

UPDATED 6/3/02

**CCHE Agenda**

June 6, 2002

Regis University

3333 Regis Boulevard

Mountain View Room in the Adult Learning Center

Denver, Colorado

9:00 a.m.

- I. Approval of Minutes
- II. Reports
  - A. Chair's Report - Lamm
  - B. Commissioners' Reports
  - C. Advisory Committee Reports
  - D. Public Comment
- III. Presentation
  - A. Overview of FY 2002-2003 Joint Budget Committee Budget Recommendation for Higher Education - Nancy McCallin/Foster (60 minutes)
- IV. Consent Items
  - A. Degree Approvals:
    - 1. Bachelor of Arts in Special Education at the University of Northern Colorado – Kuepper/Samson
  - B. Teacher Education Authorization:
    - 1. Teacher Education Authorization at the University of Colorado at Denver - Gettle
  - C. Approval of Programs of Excellence 2002-2003 Budget - Evans
- V. Action Items
  - A. Approval of 2002-2003 Financial Aid Allocations – Lindner/Mullen (30 minutes)
  - B. Remedial Plan Amendments and Revisions - Samson (15 minutes)[updated 6/5/02]
  - C. Colorado State University Main Campus Residence Hall - Johnson (15 minutes)
  - D. CCHE-Technology Advancement Group Program Funding for Fiscal Year 2002-03 - Hum (10 minutes)
- VI. Items for Discussion and Possible Action

None
- VII. Written Reports for Possible Discussion
  - A. Report on Out-of-State Instruction - Breckel
  - B. CCHE Capital Assets Quarterly Report (Waivers, SB 202 Approvals, Cash-Funded, Leases) – Hoffman/Johnson
  - C. Concept Papers: - Samson
    - 1. Doctor of Audiology at the University of Northern Colorado - Kuepper
    - 2. Bachelor of Science in Athletic Training at the University of Southern Colorado - Kuepper
  - D. Degree Program Name Changes - Evans

Colorado Commission on Higher Education (CCHE)  
June 6, 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)  
June 6, 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)

June 6, 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)  
June 6, 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: OVERVIEW OF FY 2002-2003 JOINT BUDGET COMMITTEE BUDGET RECOMMENDATION FOR HIGHER EDUCATION**

**PREPARED BY: TIM FOSTER**

**I. SUMMARY**

Dr. Nancy McCallin, Executive Director of the Office of State Planning and Budgeting, will update the Commission on the status of the FY 2002-2003 Joint Budget Committee (JBC) higher education budget recommendation. All college and university presidents and chancellors, and all governing board members were invited to attend Dr. McCallin's presentation on the status of the higher education budget.

**TOPIC: PROPOSAL: BACHELOR OF ARTS IN SPECIAL EDUCATION AT THE UNIVERSITY OF NORTHERN COLORADO**

**PREPARED BY: WILLIAM G. KUEPPER / SHARON SAMSON**

**I. SUMMARY**

The Board of Trustees of the University of Northern Colorado requests Commission approval to offer a Bachelor of Arts (B.A.) in Special Education. The program is designed to train students in the particular care, development, and educational needs of children with moderate needs disabilities. It will prepare students to teach in grades K-12. The proposed program meets Colorado's performance standards and standards of the Council for Exceptional Children, which are performance-based.

The program builds upon the university's commitment to, and its national reputation in, special education. Students completing our programs:

1. Adhere to professional ethics standards and legal expectations
2. Work collaboratively with general educators, related service professionals, administrators, other special educators, family members, and community agencies
3. Know and demonstrate an ability to use promising practices, research, and problem-solving methods with a diverse range of students with special needs
4. Enhance the development of young children through the application of developmentally-appropriate and ecologically-grounded practices (early intervention and early childhood)
5. Provide access to, accommodate, and modify the general education curriculum, and deliver effective instruction (K-12)
6. Prepare youth transitioning to the adult worlds of higher and continuing education, careers, independent living, utilizing self-determination skills
7. Use technology in the acquisition of knowledge, promoting learning in others, and as part of curriculum adaptation processes
8. Assess and evaluate student learning needs, student growth, and personal effectiveness as a teacher and team member
9. Be sensitive to students who are linguistically and culturally diverse, and know how to help them gain access to the curriculum
10. Problem solve reflectively and communicate effectively with colleagues and peers
11. Be a responsible and collaborative change agent
12. Attain a capacity for self-directed learning with a corresponding commitment to life-long learning

Neither mission nor excessive program duplication is an issue with this proposal. UNC is, by statute, the primary deliverer of teacher education in the state. The national need for

special education teachers has been well documented. Colorado has had a shortage of qualified teachers in this field for many years.

The institution will initially enroll 20 students expanding to 50 new students per year in the third or fourth year of the program. Students can be admitted to the program as freshmen, but do not begin taking specific requirements in the major until their sophomore year.

CCHE staff recommend that the Commission approve the Trustees of the University of Northern Colorado's request to offer a Bachelor of Arts in *Special Education* and grant the degree program Special Education teacher authorization.

## **II. BACKGROUND**

The concept paper for the proposed degree was on the Commission agenda at its meeting of February 1, 2002. The issues raised by the Commission at that time have been adequately addressed in subsequent conversations with UNC or in the full proposal. The UNC Board of Trustees approved the proposal on May 10, 2002. Much of the text that follows in this background section has been drawn directly from the proposal.

UNC has several programs in special education, including an undergraduate teacher licensure program. To pursue licensure in special education at the undergraduate level, a student has had to meet the requirements of a liberal arts major as well as meeting the requirements of the professional teacher education program and the specific requirements of special education. This undergraduate licensure program was among those approved in the review of all teacher education programs at UNC in Fall 2000. The new degree program, without the requirement of a liberal arts major, will permit more intensive training in special education. When it is implemented, the current programs leading to licensure will be phased out.

The proposed degree has five goals:

1. To prepare entry-level educators who understand and are able to provide individualized special education services in compliance with Federal and State rules and regulations.
2. To prepare special educators who will collaborate with families, students, and professionals to provide high quality individualized educational services to students with disabilities.
3. To prepare entry-level special educators who will provide direct research-validated services to students with disabilities.
4. To prepare special educators who will provide services in general education classes for students with disabilities.
5. To blend instruction and field experiences in the preparation of high-quality special educators.

The new program will allow special education teachers to learn and apply the roles and responsibilities they must perform on a daily basis: assess and identify students with disabilities; plan an Individualized Education Program in collaboration with other professionals and parents under the rules and regulations of the Individuals With Disabilities Education Act and the Colorado Exceptional Children Education Act; provide direct individualized instruction and interventions in learning and behavior to meet the unique needs of students with disabilities; provide support to students with disabilities in the general education curriculum through consultation and collaboration with general education teachers; and provide adaptations and support systems in collaboration and consultation with general education teacher. The broader scope of content and pedagogy will provide an advantage to the candidate attaining this degree over those obtaining licensure attached to a general Liberal Arts Degree.

The program requires a minimum of 120 credits for graduation. Forty-one of these credits are in general education courses distributed among seven general education skill and content categories common to all UNC students. Specific courses within these categories are recommended for special education students in order to help meet the teacher education performance standards set by the Commission.

The other 79 credits are defined as constituting the major in special education. This will include courses in professional teacher preparation, and courses in special education theory, practice, and pedagogy. Almost all of the courses constituting the 79 credits are taken by all students. Any options relate to the grade level at which students intend to teach.

Strong emphasis will be placed on literacy and mathematics in both general education requirements and content area coursework. Students will be required to take technology courses and the use of technology will be incorporated into the special education coursework. The program will be organized around nine themes, including individual differences (disabilities, culture, and language), interpersonal/collaborative skills, direct instruction, legal responsibilities/processes, organizational/systemic processes, behavioral management, knowledge and access of resources, inquiry skills, and implementation of special educator roles.

The current structure of the program, requiring a liberal arts major, does not allow the students to receive the full benefit of the special education faculty expertise because of restrictions on the amount of coursework and the field experiences possible. The proposed major in special education will allow for the preparation of beginning special education professionals with exemplary knowledge and skills in a variety of roles and responsibilities including: management of individual special education programs and services, assessment, best instructional practices, technological expertise, collaborative support for students with teams of professionals and parents, and inquiry skills that enable teachers to access necessary resources. Under the current requirements, these competencies are difficult to obtain and

develop within a four-year program. A major in special education will provide an opportunity for students to master the necessary competencies within the four-year guidelines.

### **III. STAFF ANALYSIS**

Because UNC has requested both degree approval and authorization for teacher licensure, the analysis is divided into two parts.

#### **Part I: Analysis of the Degree Program**

In analyzing the concept paper and degree proposal, the staff considered role and mission, program duplication, program need and demand, and quality issues such as curriculum and resources. Concept papers and degree proposals are submitted to the other governing boards for review and comment.

#### **Role and Mission**

This proposal is consistent with, and supportive of, the University of Northern Colorado's role as the major provider of teacher education programs in the state. By statute, UNC "shall be the primary institution for undergraduate and graduate teacher education programs in the state of Colorado."

While other institutions offer programs in special education, duplication is not an issue because of the great demand for professionals in that field. No other governing board has expressed any concern about excessive duplication if this program is approved.

#### **Program Need and Demand**

The need for special education teachers has been well documented. A CCHE study in 2000 of the supply and demand in teacher education verified this need in Colorado. A report that same year prepared by the Colorado Department of Education stated that 18% of those delivering special education services in the state did not have the appropriate qualifications. Colorado has experienced a shortage in this field for at least a decade.

UNC reports a considerable interest in special education among its current students and anticipates that the new degree program will attract even more into the field. CCHE staff see the enrollment projections provided by the university to be realistic (see Attachment A). The initial enrollment of 16 students increasing to 30 new students each year by the program's third year appear achievable. The total enrollment is projected at 132 with 25 graduates.

### **Program Quality and Resources**

CCHE staff rely substantially on the active involvement of the governing board and its staff in evaluating the quality of the program, the capacity of the institution to offer the degree, and cost-effectiveness of implementing and maintaining the program.

The curriculum of the new program reflects that already approved for special education at UNC. The general education requirements meet institutional standards as do the requirements for the major in special education. The program can be completed in 131 credits. This larger number is permitted under CCHE policy for programs in special education.

With the implementation of the new degree, the existing program leading to licensure in special education will be phased out. Because those students pursuing the current path to licensure are spread over several liberal arts majors, the impact on any one program should be minimal. This point is made in the proposal although no specific figures are provided on the distribution, by major, of the current enrollments.

Because the proposed degree program is evolving out of an existing special education program, and because of UNC's substantial involvement in special education at both the undergraduate and graduate level, no additional faculty will need to be hired to implement the program. For the same reasons, no new facilities will be needed for the program.

Estimates of program expenditures and revenues are included as Appendix B.

### **Part II: Analysis of Teacher Education Performance Criteria**

This section of the analysis is based on the materials submitted in the proposal and the findings of the 2001 teacher education site review. 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. CDE reviews the proposal for evidence that graduates would master the skills identified in CDE's performance model. CDE recommended that the Commission consider the request for Special Education licensure given that the program design addresses the skills relevant to special education. It expressed reservations regarding reading and math literacy development. The following analyzes the proposal's content, assessment and 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 major. The former provides scope, the latter depth of knowledge.

A student enrolled in UNC's Special Education, B.A. degree program is required to complete 129 credit hours. General education courses provide the basic content knowledge. The Special Education major consists of general psychology courses, courses that prepare candidates to apply content knowledge in the classroom, behavioral and physical learning disabilities, assessment practices, and field experience. Since the content knowledge is provided solely through the general education requirements, a series of math and reading literacy courses supplement the special education pedagogy courses. Table 1 provides a general overview of the curriculum design. Table 2 lists the required Special Education courses.

CCHE and CDE staff concur that the content of the Special Education major provides appropriate special knowledge and opportunities to develop the skills needed by Special Education teachers. An analysis of the content knowledge of Special Education degree program is attached.

**Table 1: Curriculum Design of the Special Education Degree**

<b>Curriculum</b>	<b>Credit Hours</b>	<b>Credit Hours</b>
General Education		<b>42</b>
Cat 1: Communication	<b>6</b>	
Cat 2: Mathematics	<b>3</b>	
Cat 3: Physical Education	<b>1</b>	
Cat 4: Arts & Letters	<b>9</b>	
Cat 5: Social Science	<b>7</b>	
Cat 6: Science	<b>10</b>	
Cat 7: International & Multicultural	<b>6</b>	
Education Prerequisites		<b>3</b>
Literacy Courses		<b>14</b>
Special Education Core		<b>65</b>
<b>Total Credits</b>		<b>124</b>

<b>Bachelor of Arts in Special Education</b> <b>Graduation Requirements</b>
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**Table 2: Curriculum of General Education Degree Program**

GENERAL EDUCATION COURSES	COURSE TITLE	Credit Hours
<b>Category 1: Communication</b>		
ENG 122	College Composition	3
ENG 123	College Research Paper	3
<b>Category 2: Mathematics</b>		
STAT 150	Introduction to Statistical Analysis	3
<b>Category 3: Physical Education</b>		
PE 125	Open choice	1
<b>Category 4: Arts &amp; Letters</b>		
HIST 100	Survey of American History from Its Beginnings to 1877	3
THEA 130	Introduction to Theatre or Music Fundamentals or Creativity and the Arts or Art Appreciation	3
ENG 131	Introduction to Literature	3
<b>Category 5: Social Science</b>		
PSY 230	Human Growth and Development	4
GEOG 100	World Geography	3
<b>Category 6: Science</b>		
BIO 265	Life Science Concepts	3
SCI 265	Physical Science Concepts	4
ESCI 265	Earth Science Concepts	3
<b>Category 7: International &amp; Multicultural Studies</b>		
ANT 110	Introduction to Cultural Anthropology	3
HRS 290	Introduction to Human Rehabilitative Services	3
<b>TOTAL</b>		<b>42</b>

<b>PREREQUISITES</b>		
SPE 130	Principles of Speech	3

<b>MATH &amp; READING LITERARY</b>	COURSE TITLE	Credit Hours
MATH 181	Fundamentals of Mathematics I	3
MATH 182	Fundamentals of Mathematics II	2

CMDS 266	Normal Speech and Language Development	3
EDRD 410	Achieving Effective Instruction in Developmental Reading	3
EDRD 411	Reading Diagnosis and Individualization	3
		<b>14</b>

<b>MAJOR COURSES</b>	<b>COURSE TITLE</b>	<b>Credit Hours</b>
PSY 330	Child and Adolescent Psychology	3
EPSY 347	Educational Psychology	3
ET 247	Technology in Education	1
EED 341	Teaching Language and Composition	3
ET 347	Applications for Elementary Teaching	1
EDSE 201	Culture of Special Education	3
EDSE 203	The Individualized Education Program and the Collaborative Process	3
EDF 366	Conceptions of Schooling: Context and Process	4
EDSE 325	Behavioral Dimensions of Students with Exceptionalities I	2
EDSE 326	Behavioral Dimensions of Students with Exceptionalities II	3
CMDS 365	Language Disorders in Children	3
EDSE 254	American Sign Language	3
EDSE 442	Language and Literacy for Students with Severe Delays	3
EDSE 460	Linguistically Diverse Students with Disabilities	3
EDSE 322	K-12 Methods	5
EDSE 320	Assessment in Special Education	3
EDSE 321	Advanced Assessments in Special education	2
EDSE 443	Support Systems in Special Education	3
EDFE 270	Field Based Experience	2
EDSE 444	Student Teaching in Special Education	12
	<b>TOTAL</b>	<b>65</b>

### **Assessment**

CCHE-adopted assessment criterion defines a quality teacher education preparation as one that provides strong assessment of student knowledge. Quality assessment encompasses three areas: (1) assessment of subject matter, (2) assessment of knowledge of Colorado K-12 content standards, and (3) site-based assessment of teaching skills.

Special education faculty will conduct ongoing assessment and advising of students to ensure students are meeting the goals of the program, individual course outcomes, and demonstrating professional teacher behavior including the initiative and likelihood of success as a teacher.

The following are required benchmarks; however, students are encouraged to meet with their advisor throughout their program.

1. **ASSESSMENT OF SPECIAL EDUCATION STANDARDS.** Successful completion of EDFE 320 & 321 Assessments in Special Education.
2. **CONTENT ASSESSMENT.** Student will be required to set goals and assess their personal learning through individual course evaluations.
3. **SITE-BASED ASSESSMENT OF TEACHING SKILLS.** The real assessment will occur in the field. In order to assess proficiency in the standards and standard elements, teacher candidates are expected to demonstrate those proficiencies in field settings. Faculty and master teachers document evidence of gains in student academic performance levels, provide focused support to understand experiences in the context of student learning, and model assessment practices. After successful completion of field experience, teacher education candidate will meet with program advisor to review GPA (maintain at least 3.0) and review teacher and university evaluation forms.
4. **CONTENT ASSESSMENT.** Successful completion of the PLACE test in Teacher I: Moderate Needs prior to beginning student teaching.

### **Field Experience.**

In CCHE's Teacher Education Policy, the field experience criterion defines one dimension of teacher education quality as 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.

During the field experience, special education candidates are paired with special education professionals with exemplary knowledge and skills in a variety of roles and responsibilities including: management of individual special education programs and services, assessment, best instructional practices, technological expertise, collaborative support for students with teams of professionals and parents, and inquiry skills that enable teachers to access necessary resources. The quality of the field experience meets CCHE’s policy criteria of focus, scope and intensity. All field experience requirements have predetermined learning objectives and are tied to knowledge-based or performance-based outcomes, depending upon the level of the particular school experience.

There is a significant emphasis on assessment of teacher candidates within field experience settings. Field experience requirements range in intensity from 15 hours per class to 640 hours in the capstone student teaching experience. In beginning field experiences, teacher candidates are evaluated in terms of personal characteristics (e.g., professional behavior, reliability, punctuality, oral/written communication, and appearance, etc.). As the level of difficulty increases, so do expectations for demonstration of teaching and assessment skills. For example, in SED 4440 Assessment, Instruction & Collaboration Practicum: Secondary, the field experience that precedes student teaching, students must attend parent teacher conferences, while in SED 4500 Special Education Student Teaching and Seminar: Secondary, the students are required to actively participate and demonstrate problem-solving skills.

<b>Teacher Education Authorization</b>	<b>Level of Field Experience</b>	<b>Frequency</b>	<b>Scope</b>	<b>Intensity</b>
Special Education	Freshmen	0 Hours		
	Sophomore	42 Hours	Tutoring two elementary age students twice a week in a low SEC and culturally and linguistically diverse elementary school	A mentor teacher supervises this service-learning component at this early level. The Elementary PTEP faculty at UNC evaluate the student performance through written work related to course objectives and observations

	Junior (Second Semester)	400 Hours (10 weeks ) Student Teaching I	Supervised continuous field experiences in an assigned partnership school	After six weeks of focused content learning on campus, student begins individual, small group instruction and continuously assumes responsibility for total group/class instruction. UNC PTEP elementary education faculty supervise on-site. K-12 faculty model teaching, observe and assess teacher candidate's lessons as per performance-based standards and model content standards in literacy, science and health. Assessment is continuous with feedback from teamed K-12 and UNC elementary faculty on-site.
	Senior (Second Semester)	440 Hours: Student Teaching II	Supervised Direct Experience	<p>The student builds on the Student Teaching I experience by continuing to plan standards-based lessons, interpret and analyze individual and group assessment data, adapts content knowledge to content standards in daily lessons, and has direct responsibility for the total classroom.</p> <p>Supervision occurs regularly from the K-12 faculty and UNC faculty to provide assistance and evaluation to the teacher candidate with the intent to achieve proficiency.</p>

**IV. STAFF RECOMMENDATION**

**That the Commission approve the Trustees of the University of Northern Colorado's request to offer a Bachelor of Arts in *Special Education* and grant the degree program Special Education teacher authorization.**

**Attachment A**

**TABLE 1: ENROLLMENT PROJECTIONS**

Name of Program: **SPECIAL EDUCATION, BA**

Name of Institution: **UNIVERSITY OF NORTHERN COLORADO**

**DEFINITIONS:**

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

**SPECIAL NOTES:**

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount	14	32	55	81	100	120
1-b	Out-of-State Headcount	2	3	7	9	11	12
2	Program Headcount	16	35	62	90	111	132
3-a	In-state FTE	14	32	55	81	100	120
3-b	Out-of-state FTE	2	3	7	9	11	12
4	Program FTE	16	35	62	90	111	132
5	Program Graduates	0	0	0	6	10	25

Attach a brief description explaining the specific source data for projecting the program headcount (e.g., actual enrollment in a similar program at a comparable college).

**TABLE 3 - PROJECTED EXPENSE AND REVENUE ESTIMATES**

**PURPOSE:**

This table documents what the program will cost and how the institution plans to cover the costs. All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT in DOLLARS				
		YEAR 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty	9,000	73,500	166,500	242,500	250,500
2	Financial Aid specific to program					
3	Instructional Materials		1,500	3,500	5,500	5,500
4	Program Administration	21,000	21,000	31,500	31,500	31,500
5	Rent/Lease					
6	Other Operating Costs		5,000	10,000	15,000	20,000
7	Total Operating Expenses	30,000	101,000	211,500	294,500	307,500
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp					
<b>TOTAL PROGRAM EXPENSES</b>		<b>30,000</b>	<b>101,000</b>	<b>211,500</b>	<b>294,500</b>	<b>307,500</b>
Enrollment Revenue						
12	General Fund: State Support	68,082	155,616	267,465	393,903	486,300
13	Cash Revenue: Tuition	43,228	85,251	160,932	230,020	284,023
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
		111,310	240,867	428,397	623,923	770,323

	ESTIMATED AMOUNT in DOLLARS				
TOTAL PROGRAM REVENUE					

\* If revenues are projected in this line, please attach an explanation of the specific source of the funds.

\*\* Attach an explanation of the amounts reported in line 18 that identifies the specific departments whose budgets will be decreased due to the reallocation and the impact the dollars will have on these departments or programs.

**DEFINITIONS for TABLE 3: PROJECTED EXPENSES AND REVENUE ESTIMATES**

**COST DEFINITIONS:**

Faculty:	Compensation for instructional faculty (salaries and benefits).
Financial Aid:	The total amount of grants, scholarships, teaching assistantships, and work-study dollars that are designated for students enrolled in the proposed program.
Instructional Materials:	The total dollars budgeted for instructional materials, and computer support for the proposed program.
Program Administration:	Compensation for secretarial staff and the department chair, travel, and non-instructional program materials. Do not include the costs attributed to executive management costs, i.e., governing board or general institution administration costs.
Rent/Lease:	The actual costs associated with renting or leasing space necessary for the program.
Other Op. Costs:	Any other operating costs that are program related that are not included elsewhere.
Total Operating Expenses:	The sum of the annual expenses associated with delivering the proposed program, including Equipment, Faculty, Financial Aid, Instructional Materials, Program Administration, Rent/Lease, and Other Operating Costs.
Capital Constr.:	The estimated capital construction costs for program space needs identified in Table 2.
Equipment Acquisitions:	The capital expenditures for new equipment necessary to deliver the program as proposed (one-time costs), excluding maintenance and upgrades.
Library Acquisitions:	The additional dollars in the library budget that will support the proposed degree program's needs.
Total Program Start-Up Exp:	The sum of all one-time expenditures associated with implementing the program, including capital construction, equipment acquisitions, and library acquisitions.
Total Program Expenses	The sum of Total Operating Expenses and Total Program Start-Up Expenses.

**REVENUE DEFINITIONS:**

General Fund:	The state funds are the estimate amount of dollars calculated by multiplying the average state appropriation per resident FTE times by the projected FTE of the degree seeking students.
Cash Rev: Tuition	Cash generated from the tuition charged to students who enroll in the program.
Cash Revenue:Fees	Cash generated from program or course fees charged to students who enroll in the program.
Federal Grants	The portion of revenue received from federal grants programs that will directly support the program or the program's students.
Corporate Grants / Donations	Corporate grants, endowments, or donations that will support the academic program teaching or research activities.
Other Fund Sources	Outside funds not included above that will support the degree program, if approved.
Inst. Reallocation	The funds that the institution has committed to support the program to meet expenses.
Total Prg. Revenue	The total of General Fund, Tuition, Fees, Federal Grants, Corporate Grants, Institutional Reallocation, and Other Revenue

**TABLE 2 - PHYSICAL CAPACITY ESTIMATES**

Name of Program: **SPECIAL EDUCATION, BA**

Name of Institution: **UNIVERSITY OF NORTHERN COLORADO**

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

**I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.**

\_\_\_\_\_  
 Governing Board Capital Construction Officer

\_\_\_\_\_  
 Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAIL-ABLE	RENOVATION		NEW CONSTRUCTION		LEASE/RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed.	Future	Immed.	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/General Use								
Other:								
TOTAL								

\* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift(GIFT), Grant (GR), Auxiliary Fund (AUX)

**There are no additional physical space needs or costs related to fully implementing the BA in Special Education at UNC.**

### **Enrollment projection assumptions and rationale - BA in Special Education at UNC**

At the current time, there is a critical shortage of fully qualified special education teachers in Colorado with more than 350 special education teachers on Emergency Licensure. UNC received over 40 inquiries this year from students interested in a major in special education. We estimate that 16 students will enter during the first year and declare a major in special education. With increased marketing and awareness of a major in special education, coupled with the continued shortage of special education teachers, we estimate that at full implementation that approximately 50 students will enter UNC each year with the intent of majoring in special education.

The enrollment estimates, shown in Table 1, are based on a gradual increase in students entering UNC who declare a major in special education. The estimate begins with 16 new students in year one, increases to 24 new students in year two, 36 new students in year three, 44 new students in four, and 50 new students in year five. UNC had 38 undergraduates enrolled during Spring semester 2002 that were pursuing licensure in Special Education, but UNC does not expect these students to change their major to the new BA in Special Education. Although the licensure program requires many of the same Special Education courses as the proposed degree program very few will have completed the required support courses because these students are completing the degree requirements for another major. In addition, most of the students enrolled in the Special Education licensure program are too far into their programs to make a change of major likely.

The resident/non-resident proportions used in the enrollment projections for students enrolled as special education majors is similar to the proportions of all entering first-time full time freshmen at UNC, but the resident proportion has been increased slightly to reflect the increased demand in this field in Colorado. The projections are that 90% of the students will be Colorado residents, and 10% will be non-resident students. Almost all undergraduates completing teacher licensure programs at UNC enroll for at least 15 credit hours per semester, and thus the full-time equivalency estimate is based on students completing 30 credit hours per year. The special education curriculum, and the four-year graduation plan, is designed for students to complete at least 30 credit hours per year.

The retention of these new students is based on the annual retention for all first-time full time freshmen entering UNC. At UNC, 69% of entering freshmen return for a second year, 55% of the original cohort return for a third year, 52 % return for a fourth year.

At UNC, 25% of the original cohort graduate after 4 years and another 20 % graduate after completing the fifth year. The expected four-year graduation rate for student in the special education major has been increased to 35% because of the structured curriculum, and the number of fifth year graduates reduced to 10%. Since the enrollment estimates are based on students entering UNC as freshmen, no graduates are projected before the fourth year, although it is possible that some current students may change to this major, and it is also possible that some transfer students may enter the program and complete the degree requirements before year four.

Projected Expense and Revenue Estimates – BA in Special Education at UNC

Projected Expenses:

The projected expenses related to the BA in Special Education program at UNC, Table 3, do not include any expenses related to the University's general education program, but reflect only those costs directly related to the delivery of the other courses required as part of the major. Slightly over 37% of credit hours required to complete the BA in Special Education at UNC are general education requirements.

During year one, students will be enrolled primarily in general education courses, and will enroll in only one course (3 credit hours in Mathematics) required for the program. By year four, the number of entering students will require two sections of the required Mathematics course taken during a student's first year. During year two, students will continue to enroll in general education courses but will also enroll in 9 credit hours in Special Education, 3 credit hours in other education programs and 8 credit hours in Mathematics and Communications Disorders. During year three, students will enroll in 12 credit hours in Special Education, 11 credit hours in other education programs and 6 credit hours in English and Psychology. During year four, students will enroll in 12 credit hours in Special Education, 3 credit hours in other education programs, and will enroll for 12 credit hours in student teaching. The faculty costs were estimated based on the courses required for program completion, including all coursework in Special Education and the courses taught by faculty outside the special education program.

The faculty cost for the required course outside special education was estimated based on the average faculty salary and benefits for the departments delivering these courses (Mathematics, Communications Disorders, English, Psychology, and other education programs) and the typical faculty instructional workload assignment. For 2001/02, the average faculty cost per scheduled course credit hour is \$3,000. The faculty cost for the required course taught by special education faculty was estimated based on the average faculty salary and benefits in special education and the typical faculty instructional workload assignment in the program. For 2001/02, the average faculty cost per scheduled course credit hour is \$3,500. The cost of student teaching supervision by special education faculty is estimated to be \$2,000 per student.

The projected expenses for program administration are based on reducing a full-time faculty member's instructional assignment by six credit hours per year (.333 FTE reassignment) for years one and two, and by nine credit hours per year (.50 FTE reassignment) for years three, four and five. The increase in program administration costs is due both to the increasing number of students enrolled in the program, and the need for additional coordination as students complete various field experiences. The cost for program administration is based on the average salary and benefits costs for a faculty member in special education of \$63,000.

The instructional materials costs increase as additional courses in special education are scheduled for

the program. It is estimated that instruction materials will cost \$500 per scheduled course in special education. There are no special education courses scheduled for year one, three courses for year two, four courses for year three and four courses for year four. After year four all required special education courses have been scheduled and thus the instructional materials costs does not increase for year five.

Beginning in year two and continuing through completion of the program, students will participate in various field experiences in UNC partnership schools. The other operating expenses reflect an increasing cost and commitment to the partnership schools. The time students spend in the partnership schools increases as they progress through the program, culminating in a semester long student teaching experience. The increased operating costs reflect not only the increased time students spend in the partnership schools, but also the increased number of students in the program.

Projected Revenue:

The revenue projections for the BA in Special Education at UNC are based on the enrollment projections shown in Table 1. The General Fund: State Support estimate is the number of resident student FTE multiplied by \$4,863, the FY 2001/02 funding rate for UNC. UNC charges students full tuition for enrollment of 9 credit hours or more and students enrolled in the special education major are expected to enroll for 15 credit hours each semester. Thus, the tuition revenue is the number of resident and non-resident students enrolled each year multiplied by the appropriate academic tuition rate (\$2,155 for residents, \$9,825 for non-residents, and \$3,233 for non-residents participating in WUE). The BA in Special Education program does not anticipate any cash revenue or additional funds from other sources.



Elementary Education

Secondary Education

English, Math, Science, Social Studies & Foreign Language

Special Education

At that time, the site review team recommended that UCD develop a baccalaureate program for elementary education for its undergraduate students who plan to become teachers. While undergraduates at other institutions had the opportunity to qualify for teacher licensure in four-years, UCD undergraduates needed to complete a four-year degree and an additional year of post-baccalaureate courses to qualify for licensure. UCD has acted on that recommendation resulting in this request for the first approvals for elementary education licensure and for secondary licensure in English.

The following section is summarized from the University of Colorado at Denver, College of Liberal Arts and Sciences, School of Education: Initial Professional Teacher Education, Undergraduate Teacher Licensure proposal.

UCD faculty from the School of Education, College of Liberal Arts and Sciences, and the College of Arts and Media have worked with school district colleagues and community college faculty from metro Denver to conceptualize UCD undergraduate teacher education.

Highlights of the UCD program components include:

- A number of admission pathways including UCD entering freshman, community college transfers, early identified high school students, and transfers from other 4-year institutions.
- Collaborative recruiting, advising, retention, and mentoring among community colleges, UCD liberal arts, and UCD education.
- Two primary: “gates” as students move between significant portions of the program.
- A series of robust performance-based assessments designed for the professional program as well as “gates” which include passing both the ETS Short Profile (general education assessment) and the PLACE Exam (content assessment).
- Breadth in general education, depth in a major, and a rigorous professional education program.
- A bachelor’s degree and teacher licensure in 121 credit hours for Elementary licensure and 123 credit hours in Secondary English licensure. Students who begin on the education path as they enter higher education can complete their Bachelor’s degree and teacher licensure within four years based on full-time work of 15-18 credit hours per semester.
- Four internships over the course of the program, meeting the 800-hour internship requirement.

- Support provided to teacher candidates in field experience in professional development schools by a UCD resident site coordinator, site professor and clinical teacher.
- Program based on Colorado content standards and professional organization standards.

### **III. STAFF ANALYSIS**

Because UCD has requested authorization for teacher licensure for two existing degree programs, the analysis deals only with the teacher authorization.

#### **Analysis of Teacher Education Performance Criteria – Elementary Education.**

This section of the analysis is based on the materials submitted in the proposal and the findings of the 2001 teacher education site review. 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. CDE reviews the proposal for evidence that graduates would master the skills identified in CDE's performance model. CDE recommends that the Commission consider the request for Baccalaureate/Undergraduate preparation programs for Elementary Education licensure and Secondary Education English licensure given that these licensure areas are already approved in UCD's Post-Baccalaureate teacher education programs. The following analyzes the proposal of content, assessment and field experience. The content of the Individually Structured Major degree and the English degree are handled separately

#### **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 major. The general education provides scope, the major depth of knowledge.

General education courses provide the basic content knowledge. The institution's General Education requirement is 41 credit hours across the UCD Core Curriculum.

Table 1 lists the General Education requirements for all undergraduate Teacher Preparation programs.

**Table 1: Curriculum of General Education Degree Program for Teacher Preparation Programs**

<b>GENERAL EDUCATION COURSES</b>	<b>COURSE TITLE</b>	<b>Credit</b>
<b>Category 1: English Composition/Oral Communication (9 credit GE institution requirement)</b>		
ENGL 1020	Core Composition I	3
ENGL 2030	Core Composition II	3
ENGL 2154	Introduction to Creative Writing	3
<b>Category 2: Mathematics (3 credit GE institution requirement)</b>		
MATH 2000	Mathematics for Liberal Arts	3
<b>Category 3: Natural &amp; Physical Sciences (8 credit GE institution requirement)</b>		
ENVS 1042	Environmental Science with Lab	4
BIOL 1550	Basic Biology with Lab	4
<b>Category 4: Behavioral/Social Sciences (9 credit GE institution requirement)</b>		
PSY 1000	Introduction to Psychology I	3
PSC 1101	American Political Systems	3
GEOG 1102	World Regional Geography	3
<b>Category 5: Humanities (6 credit GE institution requirement)</b>		
PHIL 1020	Introduction to Ethics and Society: The Person & the Community	3
ENGL 1601	Telling Tales: Narrative Art in Literature and Film	3
<b>Category 6: Arts (3 credit GE institution requirement)</b>		
FA 1001	Introduction to Arts	3
<b>Category 7: Cultural Diversity (3 credit GE institution requirement)</b>		
HIST 3345	Immigration and Ethnicity in American History	3
<b>TOTAL</b>		<b>41</b>

A student enrolled in UCD's Individually Structured Major, B.A. degree program is required to complete 121 credit hours.

Major requirements are 34 credit hours and include:

- 12 credits in English
- 12 credits in History
- 10 credits in Science and Mathematics.

Other graduation requirements include:

- 3 credits in Other Required Courses
- 41 credits in General Education
- 43 credits in Professional Knowledge  
(includes 4 field experience internships)

Table 2 provides a general overview of the curriculum design for Elementary Education.

**Table 2: Curriculum Design of the Elementary Education Program**

Curriculum	Credit Hours	Credit Hours
General Education		41
Individually Structured Major		34
Other Required Courses		3
Professional Knowledge		43
Total Credits		121

CCHE and CDE staff concur that the content of the Individually Structured major provides appropriate content knowledge and opportunities to develop the skills needed by an elementary teacher. An analysis of the content knowledge of the Individually Structured Major program is attached. ([Attachment A](#))

A student enrolled in UCD’s English Major, B.A. degree program is required to complete 123 credit hours.

The English major requirements are 36 credit hours and include:

- 36 credits in core English courses (12 courses)  
 [9 courses must be upper division courses (27 credits)]

Other graduation requirements include:

- 41 credits in General Education
- 12 credits in Other Required Courses
- 34 credits in Professional Knowledge  
 (includes 4 field experience internships)

Table 3 provides a general overview of curriculum design for Secondary Education, English.

**Table 3: Curriculum Design of the Secondary English Program**

Curriculum	Credit Hours	Credit Hours
General Education		41
English Major		36
Other Required Courses		12
Professional Knowledge		34
Total Credits		123

CCHE and CDE staff concur that the content of the English major provides appropriate content knowledge and opportunities to develop the skills needed by a secondary Language Arts teacher. An analysis of the content knowledge of the English Major program is attached. ([Attachment B](#))

### Assessment

CCHE adopted assessment criterion defines a quality teacher education preparation as one that provides strong assessment of student knowledge. Quality assessment encompasses three areas: (1) assessment of subject matter, (2) assessment of knowledge of Colorado K-12 content standards, and (3) site-based assessment of teaching skills.

University of Colorado at Denver faculty will conduct ongoing assessment and advising of students to ensure students are meeting the goals of the program, individual course outcomes, and demonstrating professional teacher behavior including the initiative and likelihood of success as a teacher.

The following are required benchmarks, however students are encouraged to meet with their advisor throughout their program.

1. ASSESSMENT OF GENERAL EDUCATION. Student will be required to have a satisfactory score on the ETS Short Profile.
2. CONTENT ASSESSMENT. Student will be required to pass the PLACE exam. Passing of the PLACE exam is required before student teaching. Passing the PLACE exam and completion of the major and professional courses, with the exception of the final internship, is Gate 2 in the Undergraduate Program Plan.
3. SITE BASED ASSESSMENT OF TEACHING SKILLS. The real assessment will occur in the field. In order to assess proficiency in the standards and standard elements, teacher candidates are expected to demonstrate those proficiencies in field settings. Students have access to a site coordinator at all times. These site coordinators' role is to mentor teacher candidates and be a liaison to the university. Since they are on-site, they advise students and provide support as needed. A site professor is on-site one day per week in the partner school to consult with the student, observe the student as they teach, and discuss issues with the site coordinator. They also serve as consultants to the school as necessary in a true professional development school model. The most critical assessment is the way UCD faculty and site faculty assess students in the field and guide them in developing teaching skills. The student teaching assessment involves all three key faculty: the site coordinator, the site faculty and the clinical teacher. Given the day per week the site faculty is at the school and the daily involvement of the clinical teacher and the site coordinator, the teacher candidate receives immediate feedback as they learn to teach, assess, diagnose and communicate learning. Professional Knowledge is tested through embedded course assessments, field experience assessments and Teacher work samples.

### **Field Experience**

In CCHE's Teacher Education Policy, the field experience criterion defines one dimension of teacher education quality as 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.

Field experiences in the UCD undergraduate teacher preparation programs are designed so students can begin at UCD or at a community college. There is early exposure to the teaching field prior to their junior year. The early field experience prior to the junior year consists of 152 contact hours. As part of the design of the Professional Development School Partnership model students will be immersed in the school environment during field experiences throughout their junior and senior year. Following a Partner School Model of field experience, teacher candidates are immersed in the school environment over the course of their junior and senior years, with 352 contact hours in their junior year and 352 contact hours in their senior year. The intensity of the field experiences will increase through these experiences culminating in the IPTE 5913 internship the senior year.

Students are prepared on-campus prior to the field experience with identifiable goals transferred to the classroom setting. Field experiences in the UCD program focus on identifiable goals and assignments tied to performance based standards, assessments that demonstrate how the teacher candidates deliver instruction, adapt to content standards, assess student progress and change methodology to respond to student needs. The elementary and secondary teacher candidates in the program are all assigned to partner schools where they receive direct support from three people: a clinical teacher, the site coordinator and the site professor. The site coordinator is a master teacher who is released from normal teaching duties full time to provide leadership in the partner school functions, including teacher preparation. The coordinator works directly with all of the teacher candidates within the building providing consistency in application of performance-based assessments and determining group and individual supports for teacher candidates. Field experiences in the UCD program focus on identifiable goals and assignments tied to performance based standards.

Table 4 shows the distribution of the of field experiences over the program and includes 856 contact hours, exceeding the 800 hour minimum requirement.

Table 4: Field Experience Hours Spread Across Program

<b>Time taken</b>	<b>Course Number</b>	<b>Number of Contact Hours</b>
Pre-Junior Year	IPTE 5910	152
Junior Year	IPTE 5911	152
	IPTE 5912	200
Senior Year	IPTE 5913	352
		Total = 856

The strengths of the baccalaureate teacher education programs at UCD include:

- An elementary program based on an individually structured major that includes depth in English, a primary discipline in history, and a complimentary discipline in science and mathematics. Along with a strong general education preparation this prepares an elementary teacher with depth in necessary content as well as for the breadth of knowledge required in an elementary classroom.
- Content analysis of curriculum of the Elementary Education “Individually Structured Major” and of the general education requirements show that this program substantially meets the content standards required for elementary licensure. ([Attachment A](#))
- Content Analysis of the curriculum of the Secondary Education English B.A. program and of the general education requirements show that this program substantially meets the content standards required for a secondary Language Arts teacher. ([Attachment B](#))
- A dedication to coordinating with community colleges including community college core curriculum that is consistent with licensure requirements.
- A structured curriculum in the teacher preparation program.

The approved degree name is Individually Structured, counterintuitive to the curriculum design. Staff recommend that UCD consider renaming this degree program to align with its content design.

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

**That the Commission authorize the University of Colorado at Denver’s degree program in English (B.A.) for Secondary Education and its Individually Structured Major in Elementary Education.**

**Appendix A**

**STATUTORY AUTHORITY**

(C.R.S. 23-2-121 (2) On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. The Commission shall work in cooperation with the State Board of Education in developing the requirements for teacher preparation programs

**Institution: UCD Degree: Undergraduate Individually Structured Major**

**Elementary Education – teaching field requirement**

<b>CURRICULUM</b>	<b>Credits</b>
General Education	41
Individually Structured Major	24
Other Required Courses	3
Professional Knowledge	43
<b>GRADUATION REQUIREMENTS</b>	<b>121</b>

Students entering UCD's undergraduate "Individually Structured Major" degree program must have 24 credit hours:

- 12 in English
- 12 in History
- 10 in Science and Mathematics.

Other graduation requirements include:

- 3 credits in Other Required Course
- 41 credits in General Education
- 43 credits in Professional Knowledge (includes 4 field experience internships)

**Major Requirements:**

English (12 credits)

ENGL 2070	Grammar, Rhetoric and Style	3
ENGL 2600	Great Works in British and American Literature	3
ENGL 3160	Language Theory	3
ENGL 4180	Argumentation and Logic	3

History 12 credits)

HIST 1026	World History Since 1500	3
HIST 1361	US History to 1876	3
HIST 1362	US History Since 1876	3
HIST 3601	Colorado History	3

Science & Mathematics ( 10 credits)

GEOG 1202	Introduction of Physical Geography	3
PHY 1052	Astronomy	4
MATH 2830	Applied Statistics for Non-Math Majors	3

Total = 24

Other Required Courses (3 credits)

MUS 1001	Music Appreciation	3
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## Content Analysis:

UCD's Individually Structured Major is designed to provide a foundation in the three emphasized disciplines of English, History, and Science and Mathematics and to make connections among these disciplines. The "Individually Structured Major" degree program provides the content knowledge for an elementary teacher.

The curriculum requirements specified in UCD's "Individually Structured Major" degree program combined with the general education requirements provides students with the following content knowledge, including:

- Ability to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Core Composition I, Core Composition II, Grammar, Rhetoric and Style, Introduction to Creative Writing)
- Apply thinking skills to reading, writing, speaking, listening, and viewing (Introduction to Art, Music Appreciation, Telling Tales: Narrative Art in Literature and Film, Argumentation and Logic, Introduction to Creative Writing)
- Understanding that literature is a record of human experience (Great Works in British and American Literature, Telling Tales: Narrative Art in Literature & Film)
- Knowledge of number systems, algebra, and geometric concepts (Mathematics for Liberal Arts).
- Ability to use a variety of tools and techniques to measure, apply the results to problem solving situations, and communicate the reasoning used in the situations (Mathematics for Liberal Arts, Applied Statistics for Non-Math Majors).
- Knowledge of significant events and people in US history and Colorado history (US History to 1876, US History since 1876, Immigration and Ethnicity in American History, Colorado History)
- Understand political institutions and how they change over time (American Political Systems)
- Ability to analyze present-day issues (Argumentation and Logic)
- Knowledge of the physical characteristics of places and use this knowledge to define and study regions (World Regional Geography, Introduction of Physical Geography)
- Experience in scientific investigation and design (Environmental Science with lab, Basic Biology with lab)
- Chemistry and Physics knowledge – understand common properties, forms, and changes in matter and energy (Environmental Science with Lab).
- Biology -- Knowledge of the characteristics and structure of living things (Basic Biology I with Lab).

- Earth and Space Science – understand the composition of the earth, processes that shaped it, fundamental processes of weather, and the solar system (Astronomy).

UCD students will have a solid and balanced grounding in English literature and composition, and in History. The required courses in Science will give an adequate grounding in the sciences. It is recommended that within these science courses focus will be placed on scientific inquiry, investigation and experiment design. Math instruction requirements will adequately prepare UCD students for elementary teaching.

**Conclusion:**

The content of UCD's Individually Structured Major degree program is aligned with the knowledge that an elementary teacher needs to know and that is required for elementary education licensure.

**Institution: UCD Degree: English B.A.**

**English: Secondary Education – teaching field requirement**

<b>CURRICULUM</b>	<b>Credits</b>
General Education	41
English Major	36
Other Required Courses	12
Professional Knowledge	34
<b>GRADUATION REQUIREMENTS</b>	<b>123</b>

Students entering UCD's undergraduate English Major program are required to enroll in: 12 core English courses (36 credits)  
 [9 courses must be upper division courses (27 credits)]

Other graduation requirements include: 41 credits in General Education  
 12credits in Other Required Courses  
 34 credits in Professional Knowledge

### **Major Requirements**

#### English (48 credits)

ENGL 1400	Introduction to Literature Studies	3
ENGL 2070	Grammar Rhetoric and Style	3
ENGL 2600	Great Works in British and American Literature	3
ENGL 3001	Critical Writing	3
ENGL 3084	Advanced Composition	3
ENGL 3160	Language Theory	3
ENGL 3661	Shakespeare	3
ENGL 3700	American Literature to 1890	3
ENGL 3750	American Literature from 1890	3
ENGL 4180	Argumentation and Logic	3
ENGL 4166	American Poetry	3
ENGL 4460	Contemporary World Literature	3
		Total=36

#### Other Required Courses

CMMU 2050	Business and Professional Speaking	3
MATH 2830	Applied Statistics for Non-Math Majors	3
MUS 1001	Music Appreciation	3
HIST 1361	US History to 1876	3
		Total=12

### **Content Analysis:**

The curriculum requirements specified in UCD's English degree program combined with the general education requirements provides students with the following content knowledge, including:

- Understanding a wide variety of literature and materials (Introduction to Literature Studies, Telling Tales: Narrative Art in Literature & Film, Great Works in British and American Literature, Shakespeare, American Literature to 1890, American Literature from 1890, American Poetry, Contemporary World Literature)
- Understanding how to write and speak for a variety of purposes and audiences (Core Composition I, Core Composition II, Introduction to Creative Writing, Advanced Composition, Critical Writing)
- Knowledge of conventional grammar, usage, sentence structure, and punctuation (Grammar Rhetoric and Style)
- Knowledge of how to apply thinking skills to their reading, writing, speaking, listening and viewing (Telling Tales: Narrative Art in Literature & Film, Core Composition I, Core Composition II, Introduction to Creative Writing, Critical Writing, Argumentation and Logic, Business and Professional Speaking, Advanced Composition)
- Understanding how to recognize literature as a record of human experiences (Introduction to Literature Studies, Great Works in British and American Literature, American Literature to 1890, American Literature from 1890, Contemporary World Literature)
- Understanding how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources (Core Composition II, Argumentation and Logic)

UCD students will have a solid and balanced preparation in both English literature and English composition. The communication course, Business and Professional Speaking, will be a strong component for these students.

### **Conclusion:**

The content of UCD's English degree program is aligned with the content standards that a secondary Language Arts teacher needs to know.

**TOPIC: APPROVAL OF PROGRAMS OF EXCELLENCE 2002-2003 BUDGET**

**PREPARED BY: JOANN EVANS**

**I. SUMMARY**

The *Program of Excellence* is Colorado public higher education's most prestigious academic honor. The Commission designates these degree programs that exemplify quality and high levels of academic performance. The designation of this honor recognizes degree programs that excel and provides enhancement funding for five years to achieve program goals.

The funding for the Program of Excellence is appropriated by the General Assembly to the Colorado Commission on Higher Education (CCHE). The purpose of the award is to supplement not supplant institutional support. Proposals identify strategies to enrich the existing programs and to secure outside funding sources to assure continuation of the funding beyond the Programs of Excellence five-year funding cycle.

In the 2002-2003 Long Bill the General Assembly appropriated \$3.1 million, reducing the Programs of Excellence funding by \$1,314,937. Consequently the Programs of Excellence appropriation will support those programs selected in 1998 through 2001 to complete the five-year funding cycle.

The staff recommend the proposed 2002-2003 Programs of Excellence budget. The proposed budget is attached.

**II. BACKGROUND**

In 1988 the Colorado General Assembly established the Program of Excellence Award to encourage and recognize excellence at public postsecondary education. Colorado Revised Statute 23-1-118 directs the Colorado Commission on Higher Education, after consultation with the governing boards, to develop and employ criteria for identifying Programs of Excellence in state-supported higher education institutions. A Program of Excellence is defined as an academic degree program, or consortium of degree programs, of a state-supported institution of higher education distinguished by the quality of the educational experience that it offers and by the quality of the faculty and students it can attract.

The higher education governing boards nominate exemplary programs from their institutions. An external review panel, composed of noted professionals in the arts, business, engineering, health, humanities, science and technology, evaluates the proposals from which a list of top ten semi-finalists is selected. The Commission carefully screens applications and selects an unspecified numbers of outstanding programs based on the availability of funds for that year.

The Commission's sub-committee on Programs of Excellence reviews the semi-finalist proposals and makes a recommendation to the Colorado Commission on Higher Education, which makes the final awards.

To be selected as a Program of Excellence recipient, the educational program must demonstrate a commitment to:

- Quality of the educational experience
- Quality of the faculty
- Quality of the students

### **III. STAFF ANALYSIS**

In 2002 the General Assembly appropriated \$3,126,546 for Programs of Excellence. There are currently 21 Programs of Excellence in the continuation process. The projected 2002-2003 budget for the continuing programs was \$3.5 million.

Several years ago the Commission subcommittee developed a methodology for reducing the Programs of Excellence budget when the POE line item was not approved in the Long Bill. This methodology was derived to allow each funded program a reasonable opportunity to achieve the goals of the enhancement plan (e.g., expand student involvement in research, facilitate national forums). Reducing an individual budget below a base amount may undermine the ability to complete the final stages of a research project or provide professional development in a much-needed area such as K-12 science teachers. The methodology developed by that subcommittee was applied to the 2002-2003 budget requests:

1. No funding for new programs. The first priority is for continuing programs.
2. Hold harmless the first \$100,000 of each program's requested budget.
3. Prorate the balance of the funding shortfall among the budgets over \$100,000.

The staff will notify each institution of the approved budget allocation, requesting those with an amended budget to revise its budget to accomplish the enhancement plan originally submitted.

### **IV. STAFF RECOMMENDATION**

**That the Commission approves the Programs of Excellence funding recommendation for the 2002-2003 fiscal year.**

**Appendix A**

**STATUTORY AUTHORITY**

23-1-118 (1) ...Program nominations by the governing boards shall be submitted to the commission at a time to be prescribed by the commission. .... “programs of excellence” means any academic program or consortium of programs of a state-supported institution of higher education that directly enrolls students and is distinguished by the quality of the educational experience that it offers and by the quality of the faculty and students it can attract.

(2) The commission, after consultation with the governing boards, shall develop and employ criteria for identifying programs of excellence in state institutions of higher education. Employing the criteria adopted, the commission shall designate programs and centers of excellence, which shall number not more than five percent of the academic programs offered in state-supported institutions of higher education. Programs of excellence designations shall be reviewed annually by the commission.

(6)(a) For the support and enhancement of programs of excellence as provided in this section, the general assembly may appropriate annually, and the commission shall fully allocate annually to the governing boards, subject to available appropriations, an amount not greater than one percent of the total annual department of higher education general fund appropriation. (b) As to programs of excellence which relate to advanced technology, the commission, subject to available appropriations, shall allocate funds to the governing boards. The commission shall determine the proportion of the total appropriation made pursuant to paragraph (a) of this subsection (6) that shall be allocated to programs of excellence concerned with advanced technology.

**PROGRAMS OF EXCELLENCE BUDGET RECOMMENDATION**

Yr	Institution	Program	2002-2003 Final	2003-2004 Estimate	2004-2005 Estimate	2005-2006 Estimate
1998-99	Colorado State University	Psychology	\$130,103			
	Fort Lewis College	Anthropology	\$153,433			
	Univ. of Colorado at Boulder	Telecommunication	\$212,887			
	Univ. of Colorado at Boulder	Engineering Undergraduate	\$240,733			
	Health Sciences Center	Medicine	\$115,635			
	Univ. of Northern Colorado	Theatre	\$12,000			
	Univ. of Southern Colorado	Chemistry	\$71,700			
1999-2000	Colorado School of Mines	Engineering	\$201,718	\$244,174		
	Univ. of Colorado at Boulder/ Univ. of Colorado at Denver	Applied Mathematics	\$269,967	\$335,878		
2000-2001	Western State College	Biology	\$126,491	\$99,100	\$35,000	
	Univ. of Northern Colorado	College of Business	\$78,255	\$80,602	\$83,020	
	Adams State College	Counselor Education Program	\$68,500	\$64,500	\$69,500	
	Community College of Denver	Graphic Design	\$41,232	\$237,304	\$29,976	
	Univ. of Co. at Colo. Springs	Geography/Environmental Studies	\$63,202	\$65,362	\$75,097	
	Morgan Community College	Physical Therapy Assistant	\$54,900	\$31,600	\$17,200	
2001-2002	Fort Lewis College	Biology	\$119,204	\$105,392	\$89,098	\$70,671
	Univ. of Colorado at Boulder	Chemical Engineering	\$269,509	\$312,646	\$200,352	\$208,366
	Colorado School of Mines	Engineering Physics	\$180,661	\$184,151	\$136,849	\$140,676
	Colorado State University	Occupational Therapy	\$320,504	\$298,168	\$279,065	\$285,159
	Health Sciences Center	Public Health	\$187,322	\$211,551	\$207,293	\$203,265
	University of Northern Colorado	Special Education: Severe Needs	\$208,590	\$261,239	\$59,984	\$0
		Continuing Programs	\$3,126,546	\$2,531,667	\$1,282,434	
		New Programs	\$0	\$0	\$0	

Long Bill Appropriation: \$3,126,546 \$0 \$0

Sum of Current Awarded Projects: \$0 \$0

New Dollars Appropriated by Legislature \$0

Number of New Programs of Excellence  
Total Number of Programs being funded

**TOPIC: 2002-2003 FINANCIAL AID ALLOCATIONS**

**PREPARED BY: DIANE LINDNER AND BRIDGET MULLEN**

**I. SUMMARY**

Under Colorado law, the Colorado Commission on Higher Education is responsible for approving the annual allocation for the state-funded student financial aid program. This agenda item presents the allocation methodology and the recommendations for allocations of state need-based, merit-based and work-study dollars. The methodology is student-driven. It directs need-based aid dollars to students with the least ability to pay as measured by family income, assets and other factors affecting income available to assist a student through college. The methodology fully implements the goals of the Commission's 2001 Financial Aid Policy which directs need-based funding to students with the highest level of need first – i.e., those in Tier 1 under the new Policy.

The General Assembly appropriated \$91 million in General Funds for financial aid during the 2002 session. Table I below shows the appropriation by program type - approximately 57% of the appropriation goes to need-based aid programs including appropriations for the Governor's Opportunity Scholarship (GOS) and the Nursing Scholarship. When factoring in the need-based portion of the work-study appropriation to the total need-based appropriations, 70% of the state's student financial aid appropriation is awarded to students with financial need.

**Table I  
General Fund Financial Aid Appropriations**

Type	Need-Based	Merit Award	Work Study	GOS	Other Required Categorical	Total
<b>2002</b>	\$41,598,002	\$14,874,498	\$15,359,754	\$6,000,000	\$7,424,066	\$85,256,320
<b>2003</b>	\$43,550,101	\$14,874,498	\$16,612,357	\$8,000,000	\$7,983,044	\$91,020,000
<b>Increase</b>	4.7%	0.0%	8.2%	33.3%	7.5%	6.8%

The allocation model for determining the amount of need-based aid funding that each institution receives uses the calculated need of students with a Tier 1 need and funds the institution's proportionate share of need-based grant dollars. The percent of total undergraduate need is used to allocate work-study and the Colorado Leveraging Education Access Program (CLEAP); the number of student teachers at each institution is used to allocate the Supplemental Leveraging Education Access Program (SLEAP). SLEAP and CLEAP are both federal programs that require state matching funds. There was no increase in merit funding for FY 2003 and, as a result, there will be no changes made to the merit allocation. The attached spreadsheet details the specific amount that each institution will receive under the staff recommended allocation model.

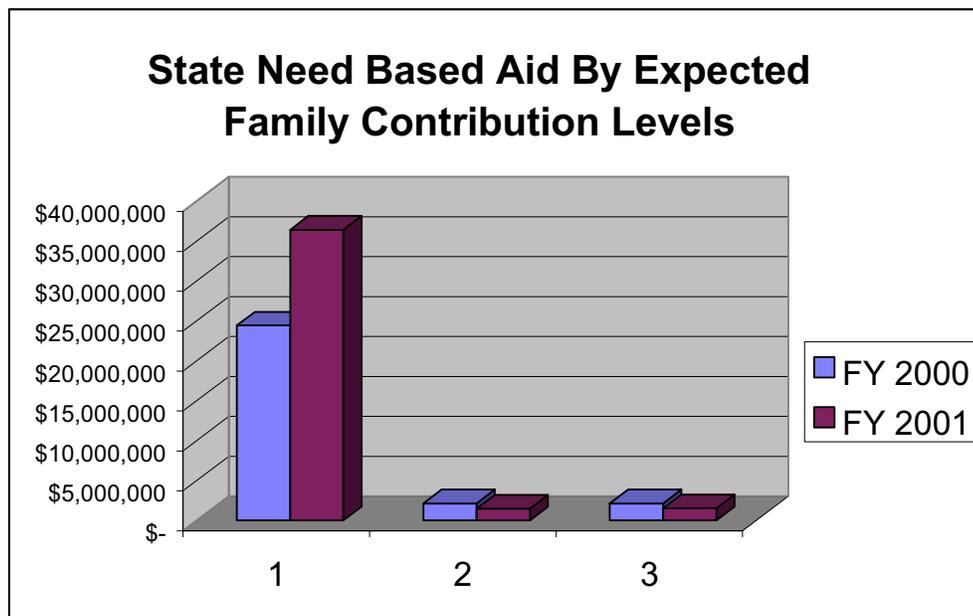
The categorical programs, including Governor’s Opportunity Scholarship, Nursing Scholarship, Native American Tuition Assistance, and Law/POW grants, are administered by CCHE. Governor’s Opportunity Scholarships are allocated to institutions through a student nomination and qualification process. The Nursing Scholarship is a competitive program serving need-based applicants. The Native American Tuition Assistance program and Law/POW grants are entitlements that go directly to eligible students. Below is a table detailing these categorical financial aid appropriations (GOS is included separately above).

**Table 2**  
**Summary of Categorical Programs**  
**(Excluding the GOS program)**

Type	Required Federal Match	Law/Fire	Native American	Nursing	Total
<b>2002</b>	\$2,076,350	\$108,021	\$4,903,839	\$335,856	\$7,424,066
<b>2003</b>	\$2,076,350	\$108,021	\$5,462,817	\$335,856	\$7,983,044
<b>Increase</b>	0.0%	0.0%	11.4%	0.0%	7.5%

**II. BACKGROUND**

At the Commission’s April 2000 meeting, the CCHE approved a new Financial Aid Policy that directed the amount of need-based aid funds available for Colorado residents to those with the least ability to pay. The policy is designed to provide grants first to those with the highest level of need. These students are referred to as Tier 1. In FY 2002-03, all need-based awards are mandated to be awarded to Tier 1 students first. To test the change in the proportion of Tier 1 students receiving need-based grants, Commission staff compared the dollars awarded to students receiving these grants in each tier in 1999-2000 to the dollars awarded in 2000-2001, the most recent year of data. The graph below depicts the change.



The increase in the dollars directed to Tier 1 students changed by the amount of new need – based aid money awarded in FY 2001. Approximately \$4.1 million in new funds were awarded to the students with the highest need in 2001.

### **III. STAFF ANALYSIS**

The allocation model directs need-based grants toward students with the most need and was developed by the Commission for the FY 2000-01 allocation year. The primary characteristics of the model were maintained for the FY 2002-03 allocation year:

- Need-based dollars are directed toward those institutions that enroll students with the least ability to pay, while holding current recipients harmless to policy changes. The allocation model continues to hold the FY 2001-02 base allocation harmless and directs new dollars to institutions that remain under-funded relative to their student population with Tier 1 need.
- The merit allocation used for the FY 2002-03 allocation year holds institutions harmless at their FY 2001-02 levels. Those levels were set based on the rationale that the top four percent of degree seeking students deserve scholarship assistance. It multiplies the number of undergraduate degree-seeking students by 4 percent and this number by the actual tuition and fees. At the graduate level, it multiplied 2 percent of the graduate enrollment by the graduate tuition and infused money into schools furthest from the 4% merit target. No new money was appropriated and therefore there is no change in funding at the institution level. Schools that were above parity in 2002 remain above parity and those under parity remain so; Commission policy to-date has not reduced base allocations, but has utilized new funding to shift state policy directives. In FY 2002, all Community Colleges reached or exceeded parity on merit based on 2001 headcount. Five of sixteen four-year institutions had reached parity. The remaining eleven institutions (those four year institutions that have not reached parity) received all the new money for 2002.
- The work-study allocation was distributed based on the number of need-based undergraduate students. The work-study appropriation increased by \$1,252,603 over FY 2002 and therefore funding to institutions has increased, especially among institutions with more students showing need.
- The CLEAP program did not receive an increase in the federal or state match amounts; levels are at the last year's allocation. The recommended CLEAP allocations are based upon Commission-developed need criteria stating that a student must have "substantial need" as shown by a minimum need of \$900 after PELL is considered.
- The SLEAP program increased by \$154,931 on the federal level and that increase is spread among institutions based upon the number of student teachers assigned in 2001-2002. Student teachers are the primary target group for the SLEAP funding.

- The Governor's Opportunity Scholarship allocation is based on two separate funding requests from the participating institutions, funding for continuing recipients and funding for new student recruits. Each institution receives 100% of the funding request for continuing recipients. Funding for new GOS recipients is allocated on the basis of the proportion of new eligible GOS students at each institution and student retention.
- Nursing allocations listed on the spreadsheet in Attachment A hold a \$57,628 reserve for pending applications from the Community Colleges and Vocational Technical Schools. Their Nursing applications were not officially due until June 3<sup>rd</sup>. The pending applications will be allocated on the basis of need.

Table 3 below compares the distribution of the new dollars by sector. Merit is excluded because the state general fund appropriation remained static.

**Table 3**  
**Distribution by Sector**

<b>Percent of Total</b>	<b>Need-based</b>	<b>Work Study</b>
Public Four Year	49%	61%
Public Two Year	28%	29%
Area Vocational Schools	1%	1%
Private	14%	7%
Proprietary	8%	3%

**IV. STAFF RECOMMENDATION**

**That the Commission approve the allocation model and corresponding allocations for FY 2002-2003 ([Attachment A](#)).**

### **STATUTORY AUTHORITY**

Authorization for these appropriations is found in 23-3.3-102 and 23-3.5-103 C.R.S., as follows:

**23-3.3 (Part 1)** establishes definitions such as “in-state student” for the Commission to use in its authority to provide financial aid and authorizes the Commission to establish a program of financial assistance including determining eligible schools for participation, program disbursement parameters and audit requirements

**(Part 2)** authorizes and provides definitions for eligibility for tuition assistance programs for dependents of prisoners of war, military personnel missing in action and other specified law enforcement personnel including national guardsman and firefighters killed or disabled while acting to preserve public peace, health and safety. Provides for tuition and room and board assistance.

**(Part 3)** provides authorization for the federal loan match program.

**(Part 4)** establishes the requirements for the Colorado work-study program for qualifying students in good standing with the institution in which they are enrolled. Defines employment and institutional eligibility.

**(Part 5)** mandates that the Commission use appropriated funds (after providing funding for parts 2 and 3) to provide “... other programs of financial assistance based upon financial need, merit, talent, or other criteria...”

**23-3.5** authorizes the State of Colorado (Commission) to provide assistance to in-state students using available state and federal appropriations and defines the types of institutions eligible to participate in these assistance programs. Institutions included are public, private and proprietary providing specified, accredited programs that are not sectarian in nature.

Financial Aid Allocations FY 2002-2003									
INSTITUTION	Need-Based Grant	Merit Scholarship	Work-Study	Governor's Opportunity Scholarship	CLEAP	SLEAP	Nursing Scholarship	Loan Match	Total
Adams State College	\$ 852,200	\$ 220,000	\$ 377,696	\$ 364,881	\$ 45,414	\$ 173,978	\$ -	\$ 838	\$ 2,035,007
Colorado School of Mines	864,697	508,419	446,962	215,974	48,352	-	-	14,585	2,098,989
Colorado State University	4,091,986	2,002,585	1,659,883	744,843	191,614	107,922	-	45,891	8,844,724
Fort Lewis College	619,834	310,070	256,120	224,910	6,835	48,809	-	10,346	1,476,924
Mesa State College	1,454,553	368,032	660,532	368,780	52,401	38,292	14,298	7,369	2,964,257
Metropolitan State College Denver	4,060,380	1,218,930	1,960,761	369,270	123,104	127,131	-	58,293	7,917,869
University of Colorado - Boulder	3,984,137	2,036,519	1,500,760	309,543	197,462	134,680	-	13,478	8,176,579
University of Colorado - Colorado Springs	1,369,047	579,029	575,615	554,701	45,775	25,749	25,016	19,339	3,194,271
University of Colorado - Denver	2,081,207	878,678	674,887	546,217	51,602	70,260	-	18,157	4,321,008
University of Colorado - Health Sciences Center	1,028,401	196,934	40,000	-	12,838	-	79,136	48,821	1,406,130
University of Northern Colorado	2,167,241	928,965	961,081	1,059,521	112,678	353,389	9,114	5,884	5,597,873
University of Southern Colorado	1,582,397	346,478	721,725	584,869	81,963	50,202	32,338	36,324	3,436,296
Western State College	452,780	234,358	225,569	90,427	33,860	16,906	-	-	1,053,900
<b>Total Four-Year Publics</b>	<b>\$ 24,608,860</b>	<b>\$ 9,828,997</b>	<b>\$ 10,061,591</b>	<b>\$ 5,433,936</b>	<b>\$ 1,003,898</b>	<b>\$ 1,147,318</b>	<b>\$ 159,902</b>	<b>\$ 279,325</b>	<b>\$ 52,523,827</b>
Aims Community College	\$ 716,585	\$ 320,182	\$ 276,452	-	\$ 36,123	-	\$ -	\$ -	\$ 1,349,342
Arapahoe Community College	605,206	356,023	264,414	76,500	32,763	-	6,576	-	1,341,482
Community College of Aurora	530,377	249,764	221,242	94,934	5,628	-	-	-	1,101,945
Community College of Denver	1,600,077	405,553	663,998	104,350	34,892	-	822	-	2,809,692
Colorado Mountain College	313,177	167,696	98,049	-	18,082	-	-	-	597,004
Colorado Northwestern Community College	178,068	58,514	68,403	40,230	10,237	-	-	8,628	364,080
Front Range Community College	1,645,596	659,067	725,737	204,624	63,374	-	28,511	-	3,326,909
Lamar Community College	241,117	57,154	99,812	93,312	6,777	-	-	-	498,172
Morgan Community College	266,824	74,910	110,174	73,021	4,156	-	4,194	-	533,279
Northeastern Junior College	381,774	145,558	173,750	62,742	8,400	-	-	-	772,224
Otero Junior College	442,963	91,887	183,312	76,500	13,587	-	21,944	-	830,193
Pueblo Community College	1,464,399	266,654	611,412	95,326	43,719	-	22,516	-	2,504,026
Pikes Peak Community College	1,740,313	486,098	755,085	446,310	68,784	-	-	-	3,496,590
Red Rocks Community College	671,774	377,257	288,849	25,378	21,266	-	-	-	1,384,524
Trinidad State Junior College	787,651	115,507	317,118	365,006	22,612	-	-	-	1,607,894
<b>Total Two-Year Publics</b>	<b>\$ 11,585,901</b>	<b>\$ 3,831,824</b>	<b>\$ 4,857,807</b>	<b>\$ 1,758,233</b>	<b>\$ 390,400</b>	<b>\$ -</b>	<b>\$ 84,563</b>	<b>\$ 8,628</b>	<b>\$ 22,517,356</b>
Delta-Montrose AVS	\$ 147,375	\$ 25,000	\$ -	-	\$ -	\$ -	\$ 3,398	-	\$ 175,773
Emily Griffith Opportunity Sc	96,027	-	40,223	-	-	-	-	-	136,250
San Juan Basin Area-AVS	125,486	25,000	36,617	-	4,890	-	454	-	192,447
TH Pickens-AVS	125,703	30,000	33,823	-	3,450	-	-	-	192,976
<b>Total Area Vocation Schools</b>	<b>494,591</b>	<b>80,000</b>	<b>110,663</b>	<b>-</b>	<b>8,340</b>	<b>-</b>	<b>3,852</b>	<b>-</b>	<b>697,446</b>
Colorado College	354,321	92,130	161,642	96,223	8,246	6,851	-	29,366	748,779
University of Denver	1,521,346	540,830	517,933	298,854	23,638	19,741	-	-	2,922,342
Regis University	1,366,939	486,920	450,744	269,640	19,592	32,070	29,911	5,625	2,661,441
<b>Total Private Four-Year</b>	<b>\$ 3,242,606</b>	<b>\$ 1,119,880</b>	<b>\$ 1,130,319</b>	<b>\$ 664,717</b>	<b>\$ 51,476</b>	<b>\$ 58,662</b>	<b>\$ 29,911</b>	<b>\$ 34,991</b>	<b>\$ 6,332,562</b>



**TOPIC: REMEDIAL PLAN AMENDMENTS & REVISIONS**

**PREPARED BY: SHARON M. SAMSON**

**I. SUMMARY**

The Commission discussed several issues related to remedial plans that had one-year approval at its May 2002 meeting. The issues affected Community College of Denver, Metropolitan State College of Denver, the University of Colorado at Boulder, University of Colorado at Colorado Springs, and University of Colorado at Denver. The issues discussed included:

- 1) Common placement exams on the Auraria campus.
- 2) Effectiveness of high school transcript evaluation conducted by UCB and UCCS in lieu of remedial testing.

After considering the testimony and supporting data, the staff recommends that all students enrolled at the Auraria campus institutions use the Accuplacer assessments for remedial placement (CCD, UCD, and Metro). This change in remedial plans precludes Metro from using its math test or advising students to enroll in Math Group Learning – a math tutoring activity. Instead, Metro will require these students to take the Math Elementary Accuplacer assessment. The Auraria campuses will use the ACT Math score of 24 proposed by Metro during the pilot year to test the cut score's validity as a predictor of college success. These institutions will provide course registration data files for all new students enrolled in 2001-02 and 2002-03. During 2002-03 common placement tests, common advising, and common cut scores will be in effect on the Auraria campus.

Staff recommend extending approval of UCB's and UCCS's remedial plans for 2002-03 and that those institutions provide course registration data files for all new students enrolled in 2001-02 and 2002-03. CCHE will analyze the data to determine the validity of the statewide cut scores. Staff recommend that the Commission do not take action on CSU's request to replicate UCB's remedial plan until the data analysis is complete.

Staff recommend approving Aims Community College's revised remedial plan (attached).

**II. BACKGROUND**

The statute (**C.R.S. 23-1-113.3**) defined the Commission's role and responsibilities, including to (1) design and implement statewide policies for remedial education, (2) provide the General Assembly information on the number, type, and cost of remedial education provided, (3) develop appropriate funding policies that support the institutional roles and missions, (4) ensure the comparability of these placement or assessment tests,

and (5) ensure that each student identified as needing basic skills remedial course work is provided with written notification identifying which state institutions offer such basic skills courses and the approximate cost and relative availability of such courses, including any electronic on-line courses.

At its August 2000 meeting, the Commission approved a new Remedial Policy that was designed around three policy goals:

- All degree-seeking, first-time students (freshmen, transfer, and non-degree seeking students changing to degree-seeking status) are prepared to succeed in college level courses.
- Students assessed as needing remedial instruction have accurate information regarding course availability and options to meet the college entry-level competencies.
- Colorado public high schools are informed about the level of college readiness of their recent high school graduate.

In March 2001 the Commission approved the revised FTE policy. The policy clearly identifies which institutions may claim state support for remedial education and what circumstances apply.

The Commission has addressed four of its five statutory responsibilities with this action item. It has adopted a policy, developed funding policies for remedial education, developed a reporting system, and ensured the comparability of placement or assessment tests through a pre-approval process. CCHE has reviewed and pre-approved the remedial plans. The Commission's action is to formally accept the plans prior to publication in print and on-line.

The governing boards submitted remedial plans for each institution addressing (1) who will be assessed, (2) how the students will be assessed, and (3) how the institutions will advise students regarding reading, writing, and mathematics deficiencies (i.e., where the test indicates that they are performing below college level) and inform them of their available options. In this context, the assessment tools are often referred to as college basic skills tests or placement tests.

The twenty-seven public institutions that admit freshman students share a common definition of who will be assessed -- all first-time, degree-seeking students. First-time includes freshmen, transfer and those who change their enrollment status from non-degree seeking to degree-seeking regardless of the number of college credits earned. Prior enrollment as a high school concurrent student does not prevent a student from being categorized as first-time.

In general, colleges are using the ACT test either as a screening test or actual college-level basic skills test. A screening test differentiates students who demonstrate college readiness from those who need to take a specific placement test. For example,

community colleges use the ACT test for screening and an Accuplacer for placement. In all plans, a student who does not meet the basic skills standards has an opportunity to retake the test or use an alternative assessment to measure college readiness. Because all incoming recent high school graduates will take the ACT test, it minimizes the testing burden on an institution.

The colleges use common cut scores for screening students with potential need for remedial instruction. A student who receives a test score at or above the cut score will not be required to take further remedial placement tests.

- Mathematics: 19 or above
- Writing: 18 or above
- Reading: 17 or above

Students who do not score at the appropriate level on the placement test are informed of their options. In general, students have three choices (1) enroll in remedial courses offered by the college (i.e., community colleges, ASC, and MESA); (2) enroll in a course offered through the cash-funded program; and (3) enroll in an online course offered by community colleges or the Colorado Consortium (cash funded).

It is the student's responsibility to satisfy remedial needs within the first 30 semester credit hours. A student must earn a C or better in a remedial course to satisfy the remedial requirements.

### **III. STAFF ANALYSIS**

In compliance with the need for comparable assessment score, the Academic Council negotiated common cut scores for ACT subtests during the following month. At the conclusion of the negotiation session, the decision specified that:

- A student must score a 19 or higher on the Act Math subtest to be considered college ready in mathematics (SAT equivalent of 440).
- A student must score 18 or higher on the ACT English subtest to be considered college ready in writing (SAT equivalent of 420).
- A student must score 17 or higher on the ACT English subtest to be considered reading at college level (SAT equivalent of 400).

While certain institutions are using additional assessment tools to determine the level of college readiness, the scores on these tests must correlate to the ACT subtest scores. Setting the common cut scores was critical to ensure that no student would be tested twice or receive conflicting advice regarding their need for remedial assistance.

The following students are exempt from taking a placement test in reading, writing, or mathematics. Students who have:

- earned a bachelor or associate degree at a Colorado public college.
- been previously assessed at a Colorado public college or university.
- successfully completed basic skills instruction in mathematics, writing or reading are exempt from testing in that subject area only.
- successfully completed a college-level course in English are exempt from the requirement for basic skills assessment in writing and reading.
- successfully completed a college-level course in Mathematics are exempt from the requirement for basic skills assessment in mathematics.

The cut scores were based on an analysis conducted by ACT that 50% of the students who earn a 19 or higher on the ACT Math subtest will earn a C or better in college level Math. Similarly, a student who scores 18 or higher on the ACT English subtest will earn a C or better in College Composition course. Reading did not have a similar statistic research base but the studies show that reading is closely correlated to writing skills; that is, students who did not have college level reading skills most probably will not have college level writing scores. CCHE and the institutions agreed to monitor the reading cut score.

#### Common assessment on the Auraria Campus

All three institutions agree that the Accuplacer is the appropriate assessment system for evaluating remedial needs in reading and writing. In 2001-02 Metro has used an institutionally designed math assessment for its students with the questions extracted from other national tests. It is used only at Metro. Given the increased retention rates of UCD students using the Accuplacer [“We have discovered that more accurate placement has contributed to our record retention statistics. Larry Armenta, Director of the Pre-Collegiate program at UCD, has indicated that the students he has tracked have higher GPAs and have completed more core coursework than previous cohorts.”], the data indicate that the use of the Math Accuplacer test is related to student academic success. To address the concerns expressed by Metro, CCHE will conduct a comparative analysis of the remedial students performance in 2001-02 and 2002-03. Institutions will provide course registration data for new students enrolled at these three institutions. In addition, there was broad discussion about the relatively small number of remedial students for Metro. Possible reasons suggested by Dr. Kaplan included, “The cut score was set lower than Metro thinks is appropriate” and “ Remedial students are enrolled at other community colleges.” There is no evidence that a sizeable number of Metro students enrolled at other community colleges (less than 50 students enrolled at other community colleges).

CCD, METRO, and UCD will use 24 as the cut score for MATH remedial testing during the 2002-03 academic year to test the hypothesis of the cut score as too low. This may identify the reason why the number of Metro students enrolled in remedial courses

declined significantly in 2001-02. Metro and UCD will modify its remedial plans for the 2002-03 year prior to July 1, 2002.

Test to see if Alternative Assessment Meets the Intent of the Statute

The intent of the legislation is that all incoming students will have the reading, writing, and math skills necessary to succeed in college. The Commission accepted two remedial plans provisionally in 2001 allowing UCB and UCCS to implement an alternative assessment plan rather than use ACT test scores to identify remedial needs.

UCB's remedial plan indicated that it would review the transcripts of students who scored below the statewide cut scores to determine if other factors would indicate a student's readiness to handle college level writing and math assignments. Only a small percentage of students who scored between 8 and 18 on the ACT English test were advised to enroll in remedial writing or reading courses. Of the students who scored below 18 on the ACT English test, results of UCB's review of high school transcripts meant that 91% of students with low ACT scores did not need remediation. Of those that scored below 19 on the ACT Math test, UCB's transcript review indicated that only 45% needed math remediation.

The University of Colorado provided data on the 173 students who were initially identified with remedial needs, responding to CCHE's request for data on college GPA at the end of the first term, the number who enrolled in math during the first year, the number who enrolled in freshmen writing, and the grades that they received in these courses. The average college GPA of students who scored below the ACT cut scores and did not receive remediation are approximately .5 below the average GPA of other college freshmen. The most significant indicator is that 39% of freshmen with low ACT Math scores did not achieve a 2.0 in their first term. At the present time, no data is available to indicate what percent enrolled in a college math or composition course, how many withdrew or the grades that students received in college math or compositions courses.

Table 1: Status of UCB First-time Students at End of Fall 2001 Term

	<b>Avg. GPA</b>	<b>Pct. Below a 2.0 GPA.</b>	<b>Pct. Enrolled in Math Class</b>	<b>Pct. Enrolled in Writing class</b>
<b>Freshmen</b>				
Below math cut scores, but excused from remediation	2.25	33%	NA	NA
Below writing cut scores, but excused from remediation	2.27	12%	NA	NA
Receiving remediation	NA	NA	NA	NA
Above cut scores	2.85		NA	NA
<b>Transfer</b>				
Below math cut scores, but excused from remediation	2.46	29%	NA	NA
Below writing cut scores, but excused from remediation	2.31	0	NA	NA
Above cut scores	2.90		NA	NA

While these data provided some benchmarks, it needs further exploration. The current data collected by the Commission does not allow for this level of analysis. The spring semester grades are currently not available until later this summer. Consequently, CCHE staff request that UCB and UCCS provide a course registration file for 2001-02 and 2002-03. CCHE will consult with the governing board to determine the data fields required for the analysis. The University of Colorado indicated willingness to participate in future data analysis this summer.

Colorado State University Amended Plan

On December 3, 2001, the State Board of Agriculture approved a plan “to meet the requirements of HB 1464, which requires that all institutions of higher education assess the competence of first-time students in reading, writing and mathematics. In order to attain consistency between the reporting of CU-Boulder the CSU plan is to be modified to use comparable metrics in determining the number of students requiring remedial education.” CU excluded any student who completed 4 or more years of English from remedial testing. Since all high school graduates are required to complete 4 years of English, all applicants would meet the writing benchmark. Generally, high school graduation requirements only include one year of math. CU-Boulder requires 3 years of math for admission. While recent research studies indicate that students who enroll in high school math courses during their senior year have a higher college success rate during their freshmen year, it is premature to conclude that four years of high school math is a better indicator of college readiness than a math test score. This needs to be substantiated with performance data.

Staff recommend that the Commission postpone any action to replicate these plans until the data analysis is complete.

Aims Community College Amended Plan

Aims Community College submitted a revised remedial plan with an updated concordance of scores for placement. In short, the plan specifies that:

- Degree and certificate seeking students who do not meet the assessment requirements of the College are required to take the College's Accuplacer Assessment Test, following admission to Aims.
- Students whose assessment scores do not meet college-level course enrollment standards in reading, writing/English and/or mathematics must enroll in pre-college instruction during their first forty-five (45) quarter hours of attendance at Aims. ESL and ABE/GED courses are not included in the 45 quarter hour count.
- Assessment scores will be accepted up to two years prior to a student's first enrollment at Aims. A recent high school graduate is defined as having graduated within the previous two (2) years.

The plan meets the state criteria. Aims will implement this plan in 2002-03.

**IV. STAFF ANALYSIS**

**That the Commission approve the following amendments to the CCD, METRO, and UCD remedial plans, including:**

- **The use of Accuplacer assessment tests for all students enrolled at the Auraria institutions (CCD, UCD, and Metro) in 2002-03 in reading, writing, and mathematics.**
- **Students who score below 24 on the ACT math test will be advised to take the Math Accuplacer assessment.**
- **Accuplacer test scores or successful completion of remedial courses are the only ways to satisfy remedial needs.**
- **The use of a 24 score on the ACT Math subtest as the benchmark for remedial math testing, as proposed by Metro.**
- **CCD, METRO, and UCD will provide course registration data files for all new students enrolled in 2001-02 and 2002-03.**
- **Metro and UCD will modify its remedial advising processes for the 2002-03 year prior to July 1, 2002 and submit these revisions to CCHE staff.**

**That the Commission extend approval of UCB's and UCCS's remedial plans for one year (2002-03) and request those institutions to provide course registration data files for all new students enrolled in 2001-02 and 2002-03. CCHE will analyze the data to**

**determine the validity of the benchmarks and student academic success. Staff recommend accepting Aims Community College's revised remedial plan (attached).**

## **Appendix A**

### **STATUTORY AUTHORITY**

The policy applies to all state-supported institutions of higher education, including all four-year state-supported universities and colleges that admit freshmen, extension programs of the state-supported universities and colleges, junior and community colleges, and local district colleges. The governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it by **C.R.S. 23-1-113.3**.

**Commission directive – basic skills courses.** (1) ON OR BEFORE SEPTEMBER 1, 2000; THE COMMISSION SHALL ADOPT AND THE GOVERNING BOARDS SHALL IMPLEMENT STANDARDS AND PROCEDURES WHEREBY BASIC SKILLS COURSES, AS DEFINED IN SECTION 23-1-113 (4) (c), MAY BE OFFERED BY STATE INSTITUTIONS OF HIGHER EDUCATION PURSUANT TO THIS SECTION.

Attachment A

The following table summarizes the institutional remedial plans accepted by the Commission October 2001, or as amended in June 2002.

<b>INST</b>	<b>PLACEMENT / CHALLENGE TESTS</b>	<b>TEST AVAILABILITY</b>
Community colleges	<b>Mathematics:</b> Accuplacer Elementary Algebra test – 72 <sup>1</sup> <b>Reading:</b> Accuplacer test – 83 <b>Writing:</b> Accuplacer test in Sentence Skills -- 86	Provides assessment testing continually before and during each semester. No cost to student
AIMS	<b>Mathematics:</b> Compass 88 or Accuplacer 70 (30 in Statistics and 40 in College Algebra) <b>Reading:</b> Compass 83 or Accuplacer -- 70 <b>Writing:</b> Compass 93-94 or Accuplacer 100	Walk in testing at Greeley; testing by appointment at Fort Lupton and Loveland
CMC	<b>Mathematics:</b> Accuplacer Elementary Algebra test – 72 <b>Reading:</b> Accuplacer test – 83 <b>Writing:</b> Accuplacer test in Sentence Skills – 86	Provides assessment testing continually before and during each semester. No cost to student
ASC	<b>Mathematics:</b> Adams State developed a Mathematical Placement Exam based on questions developed by the Mathematical Association of America Placement Testing Program -- 19 <b>English:</b> Adams State English Placement – 46 <b>Reading:</b> CAAP Reading Test – 22	Testing is free but each enrollment in remedial course is \$50.
CSM	<b>Mathematics:</b> NA – CSM does not admit students who score below 25 on Math <b>Reading:</b> CSM developed reading test; scored by 2 readers <b>Writing:</b> CSM developed writing test; scored by 2 readers	Prior to registering for first semester courses
CSU	<b>Mathematics:</b> For students with ACT scores 19 or above -- CSU's Mathematics Placement Exam. For others: Entry Level Mathematics Exam that was written to align with high school exit standards <b>Writing:</b> CSU's Composition Placement exam with a score of 3 out of 6. Scoring guidelines parallel ACT essay guides.	Orientation sessions
FLC	<b>Mathematics:</b> FLC Mathematics Placement Exam with score of 13 <b>Reading:</b> Accuplacer test – 80 <b>Writing:</b> Accuplacer test in Sentence Skills -- 86	Tested during freshmen orientation session before registering for class. Additional test dates continuously between first day of class and census date.
MESA	<b>Mathematics:</b> Compass -- 50 <b>Reading:</b> Compass – 76 <b>Writing:</b> Challenge by writing an essay score 3 on 6 point scale. <sup>3</sup>	ACT scores are available before students register. Challenge essays may be written anytime. Compass is a computer-based assessment and scores area available immediately.

<sup>1</sup> CCD score to be revised by July 1, 2002. Common score for all Auraria institutions.

INST	PLACEMENT / CHALLENGE TESTS	TEST AVAILABILITY
METRO	<p><del>Mathematics: MSCD developed test -- 9 out of 15 Math Act 24</del>            Accuplacer Elementary Algebra Test 72 or above, To be defined in revised remedial plans. <sup>1</sup></p> <p><del>Reading: Nelson Denny Form G - 84.</del>            Accuplacer test 83</p> <p><del>Writing: 30 minutes to write essay; scored by faculty using Educational Testing Service scoring guidelines. 3 out of possible 6</del>            Accuplacer in Sentence Skills 86</p>	<p><del>Assessment testing by appointment</del> - To be revised</p>
UCB	Alternate demonstration of college readiness: Analyze high school transcripts, including enrollment in AP courses in English or Math, four or more years in English or Math with passing grades in all courses.	Students will be advised to enroll in at a community college course during the first semester of college enrollment.
UCCS	Opportunity to retake ACT exam  Alternate demonstration of college readiness: Analyze high school transcripts, including enrollment in AP courses in English or Math, four or more years in English or Math with passing grades in all courses.	In addition to the state ACT test date, national test date, UCCS offers the ACT exam at its testing center (\$33).
UCD	<p><del>Mathematics: Accuplacer Elementary Algebra test - 72- Math Act 24</del>            Accuplacer Elementary Algebra Test 72 or above. To be defined in revised remedial plans.<sup>1</sup></p> <p><del>Reading: Accuplacer test - 83</del></p> <p><del>Writing: Accuplacer test in Sentence Skills - 86</del></p>	Contracts with CCD to test transfer and freshmen without ACT scores students using the Accuplacer.
UNC	<p><del>Mathematics: Accuplacer College Algebra test - 50</del></p> <p><del>Reading: Accuplacer test - 56</del></p> <p><del>Writing: Accuplacer test in Sentence Skills - 66</del></p>	UNC offers on-line and paper versions of Accuplacer test at the Career Services Testing Center
USC	<p><del>Mathematics: USC Placement exam scoring at Intermediate Algebra mastery level; worked with ACT on scoring guidelines</del></p> <p><del>Reading: Accuplacer test - 81</del></p> <p><del>Writing: USC proctored 300 - 500 word essay scored by 2 faculty.</del></p>	During Student orientation or by appointment at USC's Learning Center
WSC	<p><del>Mathematics: MAA Basic Algebra - 16</del></p> <p><del>Reading: WSC English Placement I -- 15</del></p> <p><del>Writing: WSC English Placement II - 18</del></p>	Placement tests offered during orientation sessions.

<sup>1</sup> To be revised July 1, 2002. Common score for all Auraria institutions

**PROCEDURES FOR BASIC SKILLS ASSESSMENT  
AT AIMS COMMUNITY COLLEGE  
Revised 12/5/01**

**Statutory Reference**

C.R.S. 23-1-113.3, CCHE Statewide Remedial Education Policy, Section I, Part 3. (Based on HB1289 and HB1464).

**Overview and Purpose**

Based on the statewide remedial policy, student assessment of basic skills will be implemented beginning July 1, 2001, by Colorado public postsecondary institutions and the results reported to CCHE. Basic skills courses include instruction in academic and remedial areas that are necessary content in reading, writing/English, and mathematics to prepare for college-level coursework. The majority of students to be assessed and reported are first-time, degree-seeking students who have been admitted and enroll for courses which begin on or after July 1, 2001.

**IMPLEMENTATION AND REPORTING GUIDELINES  
AT AIMS COMMUNITY COLLEGE**

II. Students who are Required to be Assessed at Aims Community College

- First-time degree-seeking students in associate of arts (AA), associate of science (AS), associate of applied science (AAS), and associate of general studies (AGS) programs.
- Students who complete a certificate program without previous assessment at Aims or elsewhere and then wish to enroll in an associate degree program at Aims.
- Any student who seeks to enroll in any English or mathematics course at Aims.

III. Students who are Exempt from Assessment at Aims

- Students who have earned a baccalaureate degree from a regionally accredited institution. Students who have earned a transfer-oriented associate degree from a regionally accredited institution.
- Students who have been previously assessed at a regionally accredited institution and have met Aims' criteria in all three areas, i.e., reading, writing/English, and mathematics.
- Students who have successfully met the assessment criteria through coursework taken within the past ten years from a regionally accredited institution.

Other Students who are Deferred from Basic Skills Assessment at Aims

- Students enrolled in English as a Second Language (ESL) courses at Aims are deferred from basic skills assessment until such students enroll in college-level coursework; however, other language proficiency assessment instruments are used for ESL assessment upon enrollment at the College.
- Students enrolled in ABE/GED courses at Aims are deferred from basic skills assessment until such students enroll in college-level coursework; however, students without a high school diploma or GED are required to take the College's Ability to Benefit test and meet federally mandated scores in order to qualify for Title IV student financial aid.

IV. Additional Requirements for Implementation of Basic Skills Assessment Program at Aims

- Basic skills courses are considered to be pre-college in nature.
- Pre-college courses are numbered from 30 to below 100 in reading and writing/English and from 30 to below 100 in mathematics.
- Degree and certificate seeking students who do not meet the assessment requirements of the College are required to take the College's Accuplacer Assessment Test, following admission to Aims.
- Students whose assessment scores do not meet college-level course enrollment standards in reading, writing/English and/or mathematics must enroll in pre-college instruction during their first forty-five (45) quarter hours of attendance at Aims. ESL and ABE/GED courses are not included in the 45 quarter hour count.
- Assessment scores will be accepted up to two years prior to a student's first enrollment at Aims. A recent high school graduate is defined as having graduated within the previous two (2) years.
- Part 1 of this report that follows specifies acceptable and equivalent assessment scores at Aims that indicate college-level readiness.

The following minimum scores have been established through various assessment tests and the use of an Aims developed concordance table:

Accuplacer (Computerized Placement Test)

Reading (70 in Reading Comprehension)

Writing/English (100 based on Sentence Skills test and 70 based on Reading Comprehension test), (also exploring use of WritePlacer®Plus component of Accuplacer as second part of English Placement)

Mathematics (70 based on Reading Comprehension test), (30 for Statistics and 40 for College Algebra based on College-Level Mathematics test)

ACT Asset

Reading (43)  
Writing/English (49-50)  
Mathematics (54-55)

ACT Compass (computerized)

Reading (83)  
Writing/English (93-94)  
Mathematics (88)

ACT Equivalent Scores

Reading (19)  
Writing/English (18)  
Mathematics (19)

SAT Equivalent Scores

Reading (470 verbal)  
Writing/English (550 verbal)  
Mathematics (560 math/470 verbal)

- The requirement for students to enroll in basic skills (pre-college level) courses will not adversely impact the admission of such students into the college.
- Students will receive advising and course placement assistance on how to meet minimum basic skills (pre-college level) course standards as well as various instructional formats for attainment of skill development.
- Based on advising and course placement requirements, pre-college courses may be taken prior to or concurrent with a student's enrollment in a degree program, provided the pre-college courses are not prerequisites for courses in which the student plans to enroll.
- Pre-college courses numbered below 100 will not count for credit in any degree program at Aims.
- When students' assessment scores do not meet the cut-off scores set by Aims (see part 1 of this report), the college will notify students of the following:
  - other state institutions who offer basic skills courses
  - the approximate course cost
  - the relative availability of the courses
  - any electronic on-line courses, and
  - the student's responsibility to complete basic skills courses within the first 45 quarter hours of instruction or first academic year of attendance for full-time students.

- Students who desire not to follow the advice of Aims advisors who administer the assessment and course placement processes may choose to sign an assessment waiver. This waiver releases the college from responsibility for a student's possible non-success in any credit course offered at Aims.

V. Data Collection and Reporting Requirements at Aims

Beginning in the Summer and Fall, 2001, assessment data will be reported to CCHE through Aims as part of the SURDS Undergraduate Applicant File (UAF). Aims is prepared to report the following data on students who enroll in pre-college level courses:

- The assessment instruments used and the results in each pre-college area of instruction, i.e., reading, writing/English, and mathematics.
- The term in which the assessment occurred.
- The basic skills areas in which pre-college coursework was required.
- The public secondary schools from which the degree-seeking students graduated in the previous two academic years.
- The year in which the degree-seeking student graduated from high school.

Other information will be provided to CCHE through the SURDS Enrollment File (EF). These include:

- The credit hours attempted and/or earned in pre-college courses at Aims.
- Satisfactory completion of basic skills courses when a C grade or higher is earned in the pre-college course.

Documentation requirements:

- Aims College will identify pre-college coursework and/or other remediation options the student may choose from in order to remediate any pre-college deficiencies.
- The student is responsible for fulfilling the identified remediation requirements.
- Aims College will retain documentation on each degree-seeking student's basic skills assessment scores and pre-college course enrollment for a minimum of three years following graduation or withdrawal from the college.
- CCHE will report aggregate basic skills data on recent high school graduates directly to Colorado high schools.

The pages that follow address Aims' response to the processes and procedures contained in CCHE's Statewide Remedial Plan Policy. The plan is organized around the following:

Part 1 specifies placement tests, format, cut scores, and alignment at Aims.

Part 2 specifies the test administrative policy, including dates and location of test administrator at Aims.

Part 3 specifies Aims' practices for informing students regarding the availability of remedial courses, including any electronic-on-line courses.

Part 4 specifies Aims' policies and practices for determining how the students are diagnosed as needing remediation have satisfied the remedial requirements.

**TOPIC: COLORADO STATE UNIVERSITY MAIN CAMPUS RESIDENCE HALL**

**PREPARED BY: JOAN JOHNSON**

**I. SUMMARY**

After the Commission met with the Colorado State University (CSU) personnel at the May 2002 meeting and had a chance to look at the responses to the various questions that CSU was asked, the consensus of the Commission was to ask CSU to proceed on two fronts. First, the Commission suggested that CSU issue an RFP for design/build of the project. CSU has drafted just such an RFP and is awaiting CCHE's comments on that document. Secondly, the Commission requested CSU to issue an unbiased, complete RFP to completely privatize the project. Because the Commission will not meet formally again until October, 2002 the staff recommendation is for the Commission to delegate authority for approval/non-approval of this project since CSU will probably have all the information needed in the next few months.

**II. STAFF RECOMMENDATION**

**That the Commission delegate approval/non-approval authority for the CSU Main Campus Residence Hall to the Commission's Subcommittee on Capital Assets.**

## **Appendix A**

### **STATUTORY AUTHORITY**

**23-1-106.** Duties and powers of the commission with respect to capital construction and long-range planning. (1) It is declared to be the policy of the general assembly not to authorize or to acquire sites or initiate any program or activity requiring capital construction for state-supported institutions of higher education unless approved by the commission.

(2) The commission shall, after consultation with the appropriate governing boards of the state-supported institutions of higher education and the appropriate state administrative agencies, have authority to prescribe uniform policies, procedures, and standards of space utilization for the development and approval of capital construction programs by institutions.

(3) The commission shall review and approve master planning and program planning for all capital construction projects of institutions of higher education on state-owned or state-controlled land, regardless of the source of funds, and no capital construction shall commence except in accordance with an approved master plan, program plan and physical plan.

(4) The commission shall ensure conformity of facilities master planning with approved educational master plans and facility program plans with approved facilities master plans.

**TOPIC: CCHE-TECHNOLOGY ADVANCEMENT GROUP PROGRAM  
FUNDING FOR FISCAL YEAR 2002/2003**

**PREPARED BY: RICK HUM**

**I. SUMMARY**

In the final approved budget for FY 2002/2003 there was an additional reduction in the funding for the Technology Advancement Group (TAG) program funding. With this reductions, the funding approved at the May 2, 2002 Commission meeting now needs to be adjusted.

**II. BACKGROUND**

At the May 2, 2002 Commission meeting the Commission approved the anticipated funding for the TAG program of \$545,000. That was the amount in the Long Bill at that time. In the last few days of the legislative session, there was settlement of the dispute over adding new judges or providing higher pay to existing judges. This settlement required additional funding and the Joint Budget Committee (JBC) eliminated all General Fund support for the TAG program, leaving only the cash funds of \$86,000 for the prior CATI-type programs and the \$800,000 for the Advanced Technology Fund programs that are currently limited to grants for waste diversion and recycling research.

Recommended Adjusted Program Funding: In May the Commission approved funding for four programs. Two of these programs are state match commitments of existing federal grants. These two programs are the Center for Commercial Applications of Combustion in Space (CCACS) at Colorado School of Mines and the Materials and Science for Thin Films (MAST) at UC-Boulder. One of the programs was a new program. The other program is the Colorado Advanced Photonics Technology (CAPT) Center. The CAPT center is a non-profit established in 1996 and is just completing the investment of \$4.7 million in capital development funds.

The new program, the Ferroelectric Liquid Crystal Materials Research Center at CU-Boulder was in anticipation that providing state funding during the National Science Foundation (NSF) review process would substantially boost the possibility that the center would obtain a new round of NSF funding. With the small amount of funding remaining, this funding now seems unadvisable.

The funding for the MAST Center can come from the Advanced Technology Fund as long as the research can be in the areas of waste diversion and recycling. The program proposal for this year does meet this criterion.

The two remaining programs competing for the funding are CCACS and the CAPT center. Since the CCACS program has very high leverage with over \$5 million coming from NASA and substantial funding from industry and the CSM, the Science and Technology Committee recommends that the available \$86,000 be used to fund the CCACS program.

Finding of Substantial Completion of Current Year's Programs: The Audit of the Advance Technology program completed in August 1999 expressed concern that programs were approved for subsequent year funding before the staff could determine that the current year program was completed successfully. To implement the audit recommendations the CCHE-TAG Policy and Procedures Manual has been revised to include an Interim Program Report that has each program describe the success in implementing the current year program and anticipated success in the completion of the program by the end of the fiscal year. We have received Interim Program Reports from all programs and find that each program is making acceptable progress. Staff suggests the funding award by the CCHE be conditioned on successful completion of this year's program as evidenced in an acceptable final set of program reports.

Intellectual Property Agreements: The current contracts include a provision that CCHE-TAG would share in any intellectual property revenue that results from projects funded with CCHE-TAG funds. The share is proportional to the funding contributed.

Advanced Technology Fund: The Advanced Technology Fund was established in by HB 00-1430. The fund will receive one-third of the Waste Tire Fund revenue on a continuing basis – an estimated \$800,000 annually. Revenue transfers to the fund are allocated quarterly. The funds in the Advanced Technology Fund are limited for the following purposes:

“...to finance research, development, and technology transfer with regard to waste diversion and recycling strategies, and shall include research, development, and technology transfer regarding waste tires.” C.R.S. 23-1-106.5 (9)

The Commission adopted policies, priorities and criteria for the selection of projects on October 5, 2000. The Commission at the May 2, 2002 meeting delegated the authority to the Science and Technology Committee and the Executive Director to approve projects funded from the Advanced Technology Fund. We ask the Commission to reaffirm this delegation of the funding authority.

**III. COMMITTEE/STAFF RECOMMENDATION**

**That the Commission approve the Science and Technology Committee's recommendation of funding the \$86,000 to the Center for Commercial Applications of Combustion in Space at the Colorado School of Mines and eliminate all other TAG Program funding approved at the May 2, 2002 Commission meeting. The award is conditional pending successful completion of the FY 2001/2002 programs. The Committee also recommended that the Commission delegate to the Science and Technology Committee and the Executive Director the authority to approve any additional funding with the uncommitted funds available and to approve funding of the Waste Diversion and Recycling project grants from the Advanced Technology Fund.**

**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 Adams State College.

**ED 589: Standards-Based Performance Assessment & Instruction in Mathematics** The dates for this course are: June 18-19, 2002, in Austin, TX.

**ED 589: Standards-Based Performance Assessment & Instruction in Mathematics** The dates for this course are: August 15-16, 2002, in Deerfield, IL.

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

**"Beyond the Headlines: Evaluating the Comparative Risks of Over the Counter (OTC) Analgesics,"** described herein as an out-of-state instructional program to be held in Rosemont, IL, on June 20, 2002.

**"4<sup>th</sup> Annual Summer Jackson Hole Urologic Conference,"** described herein as an out-of-state instructional program to be held in Teton Village, Wyoming, on July 27 – August 2, 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 at Boulder.

**"EPOB 5460 Tropical Conservation Biology,"** described herein as a study tour in tropical biology to be held in Puerto Rico on July 8, 2002 – July 24, 2002.

**Appendix A**

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

**PREPARED BY: GAIL HOFFMAN AND JOAN JOHNSON**

**I. SUMMARY**

The Commission has delegated authority to the executive director, who has subsequently delegated authority to the director of administration and the director of capital assets, 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 four waivers for which the requirement for program plans has been waived and one SB92-202 project for which spending authorization has been granted for the second quarter of 2002, as well as several leases. 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.

Generally, institutions submit the significant financial information and conceptual analysis of the proposed scope of work relating to the projects for which waivers from the requirements of program planning are requested. Staff then reviews the proposals and determines whether the information is sufficient to recommend a waiver or whether additional information is needed.

Waivers granted and the one SB 92-202 project for which spending was authorized are outlined in Attachment A for the second 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 second-quarter lease approvals by type, value and institution are included in Attachment B of this agenda item. 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.

All relevant leases, waivers, and SB92-202 projects submitted through the second quarter 2002 are included in this report. The Commission will receive the third quarter 2002 report on leases, waivers granted and cash-funded or SB 92-202 program plan approvals at its October 2002 meeting.

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

Attachments:

- [A](#): Review of waivers, cash-funded projects, and SB92-202 projects for second quarter of 2002.
- [B](#): Lease review and approval report for second quarter of 2002.

**CCHE Approvals of Program Plan Waivers, Cash-Funded, and SB92-202 Projects, Second Quarter  
March 27 through May 21, 2002**

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

April 29, 2002	Center for Astrophysics and Space Astronomy Addition	SB92-202	CU-Boulder	\$1,930,000	CFE	5,105 gsf: 4,605 gsf new; 500 gsf renovation
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**UNIVERSITY OF COLORADO SYSTEM TOTAL**

**\$1,930,000**

**STATE BOARD OF AGRICULTURE:**

May 6, 2002	Horticulture Lab	Waiver	CSU	\$486,000	CFE	2,200 asf
May 6, 2002	Ingersoll/Edwards Parking Lot	Waiver	CSU	\$425,000	CFE	152 parking spaces
May 6, 2002	Rockwell Hall Room 165 Remodel	Waiver	CSU	\$334,130	CFE	788 asf
May 20, 2002	Dairy Center Remodel Rooms 104, 105, 106	Waiver	CSU	\$430,000	CFE	5,600 gsf

**STATE BOARD OF AGRICULTURE TOTAL**

**\$1,675,130**

**CCHE Approvals of Leases, Second Quarter**

**March 27 through May 22, 2002**

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	Approved and Notification sent	16-May-02	225 E. 15th Avenue, Suite 260, Denver, CO	Office	\$64,510.56	4,449.00	14.50	Renewal	15-May-02	30-Jun-02
<b>Colorado Historical Society Totals</b>					<b>\$64,510.56</b>	<b>4,449.00</b>	<b>14.50</b>			
Otero Junior College	Approved and Notification sent	28-Mar-02	Columbian Elementary School, 800 Grace Avenue, La Junta, CO	Classrooms	\$12,000.00	4,088.00	2.94	New	1-Jul-02	30-Jun-07
Otero Junior College	Approved and Notification sent	28-Mar-02	La Junta Municipal Airport, 22nd Street Baseball Complex, and 1900 San Juan Avenue, La Junta, CO	Special Use	\$35,000.00	-		New	1-Jul-02	30-Jun-07
Otero Junior College	Approved and Notification sent	21-May-02	Grand Valley School, Rocky Ford	Special Use	\$11,750.00	14,907.00	0.78	Renewal	10-Jun-02	20-Sep-02
<b>Community College Totals</b>					<b>\$58,750.00</b>	<b>18,995.00</b>	<b>3.09</b>			
University of Colorado Boulder	Approved and Notification sent	10-Apr-02	Varsity Townhouses, 1555 Broadway, Boulder, CO 80302	Residential	\$421,344.00	48,400.00	8.71	New	15-May-02	20-Aug-02
<b>University of Colorado System Totals</b>					<b>\$421,344.00</b>	<b>48,400.00</b>	<b>8.71</b>			
Colorado State University	Approved and Notification sent	20-May-02	Vicinity of SW Corner of Sec. 31, Township 11North, Range 65 West of the 6th P.M.	Special Use	\$1,440.00	9,997.00	0.14	Renewal	1-Jul-02	30-Jun-07
Colorado State University	Approved and Notification sent	20-May-02	2602 Bianco, Fort Collins, CO 80521	Residential	\$19,800.00	1,400.00	14.14	New	15-Jun-02	28-Jul-02
Colorado State University	Approved and Notification sent	16-May-02	Town Square Mall, 208 Santa Fe, Suite 21, La Junta, CO 82050	Office	\$8,998.00	1,250.00	7.20	Renewal	1-Jul-02	30-Jun-03
Colorado State University	Approved and Notification sent	16-May-02	1000 South St. #2, Castle Rock, CO 80104	Residential	\$8,640.00	750.00	11.52	New	27-May-02	31-Aug-02
Colorado State University	Approved and Notification sent		Center for Advanced Technology, South of Prospect and West of the Railroad Tracks	Special Use	\$7,300.00	2,543,904.00	0.003	Renewal	1-Jul-02	30-Jun-03
Colorado State University	Approved and Notification sent	23-Apr-02	707 Duncan Road, Apt. 12 Rangely, CO 81648	Residential	\$1,400.00	450.00	3.11	New	1-May-02	31-Aug-02
<b>Board of Agriculture Totals</b>					<b>\$47,578.00</b>	<b>2,557,751.00</b>	<b>0.02</b>			

**TOPIC: CONCEPT PAPER**

**PREPARED BY: SHARON M. SAMSON**

**I. SUMMARY**

This agenda item presents the concept paper(s) submitted to the Commission during the past month, including:

*Au.D. Degree Audiology at the University of Northern Colorado*  
*B.S. in Athletic Training at the University of Southern Colorado*

This 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.

The following expedited process follows CCHE's Existing Approved Degree Policy process, but provides a fast track approval timeline for proposals co-sponsored by CIT.

1. CIT or the participating governing board's staff submits a short concept paper (no longer than 3 pages) to CCHE that outlines:
  - a. Proposed program's goals,
  - b. Basic design of the program,
  - c. CIT's endorsement of the program.
2. CCHE will analyze the concept paper within five days, communicate any issues to the governing board, circulate the concept paper for governing board peer review, and use the concept paper to solicit an external consultant that will conduct the analysis with a 2-week turn-around. Since the proposal originating under CIT will be innovative (non-duplicative), with a partner institution whose role and mission is most aligned with the proposed degree program, it is assumed that few if any state

issues will exist. The staff analysis will be published as part of the next Commission agenda.

3. The governing board may proceed with the full proposal development immediately after receipt of the staff letter and address any issues identified by CCHE staff.
4. CIT will assist CCHE in the market analysis.
5. CCHE will waive the requirement for the governing board to respond to the external consultant before the governing board action.

While the Commission considers degree proposals at the January and June meetings, the Commission will consider CIT-sponsored degree proposals as submitted. It is expected that the approval process will take no longer than 60 days from concept paper to full approval.

**TOPIC: CONCEPT PAPER: DOCTOR OF AUDIOLOGY AT  
THE UNIVERSITY OF NORTHERN COLORADO**

**PREPARED BY: WILLIAM G. KUEPPER**

**I. BACKGROUND**

The University of Northern Colorado has submitted a concept paper for a Doctor of Audiology (Au.D.) degree (Attachment A). The proposed degree will “provide a comprehensive graduate experience for students who wish to pursue a career in clinical and/or educational audiology.” It is being developed to meet new credentialing requirements of the American Speech-Language-Hearing Association (ASHA) and the American Academy of Audiology (AAA), the two national credentialing organizations. The Au.D. is a clinically-based degree as distinct from the Ph.D. with its research orientation.

New standards for obtaining the Certificate of Clinical Competence in Audiology will include the completion of doctorate in Audiology, making that degree the entry-level clinical degree for practice in that field.

The degree requirements for the proposed degree at UNC will total from 127 to 130 credits. This includes 72 credit hours of formal course work, 12 credits of on-campus clinical practicum, 16 credits of an off-campus internship, and 27 to 30 credits for a 9-month clinical externship/residency. Time to the doctorate after completing a bachelor’s degree is expected to be 3 years and 9 months.

According to the concept paper, a distinguishing characteristic of the UNC degree will be its emphasis on “the training of educational professionals.” Especially noteworthy is a focus on preparing students to fill the need for audiologists trained in K-12 settings.

The Department of Communication Disorders where the degree will be housed has offered the master’s degree in Audiology for over 30 years. The concept paper notes that the program is well respected both in the state and regionally, and that its graduates have had a 100% pass rate on the professional exam in Audiology since 1995. UNC believes that the proposed program will attract students because of the emphasis on teaching combined with “the solid training in clinical/diagnostic Audiology for which the master’s degree is already recognized.”

ASHA predicts that employment for audiologists will increase nationally faster than the average for all occupations. The western states may face a considerable shortage, that is, the demand may exceed supply. The majority of the current doctorate programs in Audiology are in the eastern U.S., while the major population growth, and the attendant need for more audiologists, is in the Western States.

There are no other graduate programs in Audiology in Colorado. The responses received from other governing boards have acknowledged the University of Northern Colorado's position in this field of study.

## **II. STAFF ANALYSIS**

When reviewing a concept paper, commission staff consider role and mission, program duplication, the need and demand for the program, and quality issues such as the ability of the institution to implement and sustain a high quality program.

No issues relating to mission or program duplication were raised in response to UNC's proposing an Au.D. degree program. These matters need not be addressed further in the full proposal.

In the mid-90s, UNC submitted proposals to the Commission for a Doctorate in Audiology. External reviews were obtained in 1993 and 1995 on the proposals. Some of the negative comments in the reviews were refuted by UNC while one significant criticism (the length of the degree program) apparently will be addressed in the new proposal. An important issue for the Commission at that time was whether the Au.D. should be the entry-level degree and, if it were, what would be the rationale for continuing the existing Master's degree. Because those matters had not been resolved to the satisfaction of a majority of the Commission prior to the time the proposal was scheduled to appear on the Commission's agenda in 1995, UNC agreed to withdraw it.

In the intervening years, the two major accrediting bodies in audiology have held sway, a majority of practitioners agree that the Au.D. should be the entry-level degree. The number of institutions offering the Au.D. degree has jumped from two in the 1995 to eleven at the beginning of this year.

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

After reviewing the concept paper, Commission staff conclude that the following should be included in the full proposal for an Au.D. at the University of Northern Colorado. Governing board staff have been informed of these issues.

1. The rationale for the accrediting bodies moving to the Au.D. as the entry-level degree in audiology, and the differences between a Ph.D. in Audiology and the Au.D.
2. The rationale for continuing to offer the master's degree if the Au.D. is the entry-level degree program.

3. A clear distinction between the curriculum offered in the current master's degree and the proposed doctorate, and the advantages the doctorate would provide.
4. An explanation of why students would be admitted to a doctoral program without the appropriate undergraduate degree, including examples of the remedial work such students would be required to take before proceeding with the program.
5. Whether the current UNC faculty is sufficient to provide the teaching, advising, research supervision, and oversight of off-campus experience necessary to offer a quality Au.D. degree.
6. The extent of the use of adjunct or affiliate faculty, how they will be selected, and what assurances would be obtained to see that they were available when needed.
7. The costs, including adding any faculty, associated with the implementation of the doctorate.
8. The nature and extent of potential "space modifications and enhancement of laboratory and clinical facilities," their cost, and the source of funding to accomplish them.
9. A description of the plans for student advising and assessment of student learning outcomes.
10. How the department plans to achieve regional and national recognition for the Au.D.

#### **IV. NOTIFYING THE GOVERNING BOARD**

Following the meeting, Commission staff will inform the governing board staff about the above matters and any additional issues the Commission may raise about the proposed Doctorate in Audiology (Au.D.) at the University of Northern Colorado.

**Attachment A**

**Concept Paper  
Doctor of Audiology (Au.D.) Degree Program  
Department of Communication Disorders  
College of Health and Human Sciences  
University of Northern Colorado**

**Background**

In 1997, the Council on Professional Standards of the American Speech-Language-Hearing Association (ASHA) finalized new standards for obtaining the Certificate of Clinical Competence (CCC-A) in Audiology. Beginning on January 1, 2007, applicants for the CCC-A (students matriculating in 2002) must complete a minimum of 75 semester credit hours of post-baccalaureate study culminating in a doctoral degree. On January 1, 2012, a doctoral degree will be mandated as the minimum degree requirement for those who apply for certification (students matriculating in 2007). The professional Doctor of Audiology degree (Au.D.) is also endorsed by the American Academy of Audiology (AAA), the nation's largest professional organization for audiologists, as the preferred credential for students seeking a career in clinical practice.

The Department of Communication Disorders at UNC has been in existence for over 40 years and the master's degree in audiology been offered for over 30 years. The program is well respected regionally and statewide as an excellent academic and clinical program. Graduates of UNC consistently score above the national average on the professional examination in audiology and have achieved a pass rate of 100% for the examination since May 1995. Students report 100% job placement upon graduation.

**Description of the Program**

The Doctor of Audiology program is designed to provide a comprehensive graduate experience for students who wish to pursue a career in clinical and/or educational audiology. The purpose of the degree is to extend job-entry academic and clinical background to meet the new requirements of ASHA and AAA, the two national credentialing organizations. The intent of this change in requirements is to address the biomedical technological explosion of information that has occurred over the past two decades. Graduates will be eligible for the Certificate of Clinical Competence in Audiology (CCC-A) from ASHA, board certification by the American Academy of Audiology, State of Colorado Audiologist Registration, and Colorado Department of Education licensure. Graduates of the UNC program will also be uniquely prepared to fill a growing national need in the field for college-level instructors.

Since the doctorate will become the entry-level clinical degree for the practice of audiology in the future, the M.A. degree in audiology will be phased out. We will continue to offer the M.A. in speech-language pathology, however.

The potential exists for many of the non-practicum courses to be taught on-line as distance-learning courses. This would allow practicing audiologists already holding master's degrees to upgrade their credential to the Doctor of Audiology (Au.D.).

### **Need for the Degree**

- *Increase in need for audiologists*

According to the American Speech-Language-Hearing Association, employment of audiologists is expected to increase much faster than the average for all occupations through the year 2006. Employment in the health and rehabilitation services will increase as a result of advances in medical technology and growth in the elderly population. Employment in schools will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students. Many states are now requiring mandatory newborn hearing screening. This will result in greater awareness of the importance of early identification and diagnosis of hearing disorders and will increase employment opportunities for audiologists.

Although the degree will take longer to complete,

- *Au.D. programs concentrated in eastern U.S.*

The National Association of Future Doctors of Audiology (NAFDA) completed a survey of Au.D. programs in the U.S. in spring 2000. As of January 2002, there are currently 11 four-year programs and 5 distance programs. It is striking to note that most of the Au.D. programs are concentrated in the eastern U.S. and only a handful of programs are located in the western portion of the U.S. (Arizona, Utah, and Texas). This observation is not consistent with population growth in western states; the need for audiological services will be acute in high-growth states such as Nevada, Arizona, California, and Colorado.

- *Steady growth in number of graduates*

Based upon recent trends, as more Au.D. programs are approved and begin admitting students, enrollment of students seeking the Au.D. will increase. The number of graduates has increased from 23 in 1996 to more than 500 in spring 2001. As many as 800 students are expected to complete the degree in 2002. As students entering the field of audiology learn about the changes in certification requirements, it is anticipated that few if any will seek the master's degree and most will enter programs offering the Au.D. Although the Au.D. program takes longer to complete than the master's degree, it will attract students committed to the field of audiology who are less likely to transition to other careers after a few years.

- *Changes in professional licensure and registration*

The Colorado Department of Education recently released a statement indicating that the Au.D. will be the required degree for educational audiologists licensed in Colorado. In addition, audiologists registered by the State of Colorado are required to meet ASHA certification requirements. As described above in the section labeled "Background," the new ASHA standards will require the Au.D. or equivalent as the minimum requirement for certification.

### **Link to UNC's Role and Mission**

One of its strengths and a unique aspect of this program compared to other Au.D. programs is the emphasis on the training of educational professionals. This emphasis is two-pronged:

- ▶ Because of the program's affiliation with the Colorado Department of Education, its association with state school districts, and the availability of doctoral-level educational audiologists as instructors for the program, students will have the opportunity to focus on educational audiology. As such students will be uniquely prepared to fill the need for audiologists trained in state-of-the-art methods in K-12 settings in Colorado and throughout the nation. We know of no other Au.D. program in the nation focusing on this aspect of audiology.
- ▶ In addition to the need for audiologists in K-12 settings, there is currently a critical need for doctoral-level clinical audiologists in university training programs. The inclusion of a teaching practicum as part of the program, will prepare students graduating from UNC to fill positions in university clinics and teaching hospitals.

Students will be attracted to the program because of the emphasis on teaching and education in concert with the solid training in clinical/diagnostic audiology for which the master's degree program is already recognized. UNC already offers several programs emphasizing training of practitioners and clinicians. Programs at UNC already in place, such as the Psy.D. in Clinical Psychology, the Ph.D. in Educational Psychology, the Ph.D. in special Education, and the Ph.D. in Human Rehabilitation, combine training of practitioners with educational and research training and skills.

### **Goals and Objectives of the Au.D. Program**

Our primary goal is to prepare skilled clinicians, qualified to enter practice in any clinical or educational setting where audiology services are rendered. Because our academic program is located in the College of Health and Human Sciences at UNC and is affiliated with the UNC Audiology and Speech-Language Pathology Clinic, we have unique strengths in the areas of educational audiology, diagnostic audiology, hearing aids, and aural habilitation/rehabilitation. In addition to possessing the general skills for

diagnosis, treatment, prevention, and management of hearing disorders in adults and children, doctoral graduates will attain proficiency in working with cochlear implant patients, vestibular disorders, intraoperative monitoring, programmable and digital hearing amplification, auditory electrophysiology, and industrial audiology.

The Au.D. program is designed to focus on the development of clinical competency in both the technical and interpersonal domains. Our intent is to recruit, educate, and graduate professionals who will:

- ▶ Develop the knowledge and skills needed to apply state-of-the art audiologic instrumentation, assessment procedures, and intervention strategies
- ▶ Be uniquely trained for employment in early childhood and K-12 educational settings
- ▶ Have the interpersonal skills necessary to communicate effectively with patients, family members, educational and medical professionals, and other professional entities representing diverse sociocultural backgrounds
- ▶ Have the written and oral communication skills necessary to be effective leaders in the profession and the community
- ▶ Provide leadership and model "best practice" in the audiology profession
- ▶ Be effective in an interdisciplinary team environment
- ▶ Be knowledgeable and critical consumers of research with the ability to apply research to clinical practice and to conduct clinical research
- ▶ Be knowledgeable in the legal, ethical, and business aspects of audiology practice and health care administration
- ▶ Develop the teaching skills needed to provide college-level instruction in clinical and/or educational audiology

### **Program Needs**

Because the Au.D. will be converted from the audiology master's degree, there will be no need for new space to accommodate the program, although some space modifications and enhancement of laboratory and clinical facilities may be needed.

The master's program currently enrolls approximately 10 new graduate students each year and accommodates 20 students on campus in any one semester. We anticipate maintaining an enrollment of 10 Au.D. students each year. Because third- and fourth-year students will participate in off-campus internships and externships, approximately

20 students will be on-campus each semester.

Currently, students in the master's degree program are required to complete 16 credit hours of off-campus externships prior to graduation. Thus, an adequate number of in-state and regional externship sites have already been identified and good working relationships with off-campus sites already exist. In addition, a matching program for Au.D. students has been developed by the American Academy of Audiology to match students in their fourth year of study to "dynamic clinical sites who have a declared commitment to the education of Audiology students."

Scholarships and fellowships are available annually for Au.D. students through the American Academy of Audiology and the Audiology Foundation of America.

In anticipation of the new ASHA and AAA requirements, the program recently added three courses to the master's degree program. These courses are currently taught by existing full-time faculty and affiliate faculty. With approval of the Au.D. degree, the program anticipates the need for additional part-time clinical instructors and for affiliate instructors for specialized courses. Specifically, conversion of the degree from the M.A. to the Au.D. will add six new courses to those already offered. Affiliate faculty and part-time instructors will be sought to assist with the additional course work. In addition, students in the second and third year of the program will enroll for Supervised Practicum in College Teaching. Those students will teach undergraduate courses, freeing existing faculty to teach advanced courses.

The greatest need will be for part-time clinical instructors to accommodate the increase in required clinical practicum hours and to organize and monitor off-campus clinical instruction. This need will be offset by the student credit hour production accrued for externships in the fourth year of the program.

### **Program Review and Assessment**

The Department of Communication Disorders will conduct review of the program following CCHE review process for new degree programs and the program review schedule of the College of Health and Human Sciences.

### **Length of Study/Degree Requirements**

Anticipated time to completion is 3 years, 9 months for students who matriculate from the bachelor's degree.

*Year 1:* The curriculum will include course work in basic sciences (hearing science, psychoacoustics neurophysiology, auditory physiology), clinical audiology, audiologic rehabilitation, educational and pediatric audiology, hearing disorders, hearing aids and cochlear implants, and industrial audiology. Clinical experiences will be provided in the

UNC Audiology and Speech-Language Pathology Clinic, regional school districts, and at practicum sites affiliated with UNC.

*Year 2:* The curriculum will include course work in advanced psychoacoustics, medical aspects of audiology, differential diagnosis, electrophysiology, amplification, and statistics. Students may satisfy the teaching requirement by teaching a college-level course under supervision of a faculty member. Clinical experiences will be provided in the UNC Audiology and Speech-Language Pathology Clinic, regional school districts, and at practicum sites affiliated with UNC.

*Year 3:* Students will complete advanced course work in speech perception, signal processing, pharmacology, epidemiology, electrophysiology, and diagnosis of special populations. If not completed in Year 2, students will be required to teach a college-level course under supervision of a faculty member. Students will complete off-campus internships in medical settings and educational (K-12) settings.

*Year 4:* The last 9 months to one year will be spent in full-time clinical residency. (This residency experience was formerly called the Clinical Fellowship Year (CFY) and students completed the residency after graduating with the master's degree.) Students may opt to complete the externship requirement in 3 semesters of 9 credits each or in two semesters totaling 27 credits.

Degree requirements total 127 to 130 credit hours including 72 credits of academic course work, 12 credits of on-campus clinical practicum, 16 credits of off-campus internship experiences, and 27 to 30 credits for a 9-month clinical externship/residency.

Supervised clinical practica will be provided at both on- and off-campus sites, and students will complete a minimum of 1500 hours of supervised clinical practicum experience and clinical residency.

### **Admission**

In addition to the Graduate School requirements for admission to a doctoral program, students will provide a written statement of the relationship of the doctoral program to their career goals. Applicants must demonstrate clear potential for success in a doctoral program in audiology, potential for leadership, evidence of professional commitment, potential for conceptualization and reporting of research, and potential for effective teaching.

The program assumes an undergraduate background in communication disorders or audiology. Students with bachelor's degrees in other disciplines may be admitted to the program but will be required to fulfill appropriate undergraduate requirements as determined by their program advisor and should be able to complete the program in a total of five years or less.

## **Advising and Review**

### **Academic Advisement and Matrix of Competencies**

Each student will be assigned an academic advisor from the audiology faculty with whom the student will develop a matrix of competencies to be completed during the program. The advisor will meet with the student regularly and guide his or her clinical and academic progress throughout the program.

### **On-Going Review**

Formative and summative evaluations will occur annually throughout the program. The review process is designed to monitor a student's performance in all aspects of academic and clinical work. Students' course grades, general performance in clinical practicum, and assessment from clinical supervisors will be reviewed as well as progress toward meeting competencies on the student's matrix. Feedback and recommendations for improvement will be provided throughout the program.

**AU.D. DEGREE**  
**DEPARTMENT OF COMMUNICATION DISORDERS**  
**DOCTORAL COMPREHENSIVE PERFORMANCE ASSESSMENT**  
**MATRIX OF PERFORMANCE OPTIONS**

**Each student will identify how competency will be demonstrated in each area below. Students should have at least two written performances and two oral performances.**

<b>Areas of competence for the Au.D.:</b>	<b>Written performances</b>	<b>Oral performances</b>	<b>Other demonstrations of performance</b>
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**Theory:** The study and application of historical, current, and evolving theories related to audiology.

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**Clinical Competence:**  
The application of clinical skills to diagnosis and treatment of auditory and vestibular disorders.

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**Effective Teaching:**  
Demonstration of college-level teaching skills.

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**Inquiry:** Study and application of procedures and research methods to clinical processes.

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**Scholarly Production:** The planning, development, and presentation of scholarly work in clinical audiology.

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**Leadership/Administration:**  
Study and application of procedures and methods for developing intra- and inter-personal skills and methods of health care administration.

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**TOPIC: CONCEPT PAPER: BACHELOR OF SCIENCE IN ATHLETIC TRAINING AT THE UNIVERSITY OF SOUTHERN COLORADO**

**PREPARED BY: WILLIAM G. KUEPPER**

**I. BACKGROUND**

The University of Southern Colorado has submitted a concept paper (Attachment A) for a Bachelor of Science (B.S.) in Athletic Training. The program is intended to prepare students to become certified athletic trainers. It would replace the current athletic training option within the major in Exercise Science, Health Promotion, and Recreation. The option currently enrolls 50 students.

New requirements for certified athletic trainers, taking effect in 2003, will require that a person graduate from an accredited athletic training course of study. This means that those institutions that wish to continue a program preparing athletic trainers will need to seek accreditation. To meet the 2003 deadline, a program must already be in candidacy. As USC prepared for accreditation, it decided to expand its athletic training option into a full degree program.

Certified athletic trainers work in secondary and post-secondary schools, clinical and rehabilitation centers. The job market for certified athletic trainers, according to the concept paper, is good and “appears to be demonstrating an upward trend.” A cited study by the Rocky Mountain Trainers’ Association shows that less than 1% of its 540 members are unemployed.

At the present time, the University of Northern Colorado is the only institution in Colorado that has an accredited athletic training program. Four other institutions, in addition to the one at the University of Southern Colorado, are candidates for accreditation. No other institution has indicated plans to develop an athletic training degree program in the near future.

**II. STAFF ANALYSIS**

Commission staff sees no issue with role and mission. USC already offers this as an emphasis within an existing degree program. The proposed major in athletic training is noted in the University Strategic Plan and in USC’s Role, Mission, and Name Change documentation. The staff also believes that the implementation of this degree would not create excessive duplication.

The main issues that need to be addressed in the full proposal include: 1) the advantages that the major or degree in athletic training will provide over seeking accreditation for the existing option, and 2) the costs of implementing the new program. The concept paper states that current faculty resources are sufficient to initiate the program. That matter should be amplified in the full proposal when a comparison of current and new curricula can be made.

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

After reviewing the concept paper, Commission staff conclude that the following should be included in the full proposal for Bachelor of Science degree in Athletic Training at USC. These items have been discussed with representatives of the governing board.

1. A comparison of the curriculum to be followed in the new degree compared to that which students now take in the athletic training option.
2. Since a number of institutions will continue to prepare athletic trainers using the model currently utilized at USC, i.e., a concentration within a broader degree program, the educational advantages to the graduate of having a specific degree in athletic training.
3. The advantages in the job market for someone having a degree in athletic training over a student who has a concentration or minor in the field.
4. A cost comparison between offering athletic training as an emphasis and a self-standing major.
5. Whether current faculty have the necessary qualifications and range of expertise sufficient to offer a major, or whether additional faculty will be necessary.
6. What options for the program would be present if accreditation is not achieved in the initial attempt.
7. How much the projected increase in enrollment is driven by having a major athletic training and how much by the program's (major or option) being accredited.
8. The sufficiency and nature of clinical sites if the enrollment expands as much as projected.
9. A plan for the assessment of student learning outcomes and for program review.

**IV. INFORMING THE GOVERNING BOARD**

Following this meeting, Commission staff shall inform the governing board about the above matters and any additional issues that the Commission may raise about the proposed Bachelor of Science in Athletic Training.

**Attachment A**

Concept Paper  
Bachelor of Science in Athletic Training  
College of Education, Engineering, and Professional Studies  
University of Southern Colorado

The College of Education, Engineering and Professional Studies at the University of Southern Colorado (USC) requests permission to establish a new academic degree program entitled Bachelor of Science in Athletic Training (BSAT). This degree would replace the Athletic Training Option under the current Bachelor of Science in Exercise Science, Health Promotion and Recreation. The degree option is and has been successful, although based on a recommendation from Pete Keohneke, National Chair of the Joint Commission on Athletic Training Review Committee for Accreditation, a separate degree program in Athletic Training would strengthen our self-study application and increase recruitment capabilities. If the Athletic Training option were to become a separate degree at USC, the current B.S. in Exercise Science and Health Promotion would not be adversely affected. The degree would have five viable option areas remaining (K-12 Physical Education Teacher Preparation, Health Promotion/Wellness, General Exercise Science, Outdoor Recreation, and Community/Commercial Recreation) that produce approximately 20-30 graduates each year.

This would be a unique degree for Colorado as no other institution currently offers a Bachelors degree specifically in Athletic Training. Other programs have athletic training as an option or area of concentration. The Athletic Training option at USC is in candidacy status for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). USC will submit a self-study to the Joint Commission on Athletic Training Review Committee in June 2003. An on-site review committee will then likely visit the USC campus during the fall 2003. If accreditation is awarded, USC students will meet the criteria to sit for the National Athletic Training Association certification exam.

In the fall 2002, the program at USC will have a Program Director and two Clinical Instructors, as well as other support faculty. Significant work has already been performed leading to the completion of the self-study including curriculum design, additional laboratory equipment and development of external intern clinical site agreements. Addition necessary resources include: continuation of existing faculty positions, additional clinical teaching space, additional laboratory equipment, and ongoing funding for continuing education. The University of Southern Colorado administration has committed support for the resources necessary in the accreditation process.

Currently, there is only one Athletic Training Program in Colorado that is CAAHEP accredited.

If USC achieves accreditation, it would be one of not more than six accredited programs in Colorado and would be a competitive degree that would bring increased enrollment to the university. The draft of the BSAT degree program structure is designed based on the following points:

1. Athletic Training is a rapidly growing and desirable field.

The Athletic Training market is currently good and appears to be demonstrating an upward trend of opportunities available for certified athletic trainers (ATC). The U.S. Bureau of Labor Statistics lists current 2000 employment levels at approximately 15,000 and the projected 10-year employment change to be about as fast as average. The ATC is a fairly new but integral part of the sports medicine team. The field has experienced an increased due to better sports medicine prevention, treatment, and rehabilitation techniques. Based on a study performed by the Rocky Mountain Athletic Trainers' Association, only 4 of the 540 Colorado members are currently unemployed.

The job market includes positions in secondary schools, colleges and universities, and clinical and rehabilitation centers. It is the position of the National Athletic Trainers' Association that all secondary schools should provide the services of a full-time, on-site, certified athletic trainer (ATC) to student athletes. According to an unpublished study conducted by Richard Griswold Ph.D. ATC at the Metropolitan State College of Denver, 94% of the 5A high schools in Colorado do employ or contract certified Athletic Trainers to work with student athletes and 63% of all high schools in the state employ or contract ATC's. With increased education and promotion more of the lower division schools will employ ATC's.

Board Certified Athletic Trainers are a preferred part of the health care team. The National Athletic Training Association reports that 23% of members work in high schools while another 11% serve the high school population through employment in a clinical setting. The college/university setting is home to 35% of NATA members, while clinics employ an additional 14%.

The Rocky Mountain Athletic Trainers' Association membership roster reports 534 members (including student members) for Colorado. The following table lists all Colorado NATA members by job setting (excluding students):

Job Description	Total
None Listed	20
Clinical Job Setting	109
Clinical/Industrial Setting	4
Corporate Setting	10
High School/Clinic Setting	49
Hospital Setting	17
High School Setting	86
Industrial Setting	5

Junior College Setting	3
Other Professional	45
Pro Basketball	3
Pro Football	3
Pro Hockey	3
Pro Soccer	3
Pro Baseball	4
Univ & College Setting	80
Unemployed	4
Total =	448

The Athletic Training field is also financially viable for graduates. The NATA 1999-2000 membership survey indicates that 30% of all members earn more the \$40,000, while 42% earn \$35,000 or more. Reimbursement is also gaining precedence. It was reported that 13% of the work performed by Athletic Trainers now receives third-party reimbursement. The American Medical Association added two current procedural terminology (CPT) codes specifically for Athletic Training. These codes are used in third-party payer billings. The codes went into effect January 2002. Reimbursement of Athletic Training skills and treatment procedures will continue to bolster referral and use of Athletic Trainers on medical/clinical teams. Third-party reimbursement may increase the full-time jobs available for ATC's in clinical and hospital settings.

2. Accreditation standards have limited the number of programs available for students in Colorado and nationwide.

Fewer schools will be establishing athletic training education programs that meet the required essential guidelines set forth by CAAHEP for accreditation. Currently, only the University of Northern Colorado's Department of Kinesiology and Physical Education has an accredited entry level (undergraduate) Athletic Training Education Program (ATEP). There are no graduate athletic training education programs in the state. Contacts with other colleges and Universities in Colorado indicate that Adams State College, Ft. Lewis College, Metro State, and Mesa State College are the only institutions, besides USC, that have candidacy status. Candidacy does not guarantee accreditation.

Other institutions in Colorado, besides those mentioned above, are not pursuing ATEP accreditation. The number of accredited programs across the nation will also be limited. Research concerning currently accredited programs in other states of similar size demonstrates the ability for USC to succeed, even if all the other programs in Colorado attain accreditation. Colorado, with a 2000 population census of 4,301,261 has one accredited undergraduate program. Missouri with a census of 5,595,211 has 5 accredited programs, Indiana with a census of 6,080,485 supports 8 accredited programs and South Dakota with a census of 754,844 has 3 accredited programs at the current time.

3. There has been significant growth in the number of students electing athletic training as

their field of study.

Our current records indicate over fifty students at USC have selected athletic training as their Exercise Science and Health Promotion option. Twenty of the fifty are freshmen, indicating an increased interest in the program. Athletic Training is the most popular option within the department at this time and is expected to grow in the future. The department of Exercise Science, Health Promotion, and Recreation experienced a 32% increase in enrollment in the spring 2002 as compared to the spring 2001. If the program becomes accredited, it is estimated that USC would see an increase of approximately fifty to sixty additional students over the next five years. USC will also have increased enrollment due to reciprocal relationships that are forged with local community colleges regarding athletic training preparation. USC is working with 3 community colleges to develop reciprocal matriculation agreements. As of January 2004, only students graduating from a CAAHEP accredited institution will be eligible to sit for the National Athletic Training Association certification exam. If the program does not obtain accreditation, it will have to be discontinued and the University of Southern Colorado will lose approximately 50 to 60 FTE each semester.

4. Placement of certified athletic training (ATC) graduates is high.

A study conducted by the National Athletic Training Association (more than 26,000 individual members) found that of the 122 Nationally Accredited Athletic Training Education Programs, 5290 students have graduated, 48% Male and 52% Female. Of these graduates 21% are employed in the college setting, 18% in the High School setting, 3% in the professional sports setting, and 53% in the clinic and/or hospital setting. Over 45% enroll in post-graduate education. There is an increasing demand for Certified Athletic Trainers in high school, college, clinical, industrial, and military settings. The precedence in these settings is to require National Certification for employment, especially in the college, clinical, and industrial settings. Recent data collected by NATA show that patient satisfaction ratings are above 96% when a board certified athletic trainer provided treatment.

5. The mission of USC is in part to provide educational programs that respond to the needs of the people of Colorado.

The University of Southern Colorado is a regional, comprehensive university. The University's student profile indicates that USC provides access to higher education for students whose economic and social circumstances require that they remain in the Southern Colorado area. An accredited degree program in Athletic Training at USC would provide access to student in Southern Colorado and Northern New Mexico. One role of the university is to prepare more residents for professional positions. An accredited program in Athletic Training would meet that goal. Currently, Athletic Training is an option under the degree of Exercise Science, Health Promotion. The degree option is and has been successful but based on a recommendation from Pete Keohneke, National Chair of the Joint Commission on Athletic Training Review Committee for Accreditation, a separate degree program would strengthen our self-study application and increase recruitment capabilities. Without a degree from an accredited education program, athletic training students will not be permitted national certification, leaving a gap in the

provision for certified athletic trainers in Southern Colorado. National certification is required in the state of Colorado to obtain professional positions in Athletic Training.

In addition, the ATEP provides student athletic trainers to assist the USC athletic programs. As a Division II School, USC Athletics cannot afford to hire additional Professional Athletic Training Staff. Without an Athletic Training Education Program to provide clinical supervision and student athletic trainers, it would be difficult for USC Athletics alone to provide the necessary care for collegiate athletes. An accredited degree program in Athletic Training would match the mission and goals of USC as well as the market needs and demands of the Southern Colorado and Northern New Mexico areas.

The new degree is supported by the University of Southern Colorado administration and is cited in the University Strategic Plan and the Role, Mission, and Name Change document. The resources needed to support the degree are mostly in place at this time and are successfully producing graduates in the athletic training option. Since the accredited program should result in increased enrollments, additional resources (one clinical instructor and ongoing equipment and developmental needs) will be required to support the program in the next few years.

### BS in Athletic Training

#### Goals and Program Design

The degree program will:

- Enable students to acquire professional experience and skills in Athletic Training.
- Prepare students to demonstrate an understanding of the foundations of human kinetics.
- Prepare students to demonstrate the knowledge and skills for assessment, rehabilitation, and treatment of athletic injuries.
- Enable students to acquire knowledge and skill in proper prevention, management and rehabilitation of injuries and illness to physically active individuals.
- Prepare students to assist in the daily operation of the Athletic Training Room.
- Assist members of the physically active community attain higher levels of performance through proper health care and appropriate injury/illness preventive measures.
- Enable students to acquire knowledge, experience, and skills to assure successful complete the NATABOC certification examination.
- Enable students to enter and succeed in the Athletic Training profession.

Program Design:

In accordance with the guidelines established by the National Athletic Trainers' Association (NATA) for the establishment of clinical components of curriculum programs in athletic training, this athletic training education program has been developed to provide a

standard of education for students who have been admitted to the curriculum in athletic training. The role of delineation study established the basis for the national athletic trainer certification examination. The competencies identified by the NATA Education Council are a guide for the development of educational programs leading to certification as an athletic trainer and are intended to assist athletic training faculty, staff, and students in identifying knowledge and skills to be mastered. The program design closely follows the guidelines set forth by NATA, which assures a quality program and the ability for students to challenge the national certification examination. There will be specific focus on professional conduct, experiential learning opportunities, professional relationships, clinical experiences, retention, and completion of the program. The program will be competitive and will have a specific admission policy for which the student will submit application materials in the spring of the sophomore year.

**TOPIC: DEGREE PROGRAM NAME CHANGES**

**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.

CCHE policy requires the Commission approve the name changes that involve substantive changes to the curriculum, a different target market population, or expansion of the scope of a 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 Northern Colorado

Current Program Titles: Bachelor (B.A.) of Arts in Kinesiology  
Master of Arts (M.A.) in Physical Education  
Doctor of Education (Ed.D.) in Physical Education

Revised Program Titles: Bachelor (B.S.) of Science in Exercise and Sport Science  
Master of Science (M.S.) in Exercise and Sport Science  
Doctor of Philosophy (Ph.D.) in Exercise and Sport Science

Approved by: Trustees of the University of Northern Colorado  
(June 14, 2002)

Rationale:

- UNC's current doctoral. program requirements now match or exceed those of Ph.D. programs in other departments at UNC. Doctoral students must already hold a Master's degree; complete a set of requirement in statistics and research methodology; demonstrate competency in a second research tool; engage in field-based experiences, and are advised to pursue interdisciplinary approaches to complex problems.

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.

B.	Institution:	University of Northern Colorado
	Current Program Titles:	Bachelor of Arts (B.A.) in German Bachelor of Arts (B.A.) in French
	Revised Program Titles:	Bachelor of Arts (B.A.) in Foreign Language
	Approved by:	Trustees of the University of Northern Colorado (June 14, 2002)

Rationale:

- A single name with two emphasis areas will be more efficient administratively. The degrees are currently housed in the Department of Foreign Languages and the combination would align the name of the program with the name of the department.
- Combining the programs in French and German within a single degree would result in the elimination of a low-enrolled program in French from the low-enrolled exemption list.
- The curriculum of the emphasis areas has already been aligned and is parallel in course requirements, course titles and course and degree credits. No further changes to the program would be necessary at this time.

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.