern Colorado</b>			
UNC	Replace Campus Stairs/Walkways	\$ 795,201	
UNC	Replace Theater Ceiling, Grasier	\$ 360,792	
<b>University of Northern Colorado Total</b>		<b>\$ 1,155,993</b>	<b>\$ -</b>
<b>Department of Higher Education Total</b>		<b>\$ 15,786,796</b>	<b>\$ 49,070,005</b>

\*Capital Construction column includes all fund sources.

**TOPIC:                   FY-02 BUDGET OUTLOOK**

**PREPARED BY:    BRIAN BURNETT**

**I.     SUMMARY**

Due to continuing deliberations of the Joint Budget Committee, this item will be a handout at the meeting.

**TOPIC:                   UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER  
                              MASTER PLAN**

**I.       PRESENTATION**

Chancellor James Shore and Vice Chancellor Tim Romani will make a presentation to update the Commission on the status of the Fitzsimons Campus and the University of Colorado Health Sciences Center master plan.

**TOPIC:                   REPORT ON OUT-OF-STATE INSTRUCTION**

**PREPARED BY:       ANDREW BRECKEL III**

**I.       SUMMARY**

The Commission holds statutory responsibility to approve instruction offered out-of-state beyond the seven contiguous states. By action of the Commission in 1986 the Executive Director may act for the Commission to approve or deny requests from governing boards for approval of courses and programs to be offered by their institutions. This agenda item includes instruction that the Executive Director has certified as meeting the criteria for out-of-state delivery. It is sponsored by the Board of Regents of the University of Colorado and the Trustees of The State Colleges.

**II.      BACKGROUND**

Prior to 1983, instruction out-of-state was offered at will by Colorado institutions, primarily through the Extended Studies Program, but an Attorney General opinion of July 3, 1980, concluded that there was no authorizing legislation and out-of-state programs were discontinued. In 1983, the General Assembly enacted legislation that authorized non-state-funded out-of-state instruction but also required governing board approval. When the instruction is beyond the contiguous states, Commission approval is required as well.

At its meeting of May 2, 1986, the Commission delegated authority to the Executive Director to determine when out-of-state instruction beyond the contiguous states complies with statutory requirements. In June 1986, the Commission received the first notification of out-of-state instruction certified by the Executive Director. Additional approved out-of-state instruction is reported to the Commission as it is received and reviewed.

**III.     ACTION**

The Executive Director has approved the following out-of-state instruction.

The Trustees of the State Colleges of Colorado has submitted a request for out-of-state instructional programs, delivered by Metropolitan State College of Denver.

**HON 390Z: The Struggle for Autonomy: Northern Ireland and Scotland**  
**The dates for this course are: June 5-24, 2002.**

**HIS 390N: The Historical Archeology of Rome**  
**The dates for this course are: June 9-22, 2002.**

The Board of Regents of the University of Colorado has submitted a request for an out-of-state instructional program to be delivered by the University of Colorado Health Sciences Center.

**Case Studies in PAD & International Claudication: Helping Your Patients Walk the Walk, a series of four out-of-state Programs presented in Ft. Lauderdale, FL, Long Beach, CA, Rosemont, IL and Boston, MA on February 22, April 4, June 19-22 and November 6-9, 2002, respectively.**

**STATUTORY AUTHORITY**

The Commission is given responsibility for approval of out-of-state instruction beyond the contiguous states in C.R.S. 23-5-116.

**TOPIC: CONCEPT PAPERS**

**PREPARED BY: WILLIAM G. KUEPPER**

**I. SUMMARY**

This agenda item presents staff analysis of the concept papers prepared since the last Commission meeting:

*B.A. in Spanish at Mesa State College*

The report includes a summary of the issues identified by CCHE staff and a copy of the concept paper. No action is required of the Commission at this time, but if the Commission wishes to have additional issues addressed or questions answered in the full proposal, these can be added to those in the staff report.

**II. BACKGROUND**

Approval by the Commission of a new degree program proposal is a two-stage process. The governing boards submit a concept paper to the Commission that provides an opportunity for the Commission to identify potential state issues prior to developing the full proposal. In contrast, the full proposal includes details about curriculum, financing, capital construction needs, and other implementation details.

**Stage 1: Concept Paper**

Before an institution develops a full proposal, the governing board or its staff shall submit a short concept paper to CCHE that outlines the proposed program goals, the basic design of the program, the market it plans to serve, and the reasons why the program is appropriate for the institution and its role and mission. CCHE policy does not require the governing board to approve the concept paper.

After the Commission staff reviews the concept paper, a staff member meets with representatives of the governing board to discuss issues and concerns related to the proposed degree. The staff presents the issues that need to be addressed in the full degree program proposal. A concept paper may be submitted by the governing board at any time and may be included on any Commission agenda.

### **Stage 2: Full Degree Proposal**

The full proposal for a new degree program reaches the Commission only after undergoing review by, and receiving approval from, the governing board. The request for new degree approval must include:

- A complete degree program proposal as defined by the governing board policy.
- The institution's responses to the peer review comments.
- Tables of enrollment projections, physical capacity estimates, and projected expense and revenue estimates.
- An analysis by the governing board of the potential quality, capacity, and cost-effectiveness of the proposed degree program.
- The governing board's response to the issues identified in the Commission's review of the concept paper.

In addition, graduate degree programs require review by an external consultant. The Commission staff selects and contacts the external consultant; the governing board staff reviews the list of potential reviewers.

Once the governing board approves a proposal, the Commission staff prepares an analysis of the proposal, an institutional profile giving additional context for the institution's capacity and market demand, and a recommendation based on the statutory criteria.

The Commission only considers degree proposals at its January or June meetings. This provides the Commission an opportunity to examine the proposals in the context of statewide need.

**TOPIC: CONCEPT PAPER :BACHELOR OF ARTS (B.A.) IN SPANISH AT MESA STATE COLLEGE**

**PREPARED BY: WILLIAM G. KUEPPER**

**I. SUMMARY**

The Trustees of the State Colleges have submitted a concept paper for a Bachelor of Arts (B.A.) degree in Spanish at Mesa State College. The proposed program is intended to promote bilingual competence and to help prepare a workforce that “can function professionally in both English and Spanish.” It would be an expansion of the current minor program in Spanish at Mesa State and have three concentrations, including one preparing students for secondary teaching licensure.

The program would have a 24-credit core and 15 hours in one of the three concentrations. The concentration in Teaching Licensure will be aligned with current model content standards. The program is designed to be completed in four years.

The proposed program is within Mesa State’s role and mission. Mesa State is the only public baccalaureate institution in Colorado, which does not offer a major in Spanish.

Commission staff sees no issues in the concept paper that would prevent Mesa State from developing a full proposal for BA in Spanish. Matters identified by the staff that need to be addressed in a full proposal include: the advantages in the job market that those completing the proposed program would have over those completing the existing minor in Spanish; the extent and source of necessary resources, and the nature of the curriculum.

**II. STAFF ANALYSIS**

In reviewing this concept paper, Commission staff considered role and mission, program duplication, demand and need for the program, curriculum, and resources needed. The concept paper has been shared with all governing boards.

Role and mission are not an issue. Mesa State is a “general baccalaureate institution offering liberal arts and sciences programs...” The college offers a minor in Spanish, which currently enrolls between 40 and 50 students. Spanish is now the most popular of non-English language programs. The proposed degree program at Mesa State is viewed by staff as an appropriate addition to its curriculum. No governing board has expressed concern over excessive duplication.

Preliminary indications of student interest in the program appear to be genuine. The substantial number of students in the Spanish minor can provide a solid enrollment base for the proposed degree program. A significant portion of the anticipated enrollment is expected to come from students who otherwise would elect the minor. Because of this, the full proposal should include an analysis of the impact of the proposed major on the minor.

The concept paper discusses the growing need for Spanish speakers in a variety of professions. While it correctly points out that this need is statewide, it is important that the full proposal focus on the needs in the service area of Mesa State. Ideally, evidence of that need, and local employability of graduates of the proposed program, should extend beyond the anecdotal.

The inclusion of three tracks or emphases in the program will provide versatility. There are references in the concept paper to characteristics of the program that would distinguish it from others in the state. These should be articulated in the full proposal. In addition, information provided in the concept paper about the curriculum of the new program raised several questions, noted below, that warrant further explication.

Some resources critical to the implementation of the program had not been obtained at the time of submitting the concept paper. It is important to identify progress toward acquiring those resources in the proposal.

### **III. ITEMS TO BE ADDRESSED IN THE FULL PROPOSAL**

Following discussions between Commission staff and governing board staff, it was agreed that institutional mission and program duplication need not be addressed further than already done in the concept paper. The following should be included in the full proposal:

- Further discussion of the need for the program in the region served by Mesa State.
- The advantages in the job market that the holder of the proposed degree in Spanish would have over those completing the existing minor.
- The impact of the new program on the existing minor and the institution's plans for that minor.
- An explanation of what is meant by a "practical, innovative, curricular design."
- In what ways the program will be "highly innovative."
- How a desired "immersion" experience will be built into the curriculum. Would such an experience still allow a student to graduate within 120 credits and four years?
- How the program will emphasize the use of technology and student responsibility for learning.

**IV. INFORMING THE GOVERNING BOARD**

Following this meeting, the Commission staff shall inform the staff of the Trustees of the State Colleges in Colorado about the above matters and any additional issues that the Commission may raise about the proposed Bachelor of Arts in Spanish at Mesa State College.

**TOPIC:                   DEGREE PROGRAM NAME CHANGES AND ENDORSEMENT TITLES**

**PREPARED BY:       JOANN EVANS**

**I.       SUMMARY**

This agenda item describes the degree program changes that the Executive Director has approved during the month. This agenda item serves as public confirmation of an approved change unless the proposed action is not acceptable to the Commission.

In November 1997, the Commission adopted a policy requiring Commission approval of name changes that involve substantive changes to the curriculum, a different target market population, or expansion of the scope of the degree program. If non-substantive, the Executive Director approves the requested change. With the Commission's teacher education approval authority, this also includes changes to endorsement titles.

- A.     Institution:                   University of Southern Colorado
- Current Program Name:       B. S. in Exercise Science and Health Promotion
- Revised Program Name:       B. S. in Exercise Science, Health Promotion and Recreation
- Approved by:                 State Board of Agriculture (February 5, 2002)

Rationale:

The name change does not represent a substantive change in the existing department academic offerings or department direction. The State Board of Agriculture recently approved discontinuation of the B.S. degree in Recreation and recreation was integrated in the B.S. in Exercise Science, Health Promotion as a new option of study. The name change in the degree more adequately represents the added option of study.

Scope of Proposed Change:

Curriculum and degree requirements remain the same.

Proposed Action by the Executive Director:

Approve the endorsement title change as requested, effective immediately.

**TOPIC: CCHE – CAPITAL ASSETS QUARTERLY (WAIVERS, SB 202 APPROVALS, CASH-FUNDED LEASES)**

**PREPARED BY: JEANNE ADKINS AND JOAN JOHNSON**

**I. SUMMARY**

The Commission has delegated authority to the executive director, who has subsequently delegated authority to the director of administration. to approve program plans, grant waivers from program planning, and authorize cash-funded projects within Commission guidelines and statutory authority. Delegated authority extends to lease approval.

This written report outlines those projects for which the requirement for program plans in the first quarter of 2002 has been waived. Only five waivers were granted in the first quarter of 2002. By policy, projects that are denied by the director or that are unusual in scope are brought forward for review by the Commission. No projects are being forwarded to the Commission since all issues have been resolved.

**II. BACKGROUND**

Statutes and CCHE policy permit CCHE to waive the requirement for a program plan on capital construction projects, regardless of the source of funding, for projects under \$500,000. Discretionary waivers are granted to \$1 million and for special purpose projects where information other than a program plan is more relevant.

Projects under \$250,000 that will use only cash or federal funds do not require referral to the General Assembly for inclusion of spending authority within the Long Bill for the fiscal year in which the institution plans to spend the funds, nor with the passage of SB01-209 approval of CCHE. Annual reporting of this information is required, however. The Commission's first report on these projects was submitted to the General Assembly in December 2001 and was incorporated in the Capital Assets Annual Report mailed to you with the January 2002 agenda. No project using state capital construction funds, regardless of size, may proceed without Commission and legislative approval. Generally, institutions submit the significant financial information relating to the projects and conceptual analyses of the proposed scope of work. Staff then reviews the proposals and determines whether the information is sufficient to recommend a waiver or whether additional information is needed.

Waivers granted are outlined in Attachment A for the first quarter of 2002.

The Commission in 1999, upon the recommendation of the Attorney General's office, redrafted its review and approval policies to conform to the statutory requirement to review higher education leases. A lease review policy was approved by the Commission

in 2000. Leases generally are approved at 6-month or 12-month intervals. Although some leases are submitted outside the December and June timeframes, most begin either at the calendar year or the fiscal year. The first quarter lease approvals by type, value and institution are included in Attachment B of this agenda item. A more complete analysis of the leasing is presented in the annual report for Capital Assets the Commission received in January 2002. This report simply summarizes for the Commission the general lease information, including the general lease categories and the dollars being allocated through operating budgets for leases.

Staff would like the Commission to note the Arapahoe Community College lease for a maximum of \$260,388 annually that has been recommended for approval. The program plan for what is essentially a lease purchase already has been approved. The Education Foundation of Community Colleges of Colorado will purchase a building (the Spring International Language Center at 2626 W. Church St., Littleton) and a lot at 5847 S. Curtice St. for a total cost of \$2.5 million. Arapahoe Community College will lease the properties within three blocks of the Main Campus for a period of 30 years. The maximum annual lease space includes \$93,900 for annual operation and maintenance costs. The purpose of the lease is to provide additional space for growing health and computer information programs. Program accreditation prevents increasing enrollments in many of the health occupation programs without more laboratories and faculty offices. The lease approval was granted only after the State Board of the Community College Trustees officially acted on a resolution in compliance with statutory requirements certifying that the costs of the project could be absorbed in existing and future budgets and do not require new resources.

Also, the Commission should note, because of its size (23,887 square feet) and cost (\$477,440) the lease approval for the CSU-Denver facility. Previously, this facility was leased by the CSU Research Foundation. The new lease will be by the institution, which will sub-lease a portion of the space to the research foundation. The reverse circumstance was the previous arrangement.

All relevant leases and waivers submitted through the first quarter 2002 are included in this report. The Commission will receive the second quarter 2002 report on leases, waivers granted and program plan approvals at its July 2002 meeting.

No formal action is required. These reports are submitted for Commission review.

Attachments:

A: Review of waivers, cash-funded projects, SB92-202 projects and leases for first quarter of 2002.

B: Lease review and approval report for first quarter of 2002.

**CCHE Approvals of Program Plan Waivers, Cash-Funded, and SB92-202 Projects, First Quarter  
January 1 through March 26, 2002**

<b>CCHE APPROVAL DATE</b>	<b>PROJECT</b>	<b>TYPE</b>	<b>INSTITUTION</b>	<b>TOTAL PROJECT COST</b>	<b>FUNDING SOURCES</b>	<b>NOTES</b>
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**UNIVERSITY OF COLORADO SYSTEM:**

26 Feb. 2002	Micro Electrical Mechanical Systems Packaging Clean Room	Waiver	CU-Boulder	\$484,776	CFE	942 sf
26 Feb. 2002	Addition to the Institute for Behavioral Genetics	Waiver	CU-Boulder	\$497,579	CFE	2,200 gsf
<b>UNIVERSITY OF COLORADO SYSTEM TOTAL</b>				<b>\$982,355</b>		

**STATE BOARD OF AGRICULTURE:**

30 Jan. 2002	Equipment Lease Purchase #56 - Nuclear Magnetic Resonance Research Equipment	Waiver	CSU	\$484,000	CFE	
18 Feb. 2002	Remodel of University Services Center 5th Floor	Waiver	CSU	\$270,000	CFE	6,625 gsf
March 12, 2002	Aylesworth Hall Elevator	Waiver	CSU	\$330,000	CFE	
<b>STATE BOARD OF AGRICULTURE TOTAL</b>				<b>\$1,084,000</b>		

**CCHE APPROVED LEASES DECEMBER 31, 2001, THROUGH MARCH 26, 2002**

GoverningBoardName	Institution	Lease Status	Date of Approval	Address	Lease Description	Total Annual Cost	New Sq. Footage	Cost Per Sq Ft	Type of Lease	DateFrom	DateTo
Colorado Historical Society	Colorado Historical Society	Approved and Notification sent	7-Feb-02	225 E. 16th Avenue, Suite 260, Denver	Office	\$ 64,511	4,449	\$ 14.50	Renewal	31-Dec-01	30-Jun-01
Colorado Historical Society	Colorado Historical Society	Approved and Notification sent	31-Dec-01	9260 East Golfers Way, Lowry AFB	Support	\$ 1	21,528	\$ 0.00	Renewal	1-Oct-01	30-Sep-02
Colorado Historical Society	Colorado Historical Society	Approved and Notification sent	31-Dec-01	305 Argentine, Georgetown	Office	\$ 2,400	209	\$ 11.48	Renewal	1-Feb-02	31-Jan-07
<b>Colorado Historical Society Totals</b>	<b>COLORADO HISTORICAL SOCIETY TOTALS</b>					<b>\$ 66,912</b>	<b>26,186</b>	<b>\$ 2.56</b>			
Community Colleges and Occupational Ed. Sys\Office	Arapahoe Community College - Littleton Campus	Approval recommended - pending		2625 West Church Street, and 5847 South Curtice Street, Littleton	Classrooms	\$ 345,152	15,024	\$ 22.97	New	1-Apr-02	30-Jun-33
Community Colleges and Occupational Ed. Sys\Office	Morgan Community College	Approved and Notification sent	7-Feb-02	100 Civic Center Drive, Limon	General Use	\$ 4,050	822	\$ 4.93	Renewal	1-Jul-02	30-Jun-04
Community Colleges and Occupational Ed. Sys\Office	Morgan Community College	Approved and Notification sent	2-Jan-02	215 S. Main Street, Yuma	General Use	\$ 1,800	462	\$ 3.90	Renewal	1-Jan-02	31-Dec-02
	<b>COMMUNITY COLLEGE TOTALS</b>					<b>\$ 351,002</b>	<b>16,308</b>	<b>\$ 21.52</b>			
Regents of the University of Colorado	University of Colorado Boulder	Approved and Notification sent	2-Jan-02	900 28th Frontage Road, Boulder	General Use	\$ 156,287	6,259	\$ 24.97	New	1-Apr-01	31-Dec-05
Regents of the University of Colorado	University of Colorado Boulder	Approved and Notification sent	2-Jan-02	1200 28th Street, Boulder	Office	\$ 62,273	1,997	\$ 31.18	Renewal	1-Mar-01	31-Aug-05
	<b>UNIVERSITY OF COLORADO SYSTEM TOTALS</b>					<b>\$ 218,560</b>	<b>8,256</b>	<b>\$ 26.47</b>			
State Board of Agriculture	Colorado State University	Approved and Notification sent	5-Mar-02	805 Scott Street, Gardiner, MT	Residential	\$ 6,000	1,302	\$ 4.61	New	1-Apr-02	30-Sep-02
State Board of Agriculture	Colorado State University	Approved and Notification	5-Mar-02	1512 Webster Court, Fort	Special Use	\$ 160,392	22,568	\$ 7.11	Renewal	1-Jul-02	30-Jun-03

		sent		Collins							
State Board of Agriculture	Colorado State University	Approved and Notification sent	2-Jan-02	419 Canyon Ave. #226, Ft. Collins	Office	\$ 56,758	3,405	\$ 16.67	Renewal	1-Mar-02	28-Feb-03
State Board of Agriculture	Colorado State University	Approved and Notification sent	2-Jan-02	11358 West 85th Place, Unit G, Arvada	Residential	\$ 4,200	1,900	\$ 2.21	New	1-Jan-02	30-Jun-02
State Board of Agriculture	Colorado State University	Approved and Notification sent	9-Jan-02	Denver Center, 110 16th Street, Denver	Special Use	\$ 477,740	23,887	\$ 20.00	New	1-Jun-03	30-Jun-08
<b>BOARD OF AGRICULTURE TOTALS</b>						<b>\$ 705,090</b>	<b>53,062</b>	<b>\$ 13.29</b>			