

REVISED

CCHE Agenda

November 7, 2002

Pueblo Community College

Pueblo, Colorado

10:00 a.m.

I. Approval of Minutes

II. Reports

- A. Chair's Report – Lamm
- B. Commissioners' Reports
- C. Advisory Committee Reports
- D. Public Comment

III. Consent Items

- A. Teacher Authorization:
 - (1) Proposal: Literacy/Reading Endorsement at Adams State College – Samson
 - (2) Proposal: Authorization for University of Colorado at Denver in Secondary Education Mathematics – Gettle
 - (3) Proposal: Authorization for University of Colorado at Denver in Secondary Education Social Studies – Gettle
- B. Application for Participation in State-Funded Student Assistance Program – Linder
- C. Proposal: Policy Concerning Cooperation by Institutions of Higher Education with Federal Anti-Terrorism Measures – Williams
- D. University of Colorado at Boulder Lease, Acquisition, and Renovation of 1777 Exposition Drive, Boulder – Johnson

IV. Action Items

- A. University of Colorado Health Sciences Center Facilities Presentation – Johnson (90 minutes)

V. Items for Discussion and Possible Action

- A. Statewide Transfer Policy – Evans
- B. Proposed Student Appeals Policy – Samson

VI. Written Reports for Possible Discussion

- A. FY 2002 Tuition and Fee Report – Mullen - Presentation
- B. CCHE – Capital Assets Quarterly Report (Waivers, SB 92-202 and Cash-Funded Approvals and Leases) – Johnson
- C. Degree Program Name Changes and Endorsement Titles – Evans

TOPIC: CHAIR'S REPORT

PREPARED BY: PEGGY LAMM

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

TOPIC: COMMISSIONERS' REPORTS

PREPARED BY: COMMISSIONERS

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

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.

TOPIC: PUBLIC COMMENT

PREPARED BY: TIM FOSTER

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

TOPIC: PROPOSAL: LITERACY/READING ENDORSEMENT AT ADAMS STATE COLLEGE

PREPARED BY: SHARON SAMSON

I. SUMMARY

The Trustees of the State Colleges in Colorado have requested approval for an endorsement in Literacy/Reading for Adams State College (ASC). Since this is a graduate level endorsement (i.e., the endorsement is offered only to licensed Colorado teachers who have previously graduated from a baccalaureate or masters program) for a public institution that has been previously granted initial teacher education authorization, the request is reviewed under the Commission graduate criteria: role and mission, bona fide need, quality of curriculum, and assessment plan.

The strengths of the proposal include:

- The Literacy endorsement is consistent with Adams State College's role as a regional education provider and its mission to provide access to education programs in rural Colorado.
- The federal legislation, *No Child Left Behind*, emphasizes the need for literacy-trained educators. The appropriation for the legislation supports reading teachers and smaller size classes in school districts. Colorado school districts will have increased demand for teachers with advanced training in literacy.
- Curriculum is designed with a 9 credits education core and 23 credits in literacy, including an internship. It was developed in consultation with K-12 partners and is aligned with Colorado literacy standards.
- An assessment plan that measures student performance continuously during the program, including Admission, Content, Mastery of Skills, and Post-Graduate.

CCHE staff recommend that the Commission approve a Literacy endorsement for Adams State College.

II. STAFF ANALYSIS

Analysis of Teacher Education Performance Criteria

This section of the analysis is based on the materials submitted in the proposal and the findings of ASC's 2001 teacher education site review. In its analysis of teacher education proposals, the Commission's primary concern centers on the quality of the Literacy program

and evidence that it will prepare quality teachers. CCHE examines the proposal for evidence of quality in three critical aspects of the program design – (1) content, (2) assessment, and (3) field experience.

Content

CCHE’s Teacher Education Policy defines a quality teacher education graduate program as one characterized by advanced knowledge in the area of specialty integrated with an internship experience. All candidates for this endorsement area are licensed teachers with teaching experience. Table 1 lists the required courses and practicum in Literacy.

CCHE and CDE staff concur that the content provides appropriate knowledge and opportunities to develop the skills needed by Literacy Lead teachers. It builds on the literacy knowledge gained in an undergraduate program. Two courses in particular -- *Literacy in Content Areas* and *Applications in Technology* -- develop skills defined in Colorado’s Reading standards.

Table 1: Literacy/Reading Endorsement Requirements

CORE	COURSE TITLE	Credits
PSYCH 503	Introduction to Research	3
ED 549	Educating Diverse Learners	3
ED 550	Curriculum and Assessment	3

LITERACY COURSES	COURSE TITLE	Credits
ED 547	Technology Applications	1
ED 521	Foundations of Literacy	3
ED 522	Diagnosis and Assessment of Literacy	3
ED 523	Literacy Strategies for Diverse Students	3
ED 524	Literacy in Content Areas	3
ED 526	Readers Writers Workshop	1
ED 525	Practitioners Research	3
ED 527	Practicum in Literacy (Internship)	4-6
	TOTAL	30-32

Assessment

In a graduate program, assessment measures a student's qualification at entry point, mid-point, exit point, and post-graduation. The primary components of Literacy Candidate Performance Assessment Plan proposed by Adams State College include:

1. **ADMISSION ASSESSMENT:** (1) Currently holds a provisional License in Elementary Ed, Secondary Education, Special Education, (2) Recommendations from current supervising administrator and principal, and (3) Teaching experience.
2. **CONTENT ASSESSMENT.** (1) Approval of Research Project, (2) Academic Portfolio Review, and (3) **CONTENT** assessment in Literacy/Reading. Graduate Candidate Review occurs each semester and results in a recommendation for continuation, remediation or removal from field of study.
3. **MASTERY OF TEACHING SKILLS.** (1) Internship Evaluation, (2) Portfolio Review by Examining Board, and (3) Research Project Review by Examining Board.
4. **POST GRADUATE.** (1) First year Survey and (2) Job Placement.

Field Experience

Like initial teacher preparation programs, a graduate program provides substantial clinical training under the direct supervision of expert teachers. Educators from Pueblo 60 co-developed the proposal to meet the needs of its school district. Cherry Creek and Douglas County have also invited ASC to provide a Literacy/Reading endorsement program for its teaching corps. Given the size of the three districts, sufficient internship opportunities under qualified Reading Teachers will be available.

III. STAFF RECOMMENDATION

That the Commission grant Adams State College authorization for a Literacy/Reading endorsement.

**TOPIC: PROPOSAL: AUTHORIZATION FOR UNIVERSITY OF
 COLORADO AT DENVER IN SECONDARY EDUCATION
 MATHEMATICS**

PREPARED BY: PATTY GETTLE

I. SUMMARY

The Regents of the University of Colorado request Commission approval for the University of Colorado at Denver (UCD) to offer baccalaureate programs leading to Secondary Mathematics licensure. CCHE and the Colorado Department of Education (CDE) have reviewed the documentation submitted by UCD. UCD currently has approved a post-baccalaureate licensure program in Secondary Mathematics. This request would expand the licensure to undergraduate students enrolled in the Mathematics degree program. The State Board of Education (SBE) supports approving a teacher education program at UCD in Secondary Mathematics.

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

- Strong curriculum with content that is aligned to the Mathematics Content Standards.
- Strong field experience with special emphasis on urban field placement consistent with the role and mission of UCD.
- An existing Assessment Plan to measure teacher education candidate performance.
- Existing transfer guides to permit prospective teacher education candidates to begin their Mathematics program at a community college and enter with junior standing if the student receives an AA degree.

That the Commission authorize the University of Colorado at Denver to offer secondary licensure in mathematics under its Mathematics B.S. degree.

II. BACKGROUND

The Commission authorized the University of Colorado at Denver to offer teacher preparation programs at the post-baccalaureate level in April of 2001 in Elementary Education, Secondary Education and Special Education. At that time, the teacher education review team recommended that UCD develop a baccalaureate program 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 approval

for Secondary Education licensure in Mathematics.

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 freshmen, 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 126 credit hours for Secondary Mathematics licensure via Mathematics B.S. 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

Analysis of Teacher Education Performance Criteria – Secondary 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.

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.

Mathematics Major, Secondary Mathematics Licensure

A prospective Secondary Math teacher would enroll in the B.S. Mathematics degree program to gain content knowledge. The Mathematics curriculum requires 15 mathematics courses, ranging from number systems to advanced mathematical modeling. An analysis of the mathematics curriculum indicated that it is aligned with the Mathematics content standards, grades 6–12. The reviewers concluded that UCD students will have a solid understanding of geometry, algebra and calculus that are the essential content taught in a secondary school. The curriculum is enhanced by three courses that apply math concepts to real world problems, specifically *Computer Assisted Problem Solving*, *Applied Graph Theory*, *Mathematics Clinic*, which will help develop problem-solving skills. UCD's Mathematics degree program provides students seeking licensure with the appropriate content knowledge for secondary Mathematics licensure (Attachment A).

In addition to the major requirements, a student must complete general education requirements, required education courses, and field experiences. Education courses provide knowledge in standards, assessment, and instructional skills. The corresponding field experiences provide opportunities for the candidate to implement the teaching skills under a qualified classroom teacher. In total, the mathematics graduation requirements meet the statutory requirement of a four-year degree. Table 1 provides a general overview of the curriculum design for a student enrolled in mathematics, pursuing Secondary Mathematics licensure.

Table 1: Curriculum Design of the Secondary Education Mathematics Program

Curriculum	Credit Hours
General Education	41
Mathematics Major	45
Other Required Courses	6
Professional Knowledge	34
Total Credits	126

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 assessment points.

1. **ASSESSMENT OF GENERAL EDUCATION.** Student will be required to have a satisfactory score on the ETS Short Profile prior to admission to a teacher education program.
2. **CONTENT ASSESSMENT.** Student will be required to pass the PLACE content exam (or other state-approved content exam) in their field of study prior to 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. The site coordinator's 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 students, observe the students 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 candidates receive 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.

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 support for teacher candidates.

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

Table 4: Field Experience Hours Spread Across Program

Time taken	Course Number	Location	Number of Contact Hours
Pre-Junior Year	IPTE 5910	Metro Denver in a variety of schools	152
Junior or Senior Year	IPTE 5911	UCD Partner School	152
Senior Year – second semester	IPTE 5912	UCD Partner School	200
Senior Year – second semester	IPTE 5913	UCD Partner School	352
			Total = 856

Mastery of Teaching Skills

The State Board of Education is responsible for reviewing the eight elements related to Mastery of Skills -- Literacy, Mathematics Literacy, Pedagogical Content, Classroom Management, Instructional Strategies, Technology, School Laws, Governance, and Democracy. Because the Commission shares an interest in ensuring that each teacher

education program have strong literacy and technology components, the analysis of these elements are included.

Literacy Although the secondary mathematics teacher relies on other teaching personnel to provide literacy instruction and remediation, it is important that all teachers are knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. UCD requires all secondary education candidates to enroll in a course in *Secondary Literacy Instruction and Assessment*. This course provides knowledge about specific literacy methods to enhance the development of a student's literacy within the mathematics content materials. It includes instructional strategies for special populations, especially students for whom English is a second language. Various methods of literacy assessment methods are emphasized as well as the use of assessment information to guide instruction for students. Teacher Ed candidates also enroll in a *Content Literacy Assessment and Instructional Teaching Lab*. This lab is designed to give candidates experience in examining K-12 students performance data and using the data to plan instruction that meet reading standards through math content classes.

Together, these courses address specific elements of SBE's mastery of skills standard pertaining to literacy, including:

- 1.1 Plan and organize reading instruction based on ongoing assessment.
- 1.3 Develop reading comprehension in content area literacy.
- 1.4 Support reading through oral and written language development.
- 1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Technology Two math courses, *Computer Assisted Problem Solving* and *Mathematics Clinic* are designed to assist teacher candidates in applying technology to enhance the delivery of standards-based instruction and to develop basic technology skills for middle and high school students. The *Content Literacy Assessment Lab* builds teaching skills in:

- 7.3 Utilizing technology to manage and communicate information
- 7.4 Applying technology to data-driven assessments of learning.

IV. STAFF RECOMMENDATION

That the Commission authorize the University of Colorado at Denver to offer secondary licensure in mathematics under its Mathematics B.S. degree program.

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.

Attachment A

Institution: UCD Degree: Mathematics B.S.

Licensure: Mathematics: Secondary Education

CURRICULUM	Credits
General Education	41
Mathematics Major	45
Other Required Courses	6
Professional Knowledge	34
GRADUATION REQUIREMENTS	126

Students entering UCD's undergraduate Mathematics Major program are required to enroll in 15 mathematics courses (45 credits)

I. Major Requirements

Mathematics (48 credits)

MATH 1401	Analytical Geometry & Calculus I	4
MATH 2411	Analytical Geometry & Calculus II	4
MATH 2422	Calculus & Analytical Geometry IIIa	2
MATH 2423	Calculus & Analytical Geometry IIIb	2
MATH 3000	Introduction to Abstract Mathematics	3
MATH 3191	Applied Linear Algebra	3
MATH 3200	Elementary Differential Equations	3
MATH 3210	Higher Geometry I	3
MATH 3250	Computer Assisted Problem Solving I	3
MATH 3800	Probability and Statistics	3
MATH 4010	History of Mathematics	3
MATH 4201	Topology	3
MATH 4408	Applied Graph Theory	3
MATH 4779	Mathematics Clinic	3
MATH 4791	Continuous Modeling	3
	Total=	45

II. General Education Requirements

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

GENERAL EDUCATION COURSES	COURSE TITLE	Credit
Category 1: English Composition/Oral Communication (9 credit GE institution requirement)		
ENGL 1020	Core Composition I	3
ENGL 2030	Core Composition II	3
CMMU 3120	Technical Communication	3
Category 2: Mathematics (3 credit GE institution requirement)		
MATH 3140	Introduction to Modern Algebra	3
Category 3: Natural & Physical Sciences (8 credit GE institution requirement)		
ENVS 1042	Environmental Science with Lab	4
GEOL 1072	Physical Geology: Surface Processes with Lab	4
Category 4: Behavioral/Social Sciences (9 credit GE institution requirement)		
PSY 1000	Introduction to Psychology I	3
PSC 1101	American Political Systems	3
GEOG 1102	World Regional Geography	3
Category 5: Humanities (6 credit GE institution requirement)		
PHIL 1020	Introduction to Ethics and Society: The Person & the Community	3
HIST 1361	US History to 1876	3
Category 6: Arts (3 credit GE institution requirement)		
FA 1001	Introduction to Arts	3
Category 7: Cultural Diversity (3 credit GE institution requirement)		
HIST 3345	Immigration and Ethnicity in American History	3
TOTAL		41

III. Other Graduation Requirements for Mathematics majors pursuing licensure

SOC 1001	Introduction to Sociology	3
MUS 1001	Music Appreciation	3
TOTAL		6

Content Analysis:

The curriculum requirements specified in UCD's Mathematics Major program provides students with required mathematical knowledge and skills, including:

- Knowledge of how to develop number sense and use of numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems (Introduction to Abstract Mathematics, Applied Linear

Algebra)

- Understanding how to use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems. (Computer Assisted Problem Solving I, Probability and Statistics, History of Mathematics, Mathematics Clinic, Continuous Modeling)
- Understanding how to use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (Introduction to Abstract Mathematics, Introduction to Modern Algebra, Applied Linear Algebra, Elementary Differential Equations)
- Knowledge of how to use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems. (Analytical Geometry & Calculus I, Analytical Geometry & Calculus II, Calculus & Analytical Geometry IIIa, Calculus & Analytical Geometry IIIb, Higher Geometry I, Topology)
- Understanding how to use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems (Computer Assisted Problem Solving I, Probability and Statistics, Applied Graph Theory, Mathematics Clinic, Continuous Modeling)
- Understanding how to link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers in problem-solving situations and communicate the reasoning used in solving these problems. (Applied Linear Algebra, Computer Assisted Problem Solving I, Probability and Statistics, Mathematics Clinic, World Regional Geography, American Political Systems, Introduction to Psychology)

UCD students will have a solid understanding of geometry, algebra and calculus that are the essential content taught in a secondary school.

The curriculum is enhanced by three courses that apply math concepts to real world problems, specifically Computer Assisted Problem Solving, Applied Graph Theory, Mathematics Clinic, which will help develop problem-solving skills. The curriculum is completed by an advanced math course, Continuous Modeling, which provides a variety of opportunities to translate differential and fractal models.

Conclusion:

UCD's Mathematics degree program provides students seeking secondary Mathematics licensure with the appropriate content knowledge.

**TOPIC: PROPOSAL: AUTHORIZATION FOR UNIVERSITY OF
 COLORADO AT DENVER IN SECONDARY EDUCATION SOCIAL
 STUDIES**

PREPARED BY: PATTY GETTLE

I. SUMMARY

The Regents of the University of Colorado request Commission approval for the University of Colorado at Denver (UCD) to offer baccalaureate programs leading to Secondary Social Studies licensure. CCHE and the Colorado Department of Education have reviewed the documentation submitted by UCD. UCD currently has approved post-baccalaureate licensure programs in Secondary Social Studies. This request would expand the licensure to undergraduate students enrolled in the History and Political Science degree programs. The State Board of Education supports approving a teacher education program at UCD in Secondary Social Studies.

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

- Curriculum that is aligned to the Social Studies Content Standards.
- Strong field experience with special emphasis on urban field placement consistent with the role and mission of UCD.
- An existing Assessment Plan to measure teacher education candidate performance.
- Existing transfer guides to permit prospective teacher education candidates to begin their history or political science program at a community college and enter with junior standing if the student receives an AA degree.

Staff recommend that the Commission authorize the University of Colorado at Denver to offer secondary licensure in social studies under its History or Political Science B.A. degrees.

II. BACKGROUND

The Commission authorized the University of Colorado at Denver to offer teacher preparation programs at the post-baccalaureate level in April of 2001 in Elementary Education, Secondary Education and Special Education. At that time, the teacher education review team recommended that UCD develop a baccalaureate program 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 approval

for Secondary Education licensure in Social Studies.

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 freshmen, 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 126 credit hours for Secondary Social Studies licensure via History or Political Science B.S. 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 existing degree programs (History B.A., Political Science B.A.) the analysis deals only with the teacher authorization.

Analysis of Teacher Education Performance Criteria – Secondary 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.

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. A prospective Social Studies teacher would enroll in the either the B.A. in History or the B.A. in Political Science degree program to gain the breadth and depth of content knowledge needed to teach at the secondary level.

History Major

UCD students majoring in History will have a solid understanding of world and US history, which is essential content taught in middle and high schools. General education courses in political science, sociology, geography, and anthropology supplement the history knowledge. In addition, a history major must take economics. The history curriculum design provides a comprehensive knowledge base for social studies with substantive depth in history. The full analysis is included as Attachment A.

Political Science Major

UCD students majoring in political science will have a solid foundation in government and political systems supplemented with economics knowledge. On the other hand, the political science program as proposed is fairly weak in history – a subject that is central to the social studies curriculum in middle and high schools. It is recommended that UCD add two courses in World History or Western Civilization to its supporting course requirement that will fully align its political science curriculum with social studies content standards. The full analysis is included as Attachment B.

In addition to the major requirements, a student must complete general education requirements, required education courses, and field experiences. The two majors share a common general education curriculum and the same program design because social studies cover a broad area, and a teacher is expected to have knowledge in history, geography,

economics, and political science. Table 1 illustrates the curriculum design. The professional knowledge courses provide knowledge in standards, assessment, and instructional skills. The corresponding field experiences provide opportunities for the candidate to implement the teaching skills under a qualified classroom teacher. In total, the History and Political Science graduation requirements meet the statutory requirement of a four-year degree. Table 1 provides a general overview of the curriculum design for a student enrolled in History or Political Science, pursuing Secondary Social Studies licensure.

Table 1: Curriculum Design of a Program Leading to Secondary Social Science Licensure

Curriculum	History Credit Hours	Political Science Hours
General Education	47	47
Major	36	36
Supporting Social Science Courses	9	9*
Professional Knowledge	34	34
Total Credits	126	126

*Only 6 credits currently recommended.

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 assessment points.

1. **ASSESSMENT OF GENERAL EDUCATION.** Student will be required to have a satisfactory score on the ETS Short Profile prior to admission to a teacher education program.
2. **CONTENT ASSESSMENT.** Student will be required to pass the PLACE content exam (or other state-approved content exam) in their field of study prior to 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 students observe the students 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.

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.

Table 2 shows the distribution of the of field experiences over the program and includes 856 contact hours, exceeding the 800 hour minimum requirement.

Table 2: Field Experience Hours Spread Across Program

Time taken	Course Number	Location	Number of Contact Hours
Pre-Junior Year	IPTE 5910	Metro Denver in a variety of schools	152
Junior or Senior Year	IPTE 5911	UCD Partner School	152
Senior Year- second semester	IPTE 5912	UCD Partner School	200
Senior Year – second semester	IPTE 5913	UCD Partner School	352
			Total = 856

Mastery of Teaching Skills

The State Board of Education is responsible for reviewing the eight elements related to Mastery of Skills -- Literacy, Mathematics Literacy, Pedagogical Content, Classroom Management, Instructional Strategies, Technology, School Laws, Governance, and Democracy. Because the Commission shares an interest in ensuring that each teacher education program has strong literacy and technology components, the analysis of these elements are included.

Literacy

Although the secondary mathematics teacher relies on other teaching personnel to provide literacy instruction and remediation, it is important that all teachers are knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. UCD requires all secondary education candidates to enroll in a course in *Secondary Literacy Instruction and Assessment*. This course provides knowledge about specific literacy methods to enhance the development of a student’s literacy within the social studies content materials. It includes instructional strategies for special populations, especially students for whom English is a second language. Various methods of literacy assessment methods are emphasized as well as the use of assessment information to guide instruction for students. Teacher Ed candidates also enroll in a *Content Literacy Assessment and Instructional Teaching Lab*. This lab is designed to give candidates experience in examining K-12 students performance data and using the data to plan instruction that meet reading standards through social studies content classes.

Together, these courses address specific elements of SBE’s mastery of skills standard pertaining to literacy, including:

Plan and organize reading instruction based on ongoing assessment.

- 1.3 Develop reading comprehension in content area literacy.
- 1.4 Support reading through oral and written language development.
- 1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Technology

In the general education curriculum, the student will enroll in a course, *Computers in Arts and Science*. It is a laboratory-based problem solving course which is focused on developing skills on personal computers. It will assist teacher candidates in applying technology to enhance the delivery of standards-based instruction and to develop basic technology skills for middle and high school students. The topics include internet research, computer literacy, spreadsheets, graphical analysis and elementary programming. The *Content Literacy Assessment Lab* builds teaching skills in:

- 7.3 Utilizing technology to manage and communicate information
- 7.4 Applying technology to data-driven assessments of learning.

IV. STAFF RECOMMENDATION

That the Commission authorize the University of Colorado at Denver to offer secondary licensure in social studies under the proposed History and Political Science B.A. degree programs.

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.

Attachment A

Institution: UCD Degree: History B.A.

Licensure: Social Studies Secondary Education

CURRICULUM	Credits
General Education	47
History Major	36
Other Licensure Requirements	9
Professional Knowledge	34
GRADUATION REQUIREMENTS	126

Students entering UCD's undergraduate History Major program must successfully complete 12 courses (36 credit hours) in History, 2 courses (6 credits) in Economics, and 1 course (3 credits) in Sociology. This is supplemented by 18 credits of Social Science and Humanities general education courses.

I. Major Requirements

History

HIST 1016	World History to 1500	3
HIST 1026	World History Since 1500	3
HIST 1361	US History to 1876	3
HIST 1362	US History Since 1876	3
HIST 1381	Pathways to the Present	3
HIST 3230	The American Presidency	3
HIST 3480	Introduction to European History	3
HIST 3451	Introduction to African History	3
HIST 3460	Introduction to Latin American History	3
HIST 3601	Colorado History	3
HIST 4234	Introduction to Public History	3
HIST 4839	History Seminar	<u>3</u>
	Total=	36

II. General Education Requirements

The College of Liberal Arts and Science requires that a student complete more credits than other colleges in the knowledge areas. However, it exempts the student from 3 credits in the knowledge area of their major. For example, a History major is exempt from enrolling a general education History course.

Table 3: Curriculum of General Education for History Major, Social Studies Teacher Preparation Degree Program

GENERAL EDUCATION COURSES	COURSE TITLE	Credit
Category 1: English Composition/Oral Communication (9 credit GE requirement)		
ENGL 1020	Core Composition I	3
ENGL 2030	Core Composition II	3
CMMU 3120	Technical Communication	3
Category 2: Mathematics (3 credit GE requirement)		
MATH 2000	Mathematics for Liberal Arts	3
Category 3: Natural & Physical Sciences (11 credit GE requirement)		
ENVS 1042	Environmental Science with Lab	4
GEOL 1072	Physical Geology: Surface Processes with Lab	4
MATH 1350	Computers in Arts and Science	3
Category 4: Behavioral/Social Sciences (12 credit GE requirement)		
PSY 1000	Introduction to Psychology I	3
PSC 1101	American Political Systems	3
GEOG 1102	World Regional Geography	3
ANTH 2102	Culture and Human Experience	3
Category 5: Humanities (6 credit GE requirement – History major exempt from GE History requirement)		
PHIL 1020	Introduction to Ethics and Society: The Person & the Community	3
HIST	History major is exempt	0
Category 6: Arts (6 credit GE requirement)		
FA 1001	Introduction to Arts	3
PMUS 1001	Music Appreciation	3
Category 7: Cultural Diversity (3 credit GE requirement)		
HIST 3345	Immigration and Ethnicity in American History	3
TOTAL		47

III. Other Supporting Courses

Table 4: Required Content Courses Beyond the History Major

OTHER REQUIRED COURSES	COURSE TITLE	Credit
ECON 2012	Principles of Economics – Macro	3
ECON 2022	Principles of Economics – Micro	3
SOC 1001	Introduction to Sociology	3

TOTAL	9
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Content Analysis:

The curriculum requirements specified in UCD's History Major program leading to Secondary Social Studies licensure, provides students with the required knowledge, including:

Content Standards: Secondary: Social Studies:

- Understanding the chronological organization of history and how to organize events and people into major eras to identify and explain historical relationships (World History to 1500, World History Since 1500, US History to 1876, US History Since 1876, Introduction to European History, Introduction to African History, Introduction to Latin American History, Colorado History)
- Understanding that societies are diverse and have changed over time (World History to 1500, World History Since 1500, US History to 1876, US History Since 1876, Immigration and Ethnicity in American History, Introduction to Ethics and Society, Culture and Human Experience, Introduction to Sociology)
- Knowledge of how political institutions and theories have developed and changed over time (World History to 1500, World History Since 1500, US History to 1876, US History Since 1876, Immigration and Ethnicity in American History, History Seminar, American Political Systems)
- Knowledge of how religious and philosophical ideas have been powerful forces throughout history (World History to 1500, World History Since 1500, Immigration and Ethnicity in American History, Introduction to European History, Introduction to African History, Introduction to Latin American History, Pathways to the Present, Culture and Human Experience)
- Understanding how science, technology, and economic activity have developed and changed over time (US History to 1876, US History Since 1876, Immigration and Ethnicity in American History, Colorado History, Pathways to the Present, Principles of Economics – Macro, Principles of Economics – Micro)
- Understanding the purposes of government, the basic constitutional principles of the United States republican form of government (American Political Systems, US History to 1876, US History Since 1876)
- Knowledge of the structure and function of local, state, and national government and how citizen involvement shapes policy (American Political Systems, The American Presidency, Colorado History)
- Knowledge of the political relationship of the United States and its citizens to other nations and to world affairs (Immigration and Ethnicity in American History, Introduction to European History, Introduction to African History, Introduction to Latin American History, Pathways to the Present)
- Understanding how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels – local, state, and national (Introduction to Ethics and Society, American Political Systems)

UCD students majoring in History will have a solid understanding of World and US History, which are essential content taught in middle and high schools. General education courses in political science, sociology, geography, and anthropology supplement the history knowledge. In addition, a history major must take economics. The History curriculum design provides a comprehensive knowledge base for social studies with substantive depth in History.

Conclusion:

UCD's History B.A. degree program provides students seeking secondary Social Studies licensure with the appropriate content knowledge.

Attachment B

Institution: UCD Degree: Political Science B.A.

Licensure: Social Studies Secondary Education

CURRICULUM	Credits
General Education	47
Political Science Major	36
Other Licensure Requirements	9
Professional Knowledge	34
GRADUATION REQUIREMENTS	126

Students entering UCD's undergraduate Political Science Major program must successfully complete 12 courses (36 credits) in Political Science, 3 courses (9 credits) in Economics and History. This is supplemented by 18 credits in Social Science and Humanities general education courses

I. Major Requirements

Political Science

PSC 1001	Introduction to Political Science	3
PSC 1101	American Political Systems	3
PSC 3914	The Urban Citizen	3
PSC 3011	Research Methods	3
PSC 3022	Introduction to Comparative Politics	3
PSC 3042	Introduction to International Relations	3
PSC 4207	Theories of Social and Political Change	3
PSC 4417	Modern Political Thought	3
PSC 4064	State Government and Administration	3
PSC 4085	Comparative Public Policy	3
PSC 4146	Indigenous Politics	3
PSC	Elective	<u>3</u>

Total=36

II. General Education Requirements

The College of Liberal Arts and Science requires that a student complete 50 credits of general education. However, it exempts the student from 3 credits in the knowledge area related to their major. For example, a Political Science major is exempt from enrolling a general education History course.

Table 5: Curriculum of General Education for Political Science Major Seeking licensure

GENERAL EDUCATION COURSES	COURSE TITLE	Credit
Category 1: English Composition/Oral Communication (9 credit GE requirement)		
ENGL 1020	Core Composition I	3
ENGL 2030	Core Composition II	3
CMMU 3120	Technical Communication	3
Category 2: Mathematics (3 credit GE requirement)		
MATH 2000	Mathematics for Liberal Arts	3
Category 3: Natural & Physical Sciences (11 credit GE requirement)		
ENVS 1042	Environmental Science with Lab	4
GEOL 1072	Physical Geology: Surface Processes with Lab	4
MATH 1350	Computers in Arts and Science	3
Category 4: Behavioral/Social Sciences (12 credit GE requirement – Political Science major exempt from GE Political Science requirement)		
PSY 1000	Introduction to Psychology I	3
PSC	Political Science major is exempt	0
GEOG 1102	World Regional Geography	3
ANTH 2102	Culture and Human Experience	3
Category 5: Humanities (6 credit GE requirement)		
HIST 1361	US History to 1876	3
HIST 1362	US History Since 1876	3
Category 6: Arts (6 credit GE requirement)		
FA 1001	Introduction to Arts	3
PMUS 1001	Music Appreciation	3
Category 7: Cultural Diversity (3 credit GE requirement)		
HIST 3345	Immigration and Ethnicity in American History	3
TOTAL		47

III. Other Supporting Courses

Table 6: Required Content Courses Beyond the Political Science Major

OTHER REQUIRED COURSES	COURSE TITLE	Credit
	Select 3 of the 4 courses for 9 credits	
ECON 2012	Principles of Economics – Macro	3
ECON 2022	Principles of Economics – Micro	3
HIST 1016	World History to 1500 (recommended by reviewer)	3
HIST 1026	World History since 1500 (recommended by reviewer)	3
TOTAL		9

Content Analysis:

The curriculum requirements specified in UCD's Political Science Major program provides students with knowledge in the following areas, including:

- Understanding the chronological organization of history and how to organize events and people into major eras to identify and explain historical relationships (US History to 1876, US History Since 1876, World History to 1500, World History Since 1500)
- Understanding that societies are diverse and have changed over time (Indigenous Politics, Culture and Human Experience, Immigration and Ethnicity in American History)
- Knowledge of how political institutions and theories have developed and changed over time (Introduction to Political Science, American Political Systems, Introduction to Comparative Politics, Theories of Social and Political Change, Modern Political Thought)
- Knowledge of how religious and philosophical ideas have been powerful forces throughout history (Introduction to Political Science, Theories of Social and Political Change, Comparative Public Policy, Culture and Human Experience, Immigration and Ethnicity in US History)
- Understanding how science, technology, and economic activity have developed and changed over time (Principles of Economics – Macro, Principles of Economics – Micro, Environmental Science).
- Understanding the purposes of government, the basic constitutional principles of the United States republican form of government (Introduction to Political Science, American Political Systems).
- Knowledge of the structure and function of local, state, and national government and how citizen involvement shapes policy (American Political Systems, The Urban Citizen, State Government and Administration).
- Knowledge of the political relationship of the United States and its citizens to other nations and to world affairs (Introduction to Political Science, Introduction to Comparative Politics, Introduction to International Relations, Comparative Public Policy, Indigenous Politics).
- Understanding how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels – local, state, and national (Introduction to Political Science, American Political Systems, The Urban Citizen, State Government and Administration).

UCD students majoring in Political Science will have a solid foundation in government and political systems supplemented with Economics knowledge. The Political Science program as proposed is fairly weak in history – a subject that is central to the social studies curriculum in middle and high schools. It is recommended that UCD add 2 courses in World History that will fully align its Political Science curriculum with social studies content standards.

Conclusion:

UCD's Political Science degree program provides students seeking secondary education licensure with the adequate content knowledge to teach Social Studies.

**TOPIC: APPLICATION FOR PARTICIPATION IN STATE-FUNDED
STUDENT ASSISTANCE PROGRAM**

PREPARED BY: DIANE M. LINDNER

I. SUMMARY

The Commission is directed by statute to establish the eligibility guidelines and determine the institutions' eligibility for participation in the Colorado student aid program. After reviewing the application and supporting material, the following schools met CCHE's guidelines for initial participation. The staff recommends that the Commission accept the following colleges into the state financial aid program:

- Denver Automotive and Diesel College
- Education America
- Heritage College

II. BACKGROUND

Under CCHE policy an "eligible institution" is one that is operating in Colorado and can document that it has a governance structure, institutional capability to administer a student aid program, and sufficient in-state enrollment in eligible programs. An "eligible program" is a program of education or training that:

1) Admits, as regular students, only persons having a certificate of graduation from a secondary school (high school graduates), the recognized equivalent of that certificate (GED), or persons beyond the age of compulsory school attendance in the State of Colorado who have been shown to have the ability to benefit from the education or training offered.

2) Leads to a bachelor's, associate, professional, or higher degree, or

Is at least a two-year program which is acceptable for full credit toward a bachelor's degree, or

Is at least a one-year program leading to a certificate or degree that prepares a student for gainful employment in a recognized occupation, or

Is, for a proprietary institution or a postsecondary vocational institution, a program of at least six months duration (16 semester hours or trimester hours, or 24 quarter hours, or 600 clock hours) leading to a certificate or degree that prepares students for gainful employment

in a recognized occupation.
At minimum, an institutional applicant must have successfully administered federal campus-based programs for at least two years, have the proper accreditation standards, and have submitted an application to the Commission. If the Commission approves the application, the institution will receive initial need-based grant funding.

III. STAFF ANALYSIS

Denver Automotive and Diesel, Education America and Heritage College applied for participation in Colorado student financial aid programs for 2002-03. After review of the application material, CCHE staff concluded that they met the qualifying criteria for participation.

Institution	Type of Programs	Accreditation	Supporting Documentation
Denver Automotive and Diesel	Certificate and Associate Degrees in automotive and diesel technology programs, for example, Associate of Applied Sciences Diesel Technology, Associate of Applied Sciences Master Technology Program and Diesel Technology Degree Program	Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)	(1) Participated in federal programs for two years. (2) Holds occupational specific accreditation. The Private Occupational Schools Division confirmed that this institution is in good standing administratively and fiscally. (3) Provided financial statement for federal programs (1999-00), an audit statement of its federal programs. (4) Offers two-year programs leading to a certificate or degree that prepares a student for gainful employment in a recognized occupation.
Education America	Bachelor of Science Degrees and Associate of Applied Science Programs in business and criminal justice	Accrediting Council for Independent Colleges and Schools (ACICS)	1) Participated in federal programs for two years. (2) Holds occupational specific accreditation. The Private Occupational

<p>Heritage College</p>	<p>including Associate Degrees in Business Information Systems, Computer Information Systems and Bachelor Degree Programs in Criminal Justice and Information Technology</p> <p>Certificate and Associate Degrees in Information Technology, Medical, and Pharmacy as well as Massage Therapy. Examples of degrees/certificates include Associate of Occupational Studies in Information Technology, Medical Assistant, and Pharmacy Technician.</p>	<p>Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)</p>	<p>Schools Division confirmed that this institution is in good standing administratively and fiscally.</p> <p>(3) Provided financial statement for federal programs (1999-00), an audit statement of its federal programs.</p> <p>(4) Offers two-year programs leading to a certificate or degree that prepares a student for gainful employment in a recognized occupation</p> <p>1) Participated in federal programs for two years.</p> <p>(2) Holds occupational specific accreditation. The Private Occupational Schools Division confirmed that this institution is in good standing administratively and fiscally.</p> <p>(3) Provided financial statement for federal programs (1999-00), an audit statement of its federal programs.</p> <p>(4) Offers two-year programs leading to a certificate or degree that prepares a student for gainful employment in a recognized occupation</p>
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IV. STAFF RECOMMENDATION

That the Commission accepts Denver Automotive and Diesel, Education America and Heritage College as eligible institutions for participation in Colorado's state-funded financial aid programs beginning fiscal year 2002-03.

TOPIC: PROPOSAL: POLICY CONCERNING COOPERATION BY INSTITUTIONS OF HIGHER EDUCATION WITH FEDERAL ANTI-TERRORISM MEASURES

PREPARED BY: KATHI WILLIAMS

I. SUMMARY

During the 2002 session the General Assembly, passed Senate Bill 02-113 sponsored by Senator Mary Ellen Epps and Representative Keith King. The legislation became effective upon the Governor's signature on June 1, 2002 (C.R.S. 23-5-124).

II. BACKGROUND

The staff extended an invitation to all affected governing boards and met with the interested parties in October of this year. After the stated meeting, staff had discussions with the State Office of Preparedness, Security and Fire Safety (SOPSF). The Governor has designated SOPSF as the state coordinating body for the Federal Office of Homeland Security, which is the coordinating body for other Federal Agencies regarding acts of terrorism.

III. STAFF ANALYSIS

Since the passage of SB02-113, the Federal Government has passed the "USA Patriot Act". This Act provides for (SEC. 416.) "FOREIGN STUDENT MONITORING PROGRAM." This section requires implementation and expansion of the current Foreign Student Visa Monitoring Program. Attached to the Act was an appropriation beginning January 1, 2003, to the Department of Justice in the amount of \$36,800,000.

Institutions must now forward detailed information to the Department of Immigration and Naturalization regarding all students attending their institution under a student visa. In addition, the Commission will provide the State Office of Preparedness, Security and Fire Safety the reports on foreign student monitoring program.

IV. STAFF RECOMMENDATION

That the Commission adopt a policy stating: "THE ADMINISTRATORS AT EACH STATE-SUPPORTED INSTITUTION OF HIGHER EDUCATION SHALL COOPERATE WITH AND PROVIDE, IN AN IMMEDIATE MANNER, ALL LAWFUL INFORMATION REQUESTED BY THE FEDERAL BUREAU OF

INVESTIGATION, THE CENTRAL INTELLIGENCE AGENCY, THE IMMIGRATION AND NATURALIZATION SERVICE, THE OFFICE OF HOMELAND SECURITY, OR ANY OTHER FEDERAL AGENCY, THE STATE OFFICE OF PREPAREDNESS, SECURITY AND FIRE SAFETY AND THE COLORADO COMMISSION ON HIGHER EDUCATION.”

Appendix A

STATUTORY AUTHORITY

C.R.S. 23-5-124. Governing boards – anti-terrorism measures. (1) THE COLORADO COMMISSION ON HIGHER EDUCATION IN CONSULTATION WITH EACH GOVERNING BOARD SHALL ADOPT SUCH GUIDELINES AND POLICIES, NO LATER THAN DECEMBER 1, 2002, AS MAY BE NECESSARY TO PROVIDE ALL LAWFUL INFORMATION REQUESTED BY THE FEDERAL BUREAU OF INVESTIGATION, THE CENTRAL INTELLIGENCE AGENCY, THE IMMIGRATION AND NATURALIZATION SERVICE, THE OFFICE OF HOMELAND SECURITY, OR ANY OTHER FEDERAL AGENCY IN CONNECTION WITH AN ANTI-TERRORISM INVESTIGATION. THE GUIDELINES AND POLICIES SHALL INCLUDE REQUIRING EACH STATE-SUPPORTED INSTITUTION OF HIGHER EDUCATION TO VERIFY AND REPORT THE STATUS OF ALL FOREIGN STUDENTS, AS REQUIRED BY THE IMMIGRATION AND NATURALIZATION SERVICE OR ANY OTHER FEDERAL AGENCY.

(2) THE ADMINISTRATORS AT EACH STATE-SUPPORTED INSTITUTION OF HIGHER EDUCATION SHALL COOPERATE WITH AND PROVIDE, IN AN IMMEDIATE MANNER, ALL LAWFUL INFORMATION REQUESTED BY THE FEDERAL BUREAU OF INVESTIGATION, THE CENTRAL INTELLIGENCE AGENCY, THE IMMIGRATION AND NATURALIZATION SERVICE, THE OFFICE OF HOMELAND SECURITY, AND/OR ANY OTHER FEDERAL AGENCY IN CONNECTION WITH AN ANTI-TERRORISM INVESTIGATION.

TOPIC: UNIVERSITY OF COLORADO AT BOULDER LEASE, ACQUISITION, AND RENOVATION OF 1777 EXPOSITION DRIVE, BOULDER

PREPARED BY: GAIL HOFFMAN

I. SUMMARY

The University of Colorado at Boulder (UCB) is seeking Commission approval of the lease, acquisition, and renovation of 1777 Exposition Drive in Boulder. The 86,487-gross-square-foot building is located two blocks from the CU Computing Center on East Campus. The University intends to use the building for research space and for the temporary location of programs that have to move due to renovations elsewhere. The project conforms to the University of Colorado at Boulder Facilities Master Plan 2000, which estimated that the University would have a 792,231-assignable-square-foot research space deficit by 2003. The building has superior mechanical and electrical systems, high connectivity to data systems, warehousing space, office space, and shipping and receiving facilities to handle large scientific research projects, as well as a large parking lot. Total costs of the project would be:

Purchase	\$ 8,500,000 Cash Funds Exempt
Renovation	\$ 1,946,000 Cash Funds Exempt
Telecommunications	<u>\$ 171,000 Cash Funds Exempt</u>
Total	\$10,617,000 Cash Funds Exempt

The University of Colorado at Boulder would lease the property for \$640,000 (plus \$605,000 for operational expenses) annually, or about \$14 a square foot until the property acquisition is accomplished. The University would then lease the approximately 65,000 square feet available for leasing to various research programs on campus, such as space science, computer and information technology, engineering, and environmental sciences. The research programs would pay for the lease through portions of grants intended to cover the facility and administrative costs or direct charges.

According to a resolution regarding the financing of the building purchase that the Board of Regents approved October 10, 2002, the UCB would pay for the actual purchase through interim loans from the Treasury Pool or the Enterprise System Tax Exempt Commercial Paper Notes, or both. UCB would pay off the loans from proceeds from an Enterprise System Revenue Bond or from revenues of the Research Building Revolving Fund. The University of Colorado at Boulder portion of the Research Building Revolving Fund debt is about \$24.1 million.

II. BACKGROUND

State statutes require Commission approval of the acquisition of all sites for state-supported institutions of higher education. CCHE policy allows the Executive Director or a designee to approve all projects of less than \$2 million. The Executive Director or designee may also approve any project costing more than \$2 million if a project fully complies with program and financial planning guidelines and raises no state policy issues. This project could be approved internally, but is being brought to the Commission for action because of its size.

This project complies with the most recent facilities master plan for the University of Colorado at Boulder at addressing the research space deficit. It is an SB 92-202 project that will be renovated and maintained with internal financial resources. If the Commission approves it, it will be placed in the FY 03-04 state appropriations for information only but not for cash spending authority.

III. STAFF ANALYSIS

The financing resolution the Board of Regents approved October 10, 2002, gave the University several different options to pursue to finance the \$8.5 million purchase. To keep CCHE records updated, submission to CCHE of the final financing plans would be advisable. The University of Colorado at Boulder has already submitted to CCHE an interim lease application form to lease the building from the owners until the property acquisition is approved and accomplished. After the property is acquired, the University would lease the property to various research groups. If the overall lease payments exceed the \$80,000 a month stated in the first lease application form, then the University should submit to CCHE a revised lease application.

The attached staff program plan review contains additional information ([Attachment A](#)).

IV. STAFF RECOMMENDATION

That the Commission approve the program plan for the University of Colorado at Boulder lease, acquisition, and renovation of 1777 Exposition Drive, Boulder with the following conditions:

- **That the University of Colorado at Boulder send to CCHE the final financing plan for the building purchase; and**
- **That the University of Colorado at Boulder submit to CCHE the lease application forms for the lease each time the total lease amount increases from the FY 03-04 rate of \$80,000 a month.**

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.

**TOPIC: UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER
FACILITIES PRESENTATION**

PREPARED BY: JOAN JOHNSON

I. SUMMARY

This item will be handouts at the meeting.

TOPIC: STATEWIDE TRANSFER POLICY

PREPARED BY: JOANN EVANS

I. SUMMARY

This agenda item presents a revised Statewide Transfer Policy for Commission review ([Attachment A](#)). The proposed policy has been developed in collaboration with the higher education community. In 2001, the General Assembly passed legislation that required the Commission to update its transfer policies and higher education institutions to align their transfer practices with state policy. Since the legislation is premised on a Student Bill of Rights, the primary driver for transfer policy revisions was student recommendations.

The problems with the current policy include:

- Lacks a guarantee that transferred credits apply to graduation credits.
- Complicated for students to interpret or use since each transfer agreement is program and institution-specific.
- Labor intensive for institutions to maintain.
- The student appeal process is not well publicized and consequently does not serve the purpose it is designed to achieve.

The major highlights of the revised Statewide Transfer Policy include:

- Multiple transfer options designed for students.
- Acceptance of 60 credit hours of the AA and AS associate degrees toward graduation credits in all liberal arts and science degree programs.
- Universal transfer of state guaranteed general education courses to general education requirements at all Colorado public colleges and universities.
- Statewide agreements in professional programs, e.g., Business, Engineering.
- Modification of lengthy transfer guide format to simpler format that can be web-enabled.
- Better information systems for students.

The Commission will act on the proposed policy language at the January 2003 Commission meeting.

II. BACKGROUND

College students who seek to transfer from one Colorado public higher education institution to another need to know which course credits will transfer and which institutions will accept their coursework. The answers lie in statewide transfer and articulation policies.

The current statewide transfer policy was developed in 1985 with the latest revision being made in September 1993. In the late 1980s all Colorado public higher education institutions negotiated transfer agreements between two-year and four-year institutions and four-year to four-year institutions. The agreements delineated the courses that are accepted by the four-year receiving institution. While the current transfer policy has provided guidelines to higher education institutions in the matter of transfer of student credit from one institution to another, there continues to be anecdotal examples of students losing credits when transferring from one Colorado public higher education institution to another institution.

The current Statewide Transfer Policy was based on the following principles:

1. Colleges and universities in Colorado will work together to ensure that a student with a declared educational objective may complete a degree program in the shortest possible time, whether the student remains enrolled at one institution or transfers to another. (access)
2. To safeguard the rigor necessary for a quality educational experience, the articulation process must assure that the curricula of academic programs retain their academic integrity. (quality)
3. The involvement of faculty in the development of transfer agreements and the transfer process is essential. (responsibility/accountability)
4. Transfer students have a right to clear and updated advising and planning information to make the appropriate choice of courses and plans of actions. (efficiency)
5. A transfer student has the right to a fair and timely evaluation of credits and an opportunity to challenge the decision for reasonable cause. (equity)

Colorado public higher education institutions are bound by Colorado statute to accept transfer credits provided the credits meet certain conditions. Colorado statute [C.R.S. 23-1-108(7)] pertains to transfer agreements between two-year and four-year institutions and among four-year institutions and guarantees that all acceptable coursework be transferred from one Colorado public college to another.

During the 2001 legislative session, the Colorado General Assembly adopted legislation (CRS 23-1-108.5 and CRS 23-1-125) which mandated that the Commission adopt a course identification system that will ensure that the quality and requirements of general education courses at all Colorado public higher education institutions are comparable and transferable statewide.

Student Input

Early in the process of revising the transfer policy interviews were conducted with students to get their perspective on the transfer of credits. The target population was defined as students currently enrolled in a Colorado public higher education institution and preferably transfer students. Students from the community colleges as well as four-year institutions participated in the survey. The results of the random sampling survey clearly showed that the

ability to transfer credits from one institution to another is extremely important to students. It also revealed that ninety percent of those surveyed were unaware of a student appeal process. The major conclusion of the survey is that students reported that advising is one of the most important aspects for successful transfer of credit.

Statistics collected by the Education Commission of the States (ECS) have shown that over half of the students participating in postsecondary education in the United States are enrolled in a community college. Successful transfer from a community college to a four-year institution is often the only opportunity many of these individuals have to achieve a bachelor's degree, particularly in the case of low-income students. Therefore, good transfer policies are essential to benefit student success.

Higher Education Community Input

CCHE staff worked closely with representatives of the higher education governing boards in developing the revised policy. The draft policy went through several iterations to assure clarity, while at the same time, simplifying the policy to make it student-friendly. Institutional transfer coordinators also had an opportunity to provide input on the policy to assure that it is implementable. Their suggestions have been incorporated into the proposed policy.

Issues

The proposed revision of the statewide transfer policy is designed to address several transfer issues.

- Guarantee that transfer credits apply to graduation

Course credits are currently being transferred at all of Colorado's public higher education institutions; however, there are cases where some transfer credit does not count toward meeting graduation requirements. Under the revised policy, courses that hold the designation of state guarantee general education courses will be guaranteed to satisfy general education requirements at all Colorado public higher education institutions and will count toward graduation for an associate of arts or a bachelor's degree. It should be noted that institutions may require additional general education requirements beyond the statewide guaranteed 35 credit hours.

Although general education is the key component of the revised transfer policy, the specific courses that make up the statewide guaranteed general education curriculum are still in the approval process. The state guaranteed general education designation will be discussed in greater detail at the January Commission meeting.

- The current transfer policy is complicated

The current statewide transfer policy is lengthy, complicated, and viewed as bureaucratic. As legislative mandates have been added to the original policy, it has become more complicated.

- Labor intensive for institutions

Since 1988 Colorado has had transfer agreements that ensure a student who completes an AA or AS degree with a C or better in all courses may transfer the courses taken at a Colorado public community college or four-year institution to another Colorado public higher education institution. There are individual transfer agreements for every approved degree program at every institution. Maintaining transfer agreements is labor intensive for institutions.

- The student appeal process is not well-publicized or utilized

There is anecdotal information that students are losing credit when transferring from a two-year to a four-year institution. Those students who do file an appeal find it cumbersome and a very lengthy process.

Some students report that they contacted ten or more individuals to get a response. The student bill of rights legislation (CRS 23-1-125) assures that students can, not only transfer credits, but also that there is a mechanism for students to appeal decisions should the student feel that reasonable doubt exists. The Commission has the delegated authority to resolve transfer disputes.

III. STAFF ANALYSIS

The revised statewide transfer policy is designed to bring the policy into compliance with the student bill of rights statute (CRS 23-1.125) to provide clear and concise information about the transfer of credits from one Colorado public higher education institution to another. The proposed policy revision also addresses statute CRS 23-1-108.5 regarding general education course numbering system.

Multiple ways to transfer without credit loss

Students transfer for different reasons and at different points in their college career. Students begin their college degree at a community college because the tuition is lower or the classes are smaller or it is more convenient even though they plan to earn a four-year degree. Some students have specific degree plans, e.g., Communication degree, and some are undecided. The revised transfer policy has different options to serve students regardless if they have

selected their major. The revised policy reduces the probability of losing credits during the transfer process. These options have been simplified based on student input.

1. The broadest and simplest transfer process is the Associate of Arts (A.A.)/Associate of Science (A.S.) agreement. In 1989 Colorado governing boards signed agreements to honor the full transfer of the associate degrees – 60 hours guaranteed to transfer to four-year degrees in arts and science degrees. This mechanism works well for the community college students who are undecided about their major. Under this agreement, 35 credits apply to lower division general education graduation credits and the remaining 25 credits apply to free electives. The bottom line is that students who complete an associate degree (AA/AS) are guaranteed that 60 credits will apply to graduation credits.
2. Community college students frequently transfer after completing their general education requirements rather than the full associate degree. Under the current policy, lower division general education requirements at a four-year college are considered completed if a student successfully completes all general education requirements at a community college. If the full transfer core is not completed, general education courses are evaluated individually using course equivalency tables.

The revised transfer policy guarantees that individual general education courses will be guaranteed to apply to general education graduation requirements in addition to the full general education core. The bottom line is that students who complete state guaranteed general education courses are guaranteed that they will apply to general education graduation requirements whether it is one course or eleven (35 credits). Effective for students who enter in the Fall 2003 semester, Colorado public four-year higher education institutions will honor the transfer of an Associate of Arts (AA) degree and the Associate of Science (AS) degree earned at a Colorado community college. A student who earns an AA or AS degree at a Colorado public community college, including completing the state guaranteed general education courses with a grade of C or better in all courses, will transfer with junior standing into any arts and science degree program offered by a Colorado public four-year college.

Any course that has the designation of state guarantee general education is guaranteed to transfer to any Colorado public higher education institution and count as meeting a general education requirement and toward graduation at the receiving institution.

3. A significant number of community college students are interested in transferring into a professional undergraduate degree. The curriculum in professional degrees is often prescribed by accrediting associations or employer specifications. Statewide transfer agreements serve these prospective transfer students. The major advantage of a statewide agreement over transfer guides is that a student can transfer to any four-year institution under a statewide agreement. There are currently two statewide articulation agreements among all Colorado community colleges and four-year public institutions

offering particular degree programs --- Business and Nursing. A statewide Engineering agreement and a statewide Teacher Education agreement are in development. Collectively, these four degrees serve 60% of the community college transfer students. The bottom line is that 60 credits will apply to graduation credits under Statewide Agreements.

4. Transfer guides are institution-specific and program-specific. Colorado has negotiated transfer agreements for all undergraduate degree programs. Approximately 415 individual transfer guides exist. Students who follow a transfer guide can select courses that will apply to their selected major without risk of credit loss. This option works extremely well for students who know exactly which degree program and which college they plan to attend, e.g., a CCD student who plans to attend UCD in Communication. From a student perspective, the sheer number of transfer guides makes it difficult to find the essential information. The revised transfer guide format ([Attachment B](#)) replaces the former transfer guide format. The revised form is short and contains the course information.

Improved visibility of transfer information

Even with these available options, transfer problems may still occur. If students do not contact an advisor, they are often unaware that transfer guides or transfer agreements exist.

The revised Statewide Transfer Policy specifies that it is an institutional responsibility to reach out to students to inform them about these options. The community colleges plan to initiate an active campaign to inform students about transfer guarantees with flyers that students distribute to their fellow students. Governing boards have had a preliminary discussion about an inter-institutional referral system, matching prospective transfer students with advisors at their intended transfer college. The policy shifts the focus from the student coming to the information to information coming to the student.

The statewide transfer policy specifies four ways to enhance the student advising process:

1. The transfer process should be clear to a student. It should be so simple that a student could reference any of the materials available and have a reasonable idea of what will transfer and what will not.
2. Train faculty on the state guaranteed general education policy and the revised transfer policy.
3. Elaborate in printed and on-line catalogues and student information packets the options available for the transfer of credit.
4. Provide information to students about the process.

The process for resolving transfer problems may also become more visible to students with student representatives on the Student Appeals Board. Agenda Item V-B explains the student appeal process in more detail.

Appendix A

STATUTORY AUTHORITY

CRS 23-1-108.5. (1) The General Assembly hereby finds that, for many students the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The General Assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs.

The General Assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of the statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable statewide.

CRS 23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue- competency test. (1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

- (a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
- (b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
- (c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
- (d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
- (e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education.

SECTION I

PART L STATEWIDE TRANSFER POLICY

1.00 Introduction

The Statewide Transfer Policy pertains to the transfer of course credits from one Colorado public higher education institution to another as well as intra-institutional transfer. The policy applies to all Colorado public higher education undergraduate programs, focusing on student movement from two-year to four-year institutions, four-year to four-year institutions, four-year to two-year institutions, or within four-year institutions.

This policy does not address transfer issues where the state has limited legal authority: the transfer of credits from private, non-accredited, or out-of-state institutions, or the awarding of credit for non-credit bearing courses. However, this does not prohibit the acceptance of transfer credit from those institutions; it only identifies where acceptance of transfer credit is non-negotiable.

The policy is divided into the following sections:

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Policy Goals
- 4.00 Roles and Responsibilities
- 5.00 Transfer Options
- 6.00 General Education Procedures
- 7.00 Articulation Agreements Procedures
- 8.00 Transfer Agreements Procedures
- Glossary
- Articulation Agreement Format

2.00 Statutory Authority

The transfer policy is based on statutory authority of Colorado Revised Statute 23-1-108 (7) (a), C.R.S. 23-1-108.5, and C.R.S. 23-1-125.

3.00 Policy Goals

The policy goal is to ensure access to undergraduate degree programs, and facilitate completion of degree requirements, including:

- 3.01 The General Assembly implemented the Student Bill of Rights (C.R.S. 23-1-125) to assure that students enrolled in public institutions of higher education have the following rights:
- (a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
 - (b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
 - (c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
 - (d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
 - (e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;
 - (f) Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements;
 - (g) A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable.

4.00 Roles and Responsibilities

4.01 Commission

The role of the Colorado Commission on Higher Education is to facilitate a simple statewide transfer process, including:

- 4.01.01 Ensuring that state-supported two-year and four-year institutions provide native and transfer students equitable treatment in assisting them to meet their educational goals.
- 4.01.02 Establishing, in consultation with the governing boards, a statewide transfer policy to assure that students can transfer qualified college-level courses between and among institutions.
- 4.01.03 Designating the approved list of state guaranteed general education courses.
- 4.01.04 Resolving student appeals regarding state guaranteed transfer courses or referring cases to the governing board for action.
- 4.01.05 Resolving inter-institutional impasses or problems pertaining to transfer negotiations.

4.02 Governing Boards

The governing board shall ensure that its institution comply with statewide policies and statutory requirements that pertain to transfer, including admission, degree approval, and student appeals.

4.03 Institutions

The institution's role is to administer an efficient and orderly transfer process. The responsibilities are effective when this policy is adopted unless specified otherwise, including:

- 4.03.01 Publishing the Student Bill of Rights.
- 4.03.02 Honoring the transferability of state guaranteed general education course credits (Fall 2003).
- 4.03.02 Aligning existing transfer agreements for all approved baccalaureate degree programs with current statute and policy by June 30, 2003.
- 4.03.03 Publishing in printed and electronic form the general education courses that are designated as the state guaranteed general education course designation (Spring 2003).
- 4.03.04 Evaluating student transcripts within 30 days of receiving a complete set of transcripts. It is recommended that this happen within two weeks whenever possible.
- 4.03.05 Developing effective transfer advising systems, including training faculty and student advisors.
- 4.03.06 Establishing an aggressive student advising process to provide freshman students with planning information and transfer students with appeals information.
- 4.03.07 Developing advising partnerships among all four-year and two-year public institutions to jointly advise students.
- 4.03.08 Developing guaranteed two-year and four-year graduation agreements.
- 4.03.09 Implementing an appeal process that addresses student transfer appeals within 30 days of the date the student files an appeal.

4.04 Students

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

- 4.04.01 Selecting courses from the state guarantee general education list of courses that will aid students in completing their goal of a college degree.
- 4.04.02 Contacting an advisor to understand the terms of the transfer agreements.
- 4.04.03 Filing an appeal in a timely manner to resolve transfer problems.
- 4.04.04 Understanding the limits in applying general education transfer credits within general education categories.

4.05 GE-25 Council

The General Education Council (GE 25 Council) is responsible for recommending the criteria and framework for "statewide guaranteed general education courses," identifying general education assessments, and communicating the state criteria to the members' respective institutions.

5.00 Transfer Options

5.01 Transfer of Associate of Arts and Associate of Science Degrees

Colorado public four-year higher education institutions will honor the transfer of an Associate of Arts (AA) degree and the Associate of Science (AS) degree earned at a Colorado community college. A student who earns an AA or AS degree at a Colorado public community college, including completing the state guaranteed general education courses with a grade of C or better in all courses will transfer with junior standing into any arts and science degree program offered by a Colorado public four-year college. The credits earned in the associate degree program will apply at minimum to 35 credit hours of lower division general education and 25 credit hours additional graduation credits. Since 1988 Colorado has had an operating two-plus-two transfer agreement that ensures a student who completes an AA or AS degree with a C or better in all courses will have junior standing, that is transfer 60 credit hours. Because all liberal arts and sciences degrees are designed to be completed in 120 credit hours, a transfer student can complete a four-year degree in the same time as a native student, 120 hours. The receiving institution will evaluate credit for prior learning, Advanced Placement, and correspondence courses following its standard policy.

5.02 Transfer of General Education

Colorado's state guaranteed general education courses are designed to allow students to begin their general education courses at one Colorado public higher education institution and later transfer to another without loss of general education credits. Effective fall 2003, Colorado policy ensures that students who successfully complete a state guaranteed general education course will receive transfer credits applied to graduation requirements in all majors at all public institutions unless a specific statewide articulation agreement exists.

The state's guaranteed general education curriculum is organized into five categories: communication, mathematics, fine arts and humanities, social and behavioral sciences, and physical and life sciences. To complete the Colorado state guaranteed general education core, students are required to take 11 courses or 35 to 37 semester credit hours and earn a C grade or better in each course. The guarantee is limited to the number of semester credit hours in each general education category.

Sem. Cr. Hr.	General Education Categories
6	<u>Communication</u> : 1 Intro. Writing course (3 semester credits) <u>Communication</u> : 1 Intermediate Composition (3 semester credits)
3-5	<u>Mathematics</u> : 1 course (3 to 5 semester credits)
6	<u>Arts</u> and <u>Humanities</u> : Fine Arts and Expression Humanities Ways of Thinking Select 2 courses from 2 different disciplines
9	Social and Behavioral Sciences Select 1 History course Select 2 courses from 2 different disciplines
8	<u>Physical</u> and <u>Life Sciences</u> : Select 2 laboratory courses

All state guarantee general education courses in communication, mathematics, arts and humanities, social and behavior science, and physical and life science shall be identified by a state-assigned common number.

When evaluating a transfer student's transcript, each Colorado public higher education institution will apply state guaranteed general education credits to its general education graduation requirements. Institutions may require additional general education graduation requirements beyond the 35 semester credit hours of state guaranteed general education credits. If an institution requires less than 35 general education credits, the institution will accept in transfer the full 35 credits and apply these credits toward a student's graduation requirements.

5.03 Statewide Articulation Agreements

An Articulation Agreement is a statewide agreement among all Colorado community colleges and all four-year public institutions offering a particular degree program. It is most commonly used for undergraduate professional programs that have specific course requirements established by accrediting or external licensure boards¹.

¹ Currently Colorado has two approved statewide articulation agreements --Business and Nursing. Statewide articulation agreements are in developmental stage in Engineering and Teacher Education

5.04 Transfer Guides

Each institution is responsible for implementing a Transfer Guide for each CCHE-approved baccalaureate degree program unless a statewide articulation agreement is in place. The Transfer Guide shall be designed so that a student can complete a baccalaureate program in no more than 120 credit hours unless there are additional graduation requirements recognized by the Commission. The transfer guide defines the 25 credit hours required beyond the state guaranteed general education credits and may include required courses in the major or prerequisite courses for admission into the degree program. The transfer guides are to be on file with CCHE.

6.00 General Education Procedures and Processes

Institutions may nominate a course that is an institutionally approved general education course for consideration as a state guaranteed general education course. To nominate a course, the institution must submit a signed nomination form and supporting material.

CCHE will consider nominations each fall. Using a faculty review process, working committees will evaluate nominated courses against the adopted statewide content and competency criteria. CCHE will forward the recommended courses to the Commission for final review and approval.

CCHE will assign a common number to approved state guaranteed general education courses. Institutions will list the state guaranteed course number in all printed catalog materials, including on-line catalogs.

Courses that receive state guaranteed continue to carry that designation unless the institution chooses to withdraw the course from general education, the course is not offered within a two-year period, or evaluations indicate that a course is not meeting the state criteria.

7.00 Articulation Agreement Procedure

To develop an articulation agreement, CCHE or a sponsoring governing board will convene a committee that includes representatives from each public institution offering the degree program for purposes of negotiating the terms of the articulation agreement including course equivalencies. Each academic vice-president will sign the agreement, and publish the approved agreement so that students, faculty, and academic advisors are fully informed of the terms of the agreement. The articulation agreement format is included as Appendix B.

Transfer appeals filed by students transferring in these fields of study will be decided by the terms and conditions specified in the Statewide Articulation Agreements. Individual transfer guides in these fields of study will not supplant the existing statewide agreements.

8.00 Transfer Guides Procedures

Transfer guides are institutional-specific agreements which contain information about graduation requirements for a particular CCHE-approved degree program, including course

equivalency and program admission requirements and prerequisites. Once negotiated, an institution or governing board transmits the guide to CCHE and publishes the approved agreement so that students, faculty and academic advisors are fully informed of the terms of the agreement.

Transfer appeals filed by students transferring in these fields of study will be decided by the terms and conditions specified in the Transfer Agreement.

GLOSSARY Definition of Terms

Articulation Agreements: Articulation agreements apply to specific degree programs as unilateral agreements that specify the common terms, conditions and expectations for students transferring into the degree program. When these courses and/or degree programs are completed successfully at the sending institution, they will, for admitted students, be accepted in transfer and apply to graduation requirements for a specified degree program at all receiving institutions.

GE 25 Council: A council of 25 educational leaders representing each higher education governing board, including presidents, academic vice-presidents, faculty, and students.

General Education: General Education requirements represent an institutional statement about the general body of knowledge and skills that the recipient of any undergraduate degree conferred by an institution should possess.

Institution: A Colorado public higher education institution.

Institutional Dispute: A disagreement between institutions regarding an interpretation of the Statewide Transfer Policy or a disagreement regarding compliance with the procedures and guidelines of this policy, including failure to reach agreement on a Transfer Agreement.

Inter-Institutional Transfer: A student who transfers credit from one Colorado public higher education institution to another Colorado public higher education institution.

Intra-Institutional Transfer: A change of major. A student changes his/her stated major or degree objectives at the institution where the student is currently enrolled.

Native Student: A student who begins and completes an undergraduate degree program at a single institution.

State Guaranteed General Education Course: Courses that the Commission has approved as meeting the state criteria, including satisfying the content criteria in communication, mathematics, social science, arts and humanities or natural and physical science and competency criteria in communication, reading, mathematics, technology, and critical thinking.

Student Transfer Appeal: A student's claim that a principle defined in the statewide transfer policy or a section of an institutional transfer agreement or articulation agreement has been violated. The Commission serves as the final court of appeal and all its decisions are binding.

Successful Completion: Successful completion means that the student passed all 35 state guarantee general education credit hours with the requisite grade of "C" or better.

Transfer Guide: The written agreement reached between two or more specific institutions for a specific degree program about course equivalency, and program admission criteria.

Transfer Plan: A transfer plan is the specific plan developed by an advisor for a student with

a specific transfer objective (e.g., Transfer into a Computer Science degree program at a specific institution.). An advisor at the sending or receiving institution may develop the plan based on an existing transfer agreement and may not include exemptions to a published transfer agreement.

Transfer Student: A transfer student is a student who begins a degree program at one institution and transfers to another institution.

Transcript Evaluation: The process by which an institution evaluates credits attempted and earned at a different institution, applies accepted credits to graduation requirements, and informs a transfer student of what degree and course requirements remain to be fulfilled.

**TRANSFER GUIDE
Name of Program
Four-Year Institution
And
Colorado Community Colleges**

Section I: Degree/Program Requirements

A. Institutional graduation requirements for this degree program.

The graduation requirements for a transfer student pursuing [Name of degree program] will be no different than the graduation requirements for a native student, including the minimum number of semester hours required for graduation requirements. **Specifically**, the student must complete 120 credits, successfully complete [30] credits in the major, earned a **[2.0]** gpa, [complete an internship, etc.].

B. Required courses in Major, including pre-requisites and required supporting courses.

Name of Program/Major				
	Course Number	Course Name	CC Course Number	CC Course Name
Prerequisites				
Supporting Courses				

Section II: Transfer Of Credit

A. Grade Eligibility.

Only academic courses with a letter grade of "C" or better will be accepted for transfer; courses with grades of "F", "D", "IP", "I", "S", "U", "AU", and "Z" are not transferable.

- A. Treatment of advanced placement, CLEP and national standardized test scores, other non-traditional methods of awarding credit.
- B. The four-year college or university will accept all approved credits earned within [ten years] of transfer. Courses earned more than ten years earlier may be evaluated on an individual basis.
- C. The four-year institution will accept and count toward meeting graduation requirements all state guaranteed general education courses that have a grade of C or better. The institution may apply a state guaranteed general education course toward the major if that facilitates the student's graduation more effectively.
- D. This transfer credit is guaranteed only under the condition that the transferring institution maintains current accreditation by North Central Association of Colleges and Schools Commission on Higher Education.

Section III: Appeals Process

A. Institutional Appeal Process

Students who follow this agreement shall have the right to appeal a transfer decision that appears to be inconsistent with the terms and courses listed in this agreement. Appeals pertaining to this transfer guide should be filed with the [Name of Person who handles transfer appeals at institution]. A student may file an appeal that pertains to state guaranteed general education courses directly to CCHE.

B. State Appeal

If an institution does not respond¹ to a filed appeal within 30 days, the student may file an appeal with the Commission. If the evidence supports that the institution failed to respond within this time frame, then the appeal is ruled in favor of the student. The Commission's Board of Appeals will hear the complaint and render a recommendation. The decision of the Commission is binding.

This agreement is effective at the date of signature. The institutions further agree to complete the full 60 credit hour agreement by June 30, 2003 (i.e., 30 credits or the sophomore year). The statewide transfer agreement remains in force until such time as the community college system or a four-year college mutually agrees to reconsider the terms of this agreement.

Academic Vice President

President Date

Dr. Joe May, CC President

¹ Respond to an appeal includes but is not limited to a meeting or hearing within the 30 day period, a request for additional information from the student, a written response to the appeal with an explanation for the decision, or a referral to a higher authority.

TOPIC: PROPOSED STUDENT APPEALS POLICY

PREPARED BY: SHARON M. SAMSON

I. SUMMARY

This agenda item presents a proposed new policy outlining how the Commission will ensure that student issues are heard and resolved – Student Appeal Policy (Attachment A). The proposed policy has been developed in collaboration with the chief academic officers of the governing boards. In 2001, the General Assembly passed legislation that outlined a Student Bill of Rights. From student interviews, it became apparent that the current student appeals process was too limited, too long, and not well publicized. In contrast, the legislation pertaining to transfer mandates a transfer system “with the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs.”

To make the policy more visible, the student appeals policy was separated from the Statewide Transfer Policy. The major highlights of the proposed Student Appeals Policy include:

- Simplified appeal process that requires an institution to hear an issue within 30 days.
- Identified issues where the institution has the primary responsibility to hear a student appeal in a timely manner (e.g., tuition classification, financial aid).
- Expedited appeals process for state guaranteed general education courses (5 days).
- Creation of a state appeals board to hear cases that are guaranteed under the statute or state policy, with student representation on the appeals board.

The Commission will act on the proposed policy language at the January Commission meeting.

II. BACKGROUND

The current statewide transfer policy developed in 1985 specified procedures and guidelines for student appeals. It was limited to transfer appeals. The full appeals process occurred over a four month – one semester period. It involved filing an appeal with the transfer coordinator, a second appeal with the academic vice-president, a third appeal with the governing board and the final appeal with the Commission (Attachment B).

Few students filed a Commission level appeal during the past years. From data collected during a two-year period, the majority of student transfer concerns were indeed resolved at

the institutional level. However, some students have been discouraged and filed an appeal through the consumer advocate office – some legitimate concerns and some not. Some students used the consumer advocate line to protect their confidentiality. Most frequently, complaints surfaced through legislator's offices.

Perhaps the highest barrier to early resolution of student complaints is lack of information regarding appeals processes. Interviews conducted in 2002 to get the student perspective indicated that 90 percent of prospective transfer students surveyed were unaware that an appeal process exists. Few were aware of ombudsmen on the campus.

III. STAFF ANALYSIS

This policy applies to students currently enrolled at a public institution of higher education. It mandates that each institution define and implement appeals processes to hear student appeals in a fair and expeditious manner. It identifies student issues that are statutorily institutional decisions and those that may be referred to the state appeal board. If an institution fails to respond within 30 days or its response appears inconsistent with existing state or institutional policy, the student can appeal to the Commission. If the student's issue concerns "state guaranteed" general education, the student can bypass all appeals processes and follow the expedited appeals process.

The full appeals process will be effective immediately at the time of Commission action. The expedited appeals process is effective fall 2003.

In keeping with the spirit of the legislation, the policy is simple (3 pages) and broad (extends beyond transfer). This policy has been sent to the governing boards to circulate for review and comments. No concerns were expressed regarding the intent or details of the Student Appeals Policy. The Colorado Student Association and selected student focus groups also reviewed the student appeals policies. Their suggestions have been incorporated into a Frequently Asked Question paper (Attachment C).

Appendix A

STATUTORY AUTHORITY

CRS 23-1-108.5. (1) The General Assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs.

CRS 23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue- competency test. (1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

- (a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
- (b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
- (c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
- (d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
- (e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education.

Attachment A

SECTION I

PART T STUDENT APPEALS POLICY

1.00 Introduction

This policy applies to students currently enrolled at a public institution of higher education. It mandates that each institution define and implement appeals processes to hear student appeals in a fair and expeditious manner. It identifies student issues that are statutorily institutional decisions and those that may be referred to the state appeal board. The full appeals process is effective immediately. The expedited appeals process is effective fall 2003.

2.00 Statutory Authority

Several sections in statute outline the Commission's responsibility to ensure that the public higher education system is designed to function for students' benefit. Its responsibilities range from ensuring the design of degree programs to permit graduation within a reasonable time [23-1-108 (13)], intra-institutional and inter-institutional transfer [23-5-122] to the Student Bill of Rights [23-1-135]. The Commission is directed to develop the broadest and simplest mechanisms possible to ensure student rights.

3.00 Goals and Definitions

The policy goals of CCHE's Student Appeal Policy include:

- 3.01 To uphold the Students' Bill of Rights and other statutory goals for the public higher education system as they pertain to students.
- 3.02 To ensure that student issues are resolved in a timely and reasonable manner.
- 3.03 To inform students of the appropriate way to solve non-academic problems.

4.00 Role, Responsibilities, and Limitations Pertaining to Student Appeals

4.01 Role of the Commission

- To arbitrate unresolved student appeals that involve academic issues related to state policy.

- To facilitate resolution of other academic issues.
- To modify state policies or request institutions to modify policies to prevent persistent student problems from recurring.
- To publicize its appeal process and promote the publication of all appeal processes.
- To appoint members to the Student Appeals Board.

4.02 Role of Governing Board

- To ensure that its institutions comply with state policy regarding appeals, including the intent for students to have a timely and fair hearing.

4.03 Role of Institution

- To hear student appeals in a timely and unbiased manner. In some instances, an institution is the sole determinate of a student issue, including but not limited to:
 - a) Tuition Classification. The institution shall establish an appeals process and timelines to hear cases in which a student disputes tuition classification. The decision of the institution appeal board is binding.
 - b) Graduate issues related to admission, thesis defense and comprehensive exams.
 - c) Admission decisions.
 - d) Issues related to student government and student organizations.
 - e) Financial Aid.
 - f) Grading.
 - g) Non-academic issues
- At minimum, the institution shall publish its appeal procedures and the Student Bill of Rights in the college catalog and on the college web site.
- Institutions shall notify CCHE of its appeal procedures and identify the primary contact person for its various appeals processes.

4.04 Role of CCHE's Appeal Board.

The Commission delegates its authority to hear student appeals to an appeal board. The appeal board will include 5 members – 3 student representatives and 2 at-large members. Each appointment will be a two-year term. The appeal board will convene as needed during the academic year to resolve cases.

5:00 Commission Appeal Process and Procedures

A student may appeal to the Commission by submitting a written request (letter or e-mail) describing the issue and the steps the student has taken to resolve the issue. Eligible appeals (e.g., transfer, inter-institutional agreements) will follow the full appeal process. Appeals that involve state guaranteed transfer courses will be handled through an expedited process. Appeals that involve issues that are reserved for the institution will be referred to the appropriate authority.

5.01 Full appeal process.

CCHE will assist the student by identifying the institutional staff person or department that is in the best position to resolve the issue directly.

If an institution does not act on an appeal within thirty days of the date that the appeal is received or if the outcome appears inconsistent with state policy, a student may formally request a hearing by CCHE's Appeal Board.

For issues that are within CCHE's authority, CCHE will convene the board. It will request the involved institution to provide a 1-2 page rationale for its actions. The board will review the submitted material within two weeks and meet to hear the student's appeal. The board will recommend appropriate action. To implement the decision in a timely manner, the decision of the board will be communicated to both the student and the institution. Such decisions are binding and not subject to further appeal. CCHE staff will respond to all other issues by letter.

5.02 Expedited Appeal Process.

An enrolled student who receives a transcript evaluation that does not award general education transfer credit for a "state guaranteed" general education course may appeal directly to the Commission. The disputed credit must be earned in a course in which the student received a C or better grade. The student must have enrolled in the course during the 2002-03 academic year or later. The Commission staff will resolve such cases within five business days.

Attachment B

Excerpt from Current Statewide Transfer Policy (to be replaced by new process)

7.03.01 Institutional Transfer Appeal Process

Each institution shall establish a single institutional transfer appeals process that includes at minimum:

1. An opportunity to appeal the initial transcript evaluation.
 - a. The student may appeal:
 - (1) a decision regarding the transferability of a specific course(s);
 - (2) a decision regarding the placement of a specific course(s);
or
 - (3) the institution's failure to provide a transcript evaluation within the designated thirty (30) calendar day period.

The appeal must be submitted in writing to the office responsible for transfer evaluations. The decisions regarding course transferability and/or placement made in the initial transcript evaluation will be binding if the student fails to file a written letter of appeal within fifteen (15) calendar days.

- b. The appropriate review panel, department, or committee will hear the appeal as determined by the institutional transfer appeals process.
- c. The appropriate department or committee designated to handle the first level appeals will have thirty (30) calendar days to review the student's appeal and inform the student in writing of the department's decision on the appeal including the rationale for that decision. In addition, the student shall be informed in writing about the process for appealing the appeal decision should the student feel that reasonable doubt exists.
- d. If the department fails to inform the student of the available appeal options, the departmental decision shall be null and void. The student's request prevails and cannot be overturned by any institutional administrator or committee.

2. An opportunity to appeal the first appeal decision.
 - a. The student may appeal the first appeal decision by writing the Academic Vice-President of the institution. The appeal must be filed within fifteen (15) calendar days of the postmark date of the letter notifying the student of the departmental decision. If the student fails to file an appeal within this time period, the original decision shall be binding.
 - b. The institution must hear and reach a decision on the appeal within (15) calendar days after the appeal is filed.
 - c. The student will be notified in writing by the institution of its decision regarding the transfer appeal and the rationale for the decision. In addition, the institution shall inform the student that the student may appeal the decision by writing the governing board.
3. An opportunity to appeal the institutional appeal decision.
 - a. The student may appeal the institutional decision by writing the Academic Vice-President of the governing board. The appeal must be filed within five (5) calendar days of the postmark date of the letter notifying the student of the institutional decision. If the student fails to file an appeal within this time period, the institutional decision shall be binding.
 - b. The governing board staff shall review and reach a decision on the appeal within five (5) calendar days after the appeal is filed.
 - c. The student will be notified in writing by the governing board of its decision regarding the transfer appeal and the rationale for the decision. In addition, the institution shall inform the student that the student may appeal the decision by writing the Colorado Commission on Higher Education. The appeal must be filed within five (5) calendar days of the postmark date of letter notifying the student of the governing board's decision.
4. Institutional catalogs will include a description of the student appeal process as defined in the Statewide Transfer Policy and the institutional procedures for appealing a transfer decision.

7.03.02 Commission Procedures for Resolution of Student Transfer Disputes

The appeals process is to be initiated by the student after all remedies have been exhausted without resolution of the issue at the institutional level.

1. An appeal is initiated by the student who informs the Commission in writing of the situation and the reason for the appeal.
2. The Executive Director of CCHE will immediately notify the chief executive officer of the institution of the appeal and invite the institution to submit documentation for the decision being appealed by the student. Documentation will be submitted within fifteen (15) calendar days of notification by the Commission.
3. The TAC chair will schedule the appeal to be heard at the next Transfer Advisory Council or convene a special meeting if the appeal cannot be heard within thirty (30) calendar days. Both the student and the institution will be notified of the TAC's meeting time and location. The student and/or the institution may be asked to make an oral presentation to the council. The resolution of a dispute will be completed within thirty (30) calendar days from the time an appeal is made to the Commission. In no case, will the appeal process extend beyond 120 days from the day the student was notified of the transcript evaluation unless it benefits the student.
4. Should an appeal be filed involving a campus or governing board represented on the Transfer Advisory Council, the TAC member will not be able to participate in hearing this appeal, nor may the member be present during the discussion. Transfer disputes will be heard by only those members who are not directly affiliated with the institution or governing board involved.
5. The council's consideration of the appeal will include, but is not limited to, the institution's compliance with the Statewide Transfer Policy, the governing board policy statement, the institutional Articulation/Transfer Agreements, the transfer appeals process, and the student's compliance with the institutional Articulation/Transfer Agreements. In the absence of a written Articulation/Transfer Agreement for the program in question, the Transfer Advisory Council will conduct a transcript evaluation and determine the transferability of individual courses.

6. The chair will inform the Executive Director of the Transfer Advisory Council's recommendation.
7. The Executive Director will inform the chief executive officer, the chief academic officer, and the student of the final determination and advise the chief executive officer to implement the recommendation within five (5) calendar days.
8. The institution's chief academic officer will inform the TAC chair within ten (10) calendar days of the action taken in regard to the final determination.
9. The TAC's recommendation and the action taken by the institution will be reported to the Colorado Commission on Higher Education as an information agenda item.

Attachment C

Frequently Asked and Seldom Answered Questions About Colorado's Student Appeal Process

Where do I go if I have a problem?

Students have several options to resolve academic problems; some are quicker than others. The first contact should follow the institution's student appeals process; the second person to contact is the institution's Academic Vice President. The Commission hears appeals if these processes break down. It is the last resort.

Each institution is required to have appeal processes to handle student problems. The appeal process provides an opportunity to have a person or committee objectively look at your specific situation to see if there is a way to resolve it or a mistake has been made (For example, a request for a second transcript evaluation). The most common student appeals pertain to general education courses, transfer, tuition classification, financial aid, faculty problems, or grades.

Colorado guarantees that certain general education courses are universally transferable to general education graduation requirements. A common general education course number identifies these courses. If a student enrolls in a state guaranteed course beginning fall 2003 and has trouble transferring this course, contact CCHE by phone or e-mail. CCHE will resolve this problem within five days.

Since 1988, Colorado has had transfer guides that provide information on what courses will transfer into approved four-year degree programs. A student must successfully complete the class (grade of C or better). This guarantee does not include correspondence or credit evaluated by an external organization (e.g., CLEP courses, portfolios). Students may appeal a transfer decision by contacting the Admission Director or the Transfer Coordinator at their institution.

A designated person at each institution handles decisions and questions pertaining to tuition classification. The state statute or federal law specifies this authority and the Commission cannot overrule, but each institution has an appeal process to have a second review. Tuition classification is one of the few exceptions that cannot be appealed. However the Commission can explain a particular decision or why the institution is limited in its decision.

Each institution is required to have a financial aid appeals process. You will receive information with your financial aid package. An institution publishes information about the financial aid appeals process in student handbooks and the Financial Aid Office.

In general, the institution handles all faculty-related and grading issues. Resolving a personality conflict with a faculty member can often be handled discretely by contacting the Dean or the Vice President of Academic Affairs. These individuals want your college experience to be positive without unnecessary hurdles. The dean or vice president is in the best position to assist you in transferring to another class if the situation warrants such action.

If a student does not get a response to a written appeal in 30 days or feels that an institution did not follow its policies and procedures, you can appeal to the Commission to hear your case.

Matters of a criminal nature are best directed to local law enforcement (police, sheriff, etc.), campus police, or the local district attorney. If uncertain how to handle this matter, contact your Student Service Vice President. Counselors will be able to assist you.

If a student disagrees with current institutional policies, the best approach is to get involved with student government. The Student Government Association has a legislative agenda to improve higher education for students and frequently testifies on behalf of all students regarding institutional policies.

What types of complaints can I appeal to the Commission?

The Commission hears appeals that pertain to “state guaranteed general education” course transferability, violation of the Student Bill of Rights, and non-compliance with Commission policies (e.g., Transfer, Student Fees). The Commission will also hear appeals that suggest a public higher education institution:

- May lack appropriate policies or procedures required by the Commission’s policies.
- Did not follow an institution’s established policies or procedures.
- Did not respond to a student’s written appeal within 30 days.

The Commission’s appeal process is not designed to resolve disputes between an individual and an institution that involve grades, billing, terms of employment or that involve athletic eligibility. These issues are outside the Commission’s area of authority. The Commission may be able to facilitate a meeting or identify the correct contact person.

How do I file an appeal with the Commission?

Students interested in filing an appeal should submit a signed letter requesting Commission assistance. Remember to include a mailing address and phone number so that we can contact you. Under the Privacy Act, we can only discuss a case with the student.

- Write a brief narrative of the facts of the complaint. In most cases, such a narrative need be no longer than one page.

- Indicate the date you filed an appeal following the institution's appeal process, with whom, and the type of response received.
- Attach documentation to support your narrative wherever possible. Helpful documentation might include relevant portions of the college catalog, letters exchanged between you and the institution, signed graduation agreements, transcript evaluations, etc.
- Mail the letter and its attachments to the Colorado Commission on Higher Education, 1380 Lawrence Street, Suite 1200, Denver, CO 80204, Attention: Sharon Samson. Do not copy the Commissioners. They will receive materials under the general letter as appropriate.

Can I simply send the Commission a copy of an appeal I sent to the institution?

You may include the letter as documentation, but the Commission will take no action unless the appeals request is addressed to it.

When copied on a letter sent to an institution, CCHE staff assume that it is for information purposes only. Because institutional decisions are best resolved within the institution's own internal appeal processes that have the ability to mediate or order an individual remedy, we do not wish to get in the middle. It may complicate or lengthen the institutional process. We want the simplest and shortest appeal route in all cases.

Can I send an appeal to the Commission through e-mail or via the telephone?

Many student problems can be resolved informally, especially connecting the student with the appropriate campus contact person. The Commission will respond to e-mail and telephone inquiries. In some cases, CCHE staff will advise you to file an appeal.

The Commission will not process any appeal requests until it is received in writing but an e-mail letter will suffice.

How soon may I expect the Commission's response to my complaint?

The Commission staff will indicate whether your appeal is one that the Commission can consider by sending you a letter within five days of receiving your complaint. Appeals pertaining to state guaranteed general education courses will be handled within five business days.

If the Commission agrees to process my complaint, what happens next?

If the appeal is one that the Commission has authority to hear, the appeal will be forwarded to the CCHE's Appeal Board. The Appeal Board meets the third Friday of October, November, March and April. Due to finals, the board does not meet in December and May. Since it is preferable that the student and the institution resolve the matter, the appeals process allows 30 days in the beginning of each semester for this to occur. For example, if a student files an appeal with an

institution in fall semester, the earliest the appeal can be forwarded to the Commission is late September. The Appeal Board would review the case in October.

Once the Commission has received your appeal, it will forward your appeal along with a letter from Commission staff to the chief executive officer seeking a response to the issue identified. The Commission may ask for additional information from you.

Once the Appeals Board has met, the Commission will write to you again to indicate its disposition of your appeal. In most cases, the institution is likely to have been able to provide the Commission with adequate assurances that it has appropriate policies in place and has conducted decision-making in accordance with those policies OR that it has recognized a problem and initiated corrective action. In rare cases, where the issues are exceptionally serious and far-reaching, the Commission may schedule an on-site evaluation visit to consider the issues further.

If I am worried about revealing my identity, can I file my appeal anonymously?

Anonymous complaints are difficult for the Commission to process even when they appear to raise relevant issues. The Commission has no way to ask for additional information or verify the facts. The Commission does protect student names when referring a case to an Appeal Board. Only the Commission staff and the college president has access to the student's name.

Individuals may request that the Commission keep their identity confidential to the extent possible and include the reasons for the request. In rare cases, the Commission may be able to summarize the information raised by the complainant when discussing a case with the college president.

What is the Student Bill of Rights?

23-1-125. Commission directive - student bill of rights

THE GENERAL ASSEMBLY HEREBY FINDS THAT STUDENTS ENROLLED IN PUBLIC INSTITUTIONS OF HIGHER EDUCATION SHALL HAVE THE FOLLOWING RIGHTS:

- (a) STUDENTS SHOULD BE ABLE TO COMPLETE THEIR ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE DEGREE PROGRAMS IN NO MORE THAN SIXTY CREDIT HOURS OR THEIR BACCALAUREATE PROGRAMS IN NO MORE THAN ONE HUNDRED TWENTY CREDIT HOURS UNLESS THERE ARE ADDITIONAL DEGREE REQUIREMENTS RECOGNIZED BY THE COMMISSION;
- (b) A STUDENT CAN SIGN A TWO-YEAR OR FOUR-YEAR GRADUATION AGREEMENT THAT FORMALIZES A PLAN FOR THAT STUDENT TO OBTAIN A DEGREE IN TWO OR FOUR YEARS, UNLESS THERE ARE ADDITIONAL DEGREE REQUIREMENTS RECOGNIZED BY THE COMMISSION;

(c) STUDENTS HAVE A RIGHT TO CLEAR AND CONCISE INFORMATION CONCERNING WHICH COURSES MUST BE COMPLETED SUCCESSFULLY TO COMPLETE THEIR DEGREES;

(d) STUDENTS HAVE A RIGHT TO KNOW WHICH COURSES ARE TRANSFERABLE AMONG THE STATE PUBLIC TWO-YEAR AND FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION;

(e) STUDENTS, UPON COMPLETION OF CORE GENERAL EDUCATION COURSES, REGARDLESS OF THE DELIVERY METHOD, SHOULD HAVE THOSE COURSES SATISFY THE CORE COURSE REQUIREMENTS OF ALL COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION;

(f) STUDENTS HAVE A RIGHT TO KNOW IF COURSES FROM ONE OR MORE PUBLIC HIGHER EDUCATION INSTITUTIONS SATISFY THE STUDENTS' DEGREE REQUIREMENTS;

(g) A STUDENT'S CREDIT FOR THE COMPLETION OF THE CORE REQUIREMENTS AND CORE COURSES SHALL NOT EXPIRE FOR TEN YEARS FROM THE DATE OF INITIAL ENROLLMENT AND SHALL BE TRANSFERRABLE.

TOPIC: FY 2003 TUITION AND FEE SURVEY

PREPARED BY: BRIDGET MULLEN

I. SUMMARY

The enclosed report presents the FY 2003 survey on tuition and fees for the Colorado public institutions of higher education. The analysis of the FY 2003 tuition and fees include: summary tables of FY 2003 tuition and fees for all Colorado public institutions of higher education; room and board expenses; and a national comparison of resident tuition and fees at public institutions showing tuition and fees at universities, state colleges and community colleges.

II. BACKGROUND

CCHE staff annually collects information concerning the tuition and fee rates for the public institutions of higher education in Colorado.

III. STAFF ANALYSIS

[See enclosed report.](#)

Appendix A

STATUTORY AUTHORITY

23-1-108 (12) “The commission shall establish tuition and fee policies based on institutional role and mission, and the governing boards shall set tuition and fees consistent with such policies. The commission shall follow the requirements of section 23-1-123 in establishing fee policies pursuant to this subsection (12).

COLORADO COMMISSION ON
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

FY 2003 TUITION AND FEE REPORT
FOR COLORADO'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION
OCTOBER 2002

1380 Lawrence Street, Suite 1200 • Denver, Colorado 80204 • (303) 866-2723
TIMOTHY E. FOSTER, EXECUTIVE DIRECTOR

FY 2003 Tuition and Fee Report

This annual report provides the latest information on tuition, mandatory student fees and room and board expenses associated with attending a public postsecondary institution in Colorado. For Colorado public institutions of higher education, annual maximum tuition rate increases are recommended by the Commission. Governing boards establish tuition rates based on these legislatively set limits. In FY 2003, resident tuition rate increases ranged from 4.7 to 6.2 percent and non-resident tuition rates were capped at 9.0 percent. Student fees and room and board charges are established by the institution and approved by their respective governing boards. In addition, governing boards must comply with the Colorado Commission on Higher Education's tuition policy, which states that resident tuition rates should cover between 25 and 35 percent of total education costs for the academic program while non-resident tuition rates should cover at least 100 percent. The following tuition and fee report summarizes current information and historical trends on resident and non-resident tuition and mandatory student fees charged by Colorado public two-year and four-year institutions. The tuition and fee data presented will be categorized by institution type (two-year colleges, four-year colleges and research universities): **two-year colleges** refers to the thirteen public community colleges in Colorado, **four-year colleges** includes the State Colleges (Adams, Mesa and Western), University of Colorado – Colorado Springs and University of Colorado – Denver, University of Northern Colorado, University of Southern Colorado, Metropolitan State College of Denver, and Fort Lewis College, and the **research universities** are the University of Colorado – Boulder, Colorado State University and Colorado School of Mines. Please note that the institutions within the University of Colorado System have tuition differentials and are reported in the tables following the written report. For comparisons throughout this report only the most common rate charged will be discussed (UCB – All-Other, UCCS – Freshmen and Sophomore, and UCD – Freshmen and Sophomore). Data is also presented separately for the two graduate institutions, the University of Colorado Health Sciences Center and the Professional Veterinary Medicine School at Colorado State University.

Tuition

Tuition for full-time undergraduates at Colorado's public institutions of higher education are lowest at the two-year colleges, and highest at the research institutions, the University of Colorado Health Sciences Center and Professional Veterinary Medicine School at Colorado State University. FY 2003 resident tuition increases for full-time students ranged from 4.7 to 6.2 percent. The FY 2003 tuition rate increases are the largest increases over the past ten years and the table below summarizes these Commission approved increases for each public institution.

FY 2003 CCHE Approved Maximum Resident Tuition Increases

Institution (by type)	Resident Tuition Increase
Research Institutions:	
Colorado School of Mines	6.2%
Colorado State University	6.2%
University of Colorado - Boulder	6.2%
Four-Year Institutions:	
Adams State College	4.7%
Mesa State College	4.7%
Western State College	4.7%
University of Colorado - Colo. Springs	6.2%
University of Colorado - Denver	6.2%
Fort Lewis College	6.2%
Metropolitan State College of Denver	4.7%
University of Northern Colorado	6.2%
University of Southern Colorado	6.2%
Two-Year Institutions:	
Community Colleges of Colorado	4.7%

In FY 2003, resident undergraduate tuition ranged from lows of \$1,510 at the thirteen community colleges, \$1,698 for Western State College and \$1,712 at Adams State College to highs of \$2,752 at the University of Colorado – Denver, \$2,776 for the University of Colorado – Boulder and \$5,246 at the Colorado School of Mines. Resident graduate tuition rates varied depending on the academic program. Resident tuition for graduate programs ranged from lows of \$1,854 at the University of Southern Colorado, \$1,979 for Mesa State College and \$2,068 at Adams State College to highs of \$3,690 at the University of Colorado – Boulder, \$3,488 for the University of Colorado – Denver, and \$5,246 at the Colorado School of Mines. Resident tuition for professional graduate programs (Medicine, Law & MBA) ranged from \$4,992 at the University of Colorado - Boulder MBA program to \$9,228 at Colorado State University – Veterinary Medicine and \$13,403 at the University of Colorado Health Sciences Center Medical program.

In FY 2003, full-time tuition rate increases for non-resident students ranged from 7.7 to 9.0 percent. Non-resident undergraduate full-time tuition varied from lows of \$6,024 at the rural community colleges, \$6,752 for Adams State College and \$7,016 at Mesa State College to highs of \$13,324 at the University of Colorado – Denver, \$17,516 for the Colorado School of Mines and \$18,120 at the University of Colorado – Boulder. Non-resident graduate tuition was lowest at Mesa State College, Adams State College and the University of Southern Colorado at \$6,944, \$8,096 and \$8,978 respectively and highest at

the University of Colorado Health Sciences Center and for the Veterinary Medicine school at Colorado State University. The table below summarizes the Commission approved maximum increases for non-resident tuition.

FY 2003 CCHE Approved Maximum Non-Resident Tuition Increases

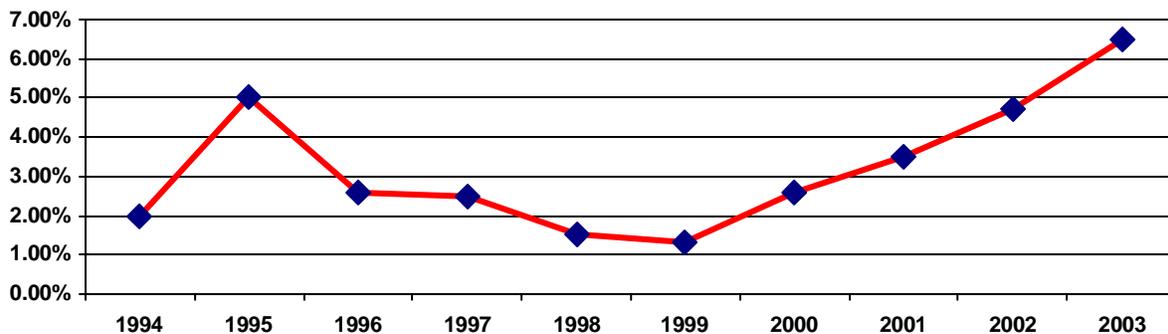
Institution (by type)	Non-Resident Tuition Increase
Research Institutions:	
Colorado School of Mines	9.0%
Colorado State University	9.0%
University of Colorado – Boulder	9.0%
Four-Year Institutions:	
Adams State College	7.7%
Mesa State College	7.7%
Western State College	7.7%
University of Colorado – Colo. Springs	9.0%
University of Colorado - Denver	9.0%
Fort Lewis College	9.0%
Metropolitan State College of Denver	7.7%
University of Northern Colorado	7.7%
University of Southern Colorado	9.0%
Two-Year Institutions:	
Community Colleges of Colorado	7.7%

In the attached appendix, tables 1 through 4 provide a detailed summary of the tuition rates for FY 2003, including percentage increases over the FY 2002 rates. Tables 1 and 2 report undergraduate resident and non-resident full-time tuition rates and Tables 3 and 4 present full-time graduate tuition rates. All tuition differentials for the various academic programs for the University of Colorado campuses are also included in the tables. It is important to note that in FY 2003, the University of Colorado - Boulder, the University of Colorado - Colorado Springs and the University of Colorado - Denver were given legislative approval to increase resident and non-resident tuition for various academic programs beyond the Commission approved limits for the other institutions. In addition, since the number of credit hours considered for full-time status (for tuition purposes) varies from campus to campus, a 15-credit hour comparison of tuition rates for undergraduates is provided in Table 5.

Historical Undergraduate Tuition Trends

During the past five years, average resident undergraduate tuition increases have been fairly uniform, rising between 14 and 16 percent, from FY 1999 to FY 2003, with the exception of the University of Colorado - Denver which experienced a 40 percent increase and the University of Colorado - Colorado Springs, a 26 percent gain. This uniformity is due to annual tuition rate increase approval by the legislature. The ten-year increases reflect a greater range of increases. For example, the two-year colleges across the state saw an average tuition increase of nearly 32 percent between FY 1993 and FY 2003. The lowest increases in the ten-year period occurred at the community colleges, Adams State College and Western State College all increasing by 32 percent. The highest tuition increases over the past decade took place at Metropolitan State College of Denver, the University of Colorado – Colorado Springs and at the University of Colorado - Denver (Freshman and Sophomore rate) increasing by 43, 45 and 61 percent. Table 6 outlines a history of resident full-time undergraduate tuition from FY 1993 to FY 2003. The chart below shows the annual average increase in resident tuition rates for the past ten fiscal years. As the chart indicates, tuition increases as a percent have continued to increase since FY 1999 (the final year of the resident tuition buy-down by the legislature).

Annual Average Percentage Increase in Resident Tuition Rates



Tuition as a Percentage of Education Costs

In addition to legislative guidelines for tuition increases, institutions must also comply with the Colorado Commission on Higher Education's tuition guidelines. The CCHE guidelines state that the average tuition rates for full-time, undergraduate resident students – on a governing board basis – should cover between 25 percent and 35 percent of the cost of the academic program. Average tuition rates for full-time, non-resident students should cover at least 100 percent of the costs. These guidelines do not apply to the Colorado School of Mines. In FY 2003, Metropolitan State College of Denver will

exceed the maximum due to its transition to a stand-alone board and separation from the State Colleges in Colorado. This should be a one-year anomaly. Tables 7 and 8 report tuition as a percentage of cost at each institution over the past ten fiscal years.

Student Fees

Resident and non-resident students pay the same amount in mandatory student fees. The governing board must approve any increase or decrease to a student fee. New student fees must be first approved by students through a referendum and then by the governing board. Examples of student fees are technology fees, RTD bus pass fee, physical recreation fee, student government/organization fees and health services fees. The table below reports the annual total for student fees and the percentage increase over the FY 2002 total.

FY 2003 Annual Student Fees for Full-Time Students

Institution (by type)	Annual Total Student Fees	% Change Over FY 2002
Research Institutions:		
Colorado School of Mines	\$706	3.67%
Colorado State University	\$780	3.89%
University of Colorado – Boulder	\$790	6.35%
Four-Year Institutions:		
Adams State College	\$672	4.67%
Mesa State College	\$606	0.98%
Western State College	\$774	(3.37%)
University of Colorado – Colo. Springs	\$797	3.91%
University of Colorado - Denver	\$490	10.36%
Fort Lewis College	\$730	0.21%
Metropolitan State College of Denver	\$564	8.38%
University of Northern Colorado	\$661	0.84%
University of Southern Colorado	\$591	10.97%
Two-Year Institutions:		
Arapahoe Community College	\$155	5.25%
Colorado Northwestern CC	\$180	0.50%
Community College of Aurora	\$80	(6.94%)
Community College of Denver	\$301	0.20%
Front Range Community College	\$168	3.52%
Lamar Community College	\$305	3.21%
Morgan Community College	\$155	2.18%
Northeastern Junior College	\$568	1.96%
Otero Junior College	\$170	0.53%
Pikes Peak Community College	\$125	1.80%
Pueblo Community College	\$230	7.51%
Red Rocks Community College	\$212	3.36%
Trinidad State Junior College	\$321	3.02%

In FY 2003, twenty-three institutions had an increase in student fees ranging from less than 1 percent increase to more than 16 percent. The largest increases, as a percent, occurred at Metropolitan State College of Denver (8.38%), the University of Colorado – Denver (10.36%) and the University of Southern Colorado (10.97%). The smallest increases were at Colorado Northwestern Community College (0.50%), Fort Lewis College (0.21%) and Community College of Denver (0.20%). Student fees decreased at Western State College (-3.37%) and the Community College of Aurora (-6.94%) and remained unchanged at the University of Colorado - Health Sciences Center. Table 9 of the appendix compares the FY 2002 and FY 2003 mandatory student fee totals.

In FY 2003, student fees charged to full-time students ranged from lows of \$20 at the University of Colorado Health Sciences Center, \$80 at the Community College of Aurora, and \$125 at Pikes Peak Community College to highs of \$780 at Colorado State University, \$790 at the University of Colorado – Boulder and \$797 at the University of Colorado – Colorado Springs.

In general, the **2-year colleges** have lower annual student fees as compared to the **four-year colleges and research institutions**. Fees at the two-year institutions were highest at Northeastern Junior College (\$568) and lowest at the Community College of Aurora (\$80). The University of Colorado - Colorado Springs (\$797) had the highest fees for the four-year institutions and the University of Colorado – Denver (\$490) had the lowest. For the research institutions, fees were highest at the University of Colorado – Boulder (\$790) and lowest at the Colorado School of Mines (\$706). The average increase in mandatory student fees from FY 2002 to FY 2003 at the two-year institutions was \$7.35, a 3 percent increase over the FY 2002 fees. Mandatory student fees at the four-year institutions averaged a 3 percent increase over the previous year's totals, up \$22 and fees at the research institutions increased by 5% on average, a \$34 increase over the previous fiscal year.

A ten-year history of mandatory student fees by institution is reported on Table 10 of the appendix. Over the past decade, FY 1993 to FY 2003, fees have more than doubled at seven institutions; the University of Colorado – Colorado Springs, University of Colorado – Denver, University of Northern Colorado, Metropolitan State College of Denver, Morgan Community College, Red Rocks Community College and Trinidad State Junior College. Fees have decreased at Arapahoe Community College, Colorado Northwestern Community College and at Northeastern Junior College. On average, from FY 1993 to FY 2003, student fees have increased by 53 percent at the two-year institutions, by 68 percent at the research institutions, and have more than doubled at the four-year institutions.

Resident Undergraduate Tuition and Student Fees

A more accurate picture of higher education costs to resident students at Colorado's public institutions of higher education combines both tuition and student fees. Table 11 summarizes FY 2002 and FY 2003 tuition and student fees for resident undergraduate full-time students. Full-time resident tuition and fees are lowest at the **two-year colleges**, which ranged from lows of \$1,590 at the Community College of Aurora, \$1,634 at Pikes Peak Community College and \$1,644 for Arapahoe Community College to highs of \$1,811 for the Community College of Denver, \$1,831 at Trinidad State Junior College and \$2,078 at Northeastern Junior College, both residential two-year institutions. Resident tuition and fees at the **four-year colleges** ranged from lows of \$2,373 at Mesa State College, \$2,384 for Adams State College and \$2,472 for Western State College to highs of \$2,951 at the University of Northern Colorado, \$3,242 for the University of Colorado – Denver and \$3,547 at the University of Colorado – Colorado Springs. Tuition and fees at the **research institutions** are \$3,435 at Colorado State University, \$3,566 for the University of Colorado at Boulder and \$5,952 for the Colorado School of Mines. The table below summarizes the FY 2003 undergraduate tuition and fees charged to resident full-time students.

FY 2003 Resident Full-Time Undergraduate Annual Tuition and Fee Rates

Institution (by type)	Annual Tuition and Fees
Research Institutions:	
Colorado School of Mines	\$5,952
Colorado State University	\$3,435
University of Colorado – Boulder	\$3,566
Four-Year Institutions:	
Adams State College	\$2,384
Mesa State College	\$2,373
Western State College	\$2,472
University of Colorado – Colo. Springs	\$3,547
University of Colorado - Denver	\$3,242
Fort Lewis College	\$2,632
Metropolitan State College of Denver	\$2,445
University of Northern Colorado	\$2,951
University of Southern Colorado	\$2,651
Two-Year Institutions:	
Arapahoe Community College	\$1,664
Colorado Northwestern CC	\$1,689
Community College of Aurora	\$1,590
Community College of Denver	\$1,811
Front Range Community College	\$1,677
Lamar Community College	\$1,815
Morgan Community College	\$1,664
Northeastern Junior College	\$2,078
Otero Junior College	\$1,680
Pikes Peak Community College	\$1,634

Pueblo Community College	\$1,739
Red Rocks Community College	\$1,750
Trinidad State Junior College	\$1,831

A year-to-year picture of resident full-time tuition and mandatory student fees, including the five-year and ten-year averages for each institution is shown on Table 12 of the appendix. Over the past five years, FY 1999 to FY 2003, average resident full-time undergraduate tuition and fees at the **two-year colleges** increased by 12 percent, followed by an average increase of 16 percent for the **research institutions** and 23 percent at the **four-year colleges** as compared to a 24 percent growth in median income. For the decade, undergraduate resident full-time tuition and fees have increased between 37 and 53 percent, on average. Two-year institutions had the lowest average increase over the decade at 37 percent. The research institutions averaged a 39 percent increase for the ten-year period, FY 1993 to FY 2003. The four-year institutions experienced the largest average increases in tuition and student fees of 53 percent for the decade. For the same 10-year time period, median income grew by 62 percent. The chart below compares the five-year and ten-year growth in median income with the average growth in resident, undergraduate, full-time tuition and fees.

Median Income versus Average Tuition and Fee Increases, 5-Yr and 10-Yr Change

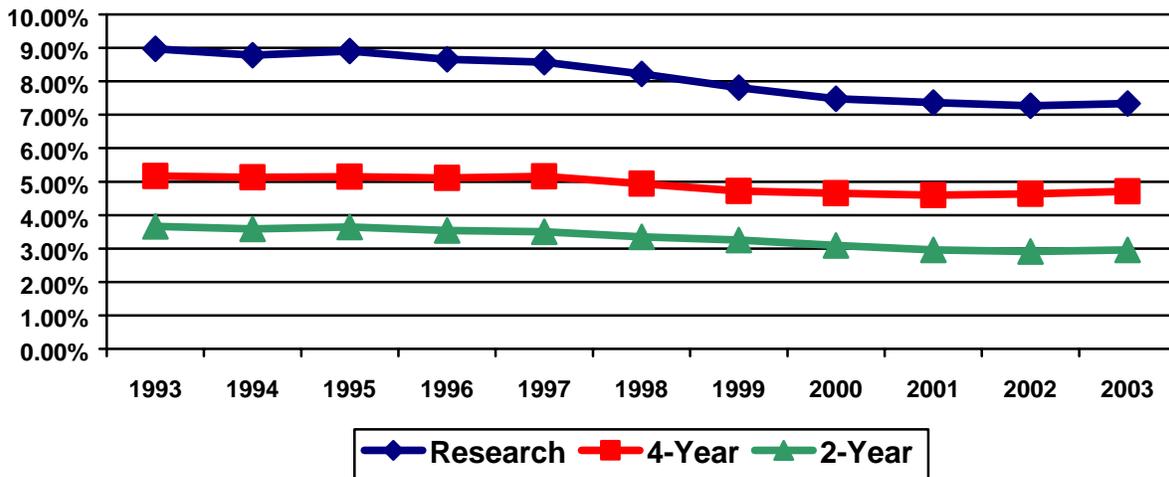
Institution Type	5-Year % Change FY 1997-2003	10-Year % Change FY 1993-2003
Median Income	24%	62%
2-year Institutions	12%	37%
4-Year Institutions	23%	53%
Research Institutions	16%	39%

Please note that median income is reported by calendar years.

Tuition and Fees as a Percent of Median Household Income

Growth in Colorado’s median household income has outpaced growth in resident tuition and fees over the past decade. From 1992 to 2002 (for tuition and fees FY 1993-FY 2003), Colorado’s median household income increased by more than 62 percent. Over the same period, resident full-time undergraduate tuition and mandatory student fees at Colorado’s public 4-year institutions rose by 53 percent, as compared to tuition and fee growth of 39 percent at public research institutions and 37 percent at community colleges. Median household income grew at a faster pace from 1997 to 2003 than from 1992 to 1997, whereas resident tuition and fees increased faster from 1992 to 1997 as compared to the last five years. The chart below shows tuition and fees as a share of Colorado median household income between 1993 and 2003.

Resident Undergraduate Tuition and Fees as a Percent of Median Income



In FY 2003, resident undergraduate full-time tuition and student fees increased as a share of the state’s median household income over FY 2002, the first increase since FY 1997. Over the decade, tuition and fees at the state’s public research institutions fell from 8.9 percent of median household income in 1992 to 7.3 percent in 2003. For Colorado public 4-year institutions, tuition and fees actually rose from 4.9 percent of income in 1991 to 5.1 percent in 1996. They declined, however, over the next five years, dropping to 4.6 percent in 2002 and then increasing in 2003 to 4.7 percent. In terms of public 2-year institutions, tuition and fees as a percent of median household income was less dramatic. While increases rose from 3.3 percent of median income in 1991 to 3.5 percent in 1996, they fell to 2.9 percent by 2002 and rose to almost 3 percent in 2003.

Room & Board Rates

In addition to tuition and mandatory student fee rate changes, the Colorado Commission on Higher Education annually reports room and board rate costs. The FY 2003 room and board charges are between 2 and 12 percent higher than the previous year. Fifteen of the twenty-six public institutions of higher education in Colorado offer institutional housing options to their students and, although, freshmen are generally encouraged to live on campus, it is not mandatory. Table 13 outlines room and board rates for FY 2003. Room and board expenses averaged \$5,568 at the public four-year institutions and \$4,321 at the residential two-year institutions. The lowest room and board rates were at Otero Junior College at \$3,756 and \$4,288 at Lamar Community College. The highest rates were at the University of Colorado - Boulder at \$6,085 and the University of Colorado - Colorado Springs at \$5,900. The average room and board rate grew to \$5,152 from \$4,895 in FY 2002, an increase of more than 5 percent.

A National Comparison

A national comparison of resident tuition and fees at public institutions of higher education is provided in Tables 14, 15 and 16. The most recent data compiled by the State of Washington Higher Education Coordinating Board is for FY 2002 tuition and mandatory student fees. Full-time tuition is defined as 30 semester credit hours or 45-quarter credit hours. The resident undergraduate tuition and fee rate reported for the “Flagship University” classification in the report is the University of Colorado at Boulder. The average tuition and fee calculated for Colorado’s “Comprehensive Colleges and Universities” classification is Adams State College, Fort Lewis College, Metropolitan State College of Denver, the University of Northern Colorado and Western State College.

Resident tuition and fees at Colorado’s public four-year universities and colleges, on average, is less than the national average. However, resident tuition and fees at Colorado’s community colleges exceed the national average. The national average for tuition and fees at a flagship university was \$4,260 compared to Colorado at \$3,357. Resident tuition and mandatory student fees at Colorado’s flagship university, as defined by the State of Washington Survey, was 21 percent less than the national average. Resident tuition at Colorado’s comprehensive colleges and state universities was 26 percent less than the national average. However, Colorado’s average resident community college tuition and mandatory student fee, at \$1,999, was higher than the national average of \$1,807 by 11 percent.

Conclusion

Colorado has held the line in restricting tuition increases during the past decade. While some of the reasons for these limits may be attributable to the TABOR amendment, adopted in 1992, some were a result of the Commission’s desire and the commitment of elected officials to maintain access to higher education for Colorado citizens. This balancing between institutional needs in light of budget cuts and the ability of resident students to acquire a college education will remain important in the next few years.

Appendix

TOPIC: CCHE – CAPITAL ASSETS QUARTERLY REPORT (WAIVERS, SB 92-202 AND CASH-FUNDED APPROVALS, AND LEASES)

PREPARED BY: GAIL HOFFMAN

I. SUMMARY

The Commission has delegated authority to the executive director, who has subsequently delegated authority to 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 actions only on leases during the third quarter of 2002. The Commission granted all requests for program plan waivers and authorized all but four of the cash-funded and SB 92-202 projects at its October 3, 2002, meeting. (SB 92-202 projects are in statute as 23-1-106(9)(a), and are those that are constructed, operated, and maintained solely from student fees, auxiliary facility funds, wholly endowed gifts and bequests, research building revolving funds, or a combination of such sources. Under a Senate bill passed in 2001, institutions need not seek Commission approval for such projects that cost less than \$250,000, but must report such projects to the Commission annually.) The commission staff has taken no action on any waivers or cash-funded projects since that time.

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. No project using state capital construction funds, regardless of size, may proceed without Commission and legislative approval. Generally, institutions submit the significant financial information relating to the projects and conceptual analyses of the proposed scope of work. Staff then reviews the proposals and determines whether the information is sufficient to recommend a waiver or whether additional information is needed.

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 third-quarter lease approvals by type, value and institution are included in Attachment A of this agenda item. A more complete analysis of the leasing will be presented in the 2002 annual report for Capital Assets presented to the Commission and the Legislature later this year. This report simply summarizes for the Commission the general lease information, including the general lease categories and the dollars being allocated through operating budgets for leases.

Staff would like the Commission to note the University of Colorado at Boulder lease at 1777 Exposition Drive, Boulder, for a maximum of \$1,765,704 annually that has been approved. The actual lease for the 86,487-square-foot building is \$640,000; the operating cost is \$605,000. The lease will be in effect until the University is able to arrange the acquisition of the property, which is two blocks from the East Campus. The University intends to use the building for research purposes. The 2000 facilities master plan for the University indicated a large space deficit for research purposes.

No formal action is required. This report is submitted for Commission review.

Attachment:

[A](#): Lease review and approval report for the third quarter of 2002.

CCHE Approvals of Leases, Third Quarter

May 23 through October 21, 2002

Institution	Lease Status	Date of Approval	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
Auraria Higher Education Center	Approved and Notification sent	19-Jun-02	1530 W. Colfax Ave., Denver	Support	\$9,000.00	16000	0.56	New	1-Jul-02	30-Jun-07
Auraria Higher Education Center Totals					\$9,000.00	16000	0.56			
Colorado State University	Approved and Notification sent	19-Jun-02	348 Lake Dillon Drive, Dillon	Office	\$10,800.00	746	14.48	New	1-Jul-02	31-Dec-02
Colorado State University	Approved and Notification sent	16-Sep-02	Trumbull #13 and Cabin #2, 7986 South Hwy 67, Sedalia	Special Use	\$0.00	850	0.00	Renewal	1-Oct-02	30-Sep-03
Colorado State University	Approved and Notification sent	29-Jul-02	102 Par Place Suite 3A Montrose	Office	\$1,724.40	130	13.26	New	1-Aug-02	30-Jun-04
Colorado State University	Approved and Notification sent	16-Jul-02	Vacant Land in Washington County, 10 miles South and 1 mile West of Platner	Special Use	\$2,800.00	0		Renewal	1-Sep-02	31-Aug-03
Colorado State University	Approved and Notification sent	19-Jun-02	Dalton and Highway 50 West, La Junta	Support	\$1.00	0		New	1-Jul-02	30-Jun-03
Colorado State University	Approved and Notification sent	11-Jun-02	2860 Circle Drive South, Colorado Springs	Office	\$5,419.96	448	12.10	Renewal	1-Jul-02	30-Jun-03

CCHE Approvals of Leases, Third Quarter

May 23 through October 21, 2002

Institution	Lease Status	Date of Approval	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
Colorado State University	Approved and Notification sent	11-Jun-02	Dalton and Highway 50 West, La Junta	Special Use	\$1.00	0		Renewal	1-Jul-02	30-Jun-27
Colorado State University	Approved and Notification sent	11-Jun-02	6221 Downing Street, Rooms J and L, Denver	Office	\$600.00	349	1.72	New	1-Jul-02	30-Jun-03
Colorado State University	Approved and Notification sent	11-Jun-02	215 North Linden, Cortez	Office	\$23,664.00	3120	7.58	Renewal	1-Jul-02	30-Jun-03
Colorado State University	Approved and Notification sent	11-Jun-02	7990 Highway 50, Suite C and Shop, Salida	Office	\$13,113.00	1968	6.66	Renewal	1-Jul-02	30-Jun-05
Colorado State University	Approved and Notification sent	11-Jun-02	219 W. Magnolia, Fort Collins	Office	\$6,600.00	439	15.03	Renewal	1-Jul-02	30-Jun-03
Colorado State University	Approved and Notification sent	11-Jun-02	Town Square Mall, 208 Santa Fe, Suite 21, La Junta	Office	\$8,998.00	1250	7.20	Renewal	1-Jul-02	30-Jun-03
Colorado State University	Approved and Notification sent	16-Jul-02	1475 Pine Grove Road, Suite 202 A , Steamboat Springs	Office	\$5,360.00	335	16.00	Renewal	1-Oct-02	30-Sep-04

CCHE Approvals of Leases, Third Quarter

May 23 through October 21, 2002

Institution	Lease Status	Date of Approval	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
University of Southern Colorado	Approved and Notification sent	29-Jul-02	229 E. Pikes Peak Ave., Colorado Springs	Classrooms	\$23,160.00	2400	9.65	New	30-Jun-02	1-Jul-03
Colorado State University System Totals					\$102,241.36	12035	8.50			

CCHE Approvals of Leases, Third Quarter

May 23 through October 21, 2002

Institution	Lease Status	Date of Approval	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
Community College of Aurora	Approved and Notification sent	29-Aug-02	12635 E. Montview Ave, Suite 100, Aurora	Labs	\$52,315.80	1895	27.61	Renewal	15-Aug-00	31-Aug-05
Front Range Community College - Larimer Campus	Approved and Notification sent	15-Oct-02	1624 South Lemay Avenue, Unit 4, Ft. Collins	Labs	\$10,290.00	1237	8.32	New	1-Nov-02	25-Aug-04
Front Range Community College - Longmont Campus	Approved and Notification sent	16-Jul-02	6545 Gunpark, Units 200 and 210, Boulder	Classrooms	\$64,687.50	3750	17.25	New	1-Aug-02	31-Jul-04
Front Range Community College - Longmont Campus	Approved and Notification sent	27-Aug-02	105 S. Sunset, Suites H - J, Longmont	Classrooms	\$76,623.00	6000	12.77	New	15-Sep-02	16-Sep-06
Lamar Community College	Approved and Notification sent	1-Jul-02	27533 US South Hwy 287, Lamar	Labs	\$68,000.00	10200	6.67	Renewal	1-Jul-02	30-Jun-03
Morgan Community College	Approved and Notification sent	29-May-02	2400 E. Bijou Ave., Ft. Morgan	General Use	\$6,000.00	1200	5.00	Renewal	1-Jul-02	30-Jun-03
Morgan Community College	Approved and Notification sent	20-Jun-02	32415 Hwy 34, Wray	Classrooms	\$41,280.00	4825	8.56	New	1-Jan-03	30-Jun-07
Morgan Community College	Approved and Notification sent	7-Oct-02	37397 Cessna Way, Watkins	Classrooms	\$12,581.52	1242	10.13	New	15-Oct-02	30-Jun-03
Morgan Community College	Approved and Notification sent	29-May-02	117 Main St., Ft. Morgan	General Use	\$73,500.00	10000	7.35	Renewal	1-Jul-02	30-Jun-03
Morgan Community College	Approved and Notification sent	29-May-02	2400 E. Bijou Ave., Ft. Morgan	General Use	\$3,600.00	1200	3.00	New	15-Apr-02	30-Jun-02

CCHE Approvals of Leases, Third Quarter

May 23 through October 21, 2002

Institution	Lease Status	Date of Approval	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
Otero Junior College	Approved and Notification sent	22-May-02	Christ the King Church, 1708 Horseshoe Drive, Pueblo	Special Use	\$11,750.00	14907	0.79	Renewal	10-Jun-02	20-Sep-02
Otero Junior College	Approved and Notification sent	29-Aug-02	800 Grace Ave., La Junta	Special Use	\$99,020.00	14854	6.67	New	1-Sep-02	30-Jun-02
Pueblo Community College - Durango Campus	Approved and Notification sent	19-Jun-02	701 N. Camino Del Rio, Durango	Classrooms	\$440,390.00	14061	31.32	Renewal	1-Jun-02	30-Apr-07
Community Colleges of Colorado System Totals					\$960,037.82	85371	13.26			
University of Colorado - Denver Campus	Approved and Notification sent	19-Jun-02	535 16th Street, Suite 300, Denver	Study	\$216,224.61	10238	21.12	Renewal	1-Jun-02	31-Jan-06
University of Colorado - Denver Campus	Approved and Notification sent	1-Aug-02	535 16th Street, #300, Denver	Office	\$36,570.00	2438	15.00	New	1-Aug-02	30-Apr-03
University of Colorado - Health Sci Center 9th\Co	Approved and Notification sent	29-May-02	4300 East 8th Ave., Denver	Support	\$18,600.00	5950	3.13	Renewal	1-Jul-02	30-Jun-04
University of Colorado - Health Sci Center 9th\Co	Approved and Notification sent	29-May-02	1145 Albion, Denver	Support	\$18,400.00	6630	2.78	Renewal	1-Jul-02	30-Jun-04
University of Colorado - Health Sci Center 9th\Co	Approved and Notification sent	29-May-02	1122 Albion, Denver	Support	\$23,600.00	11244	2.10	Renewal	1-Jul-02	30-Jun-04
University of Colorado - Health Sci Center 9th\Co	Approved and Notification sent	17-Jun-02	1721-1725 High Street, Denver	Special Use	\$86,515.00	6655	13.00	Renewal	1-Aug-02	31-Jul-07
University of Colorado - Health Sci Center 9th\Co	Approved and Notification sent	7-Aug-02	1648 Gaylord Street, Suite 150, Denver	Special Use	\$35,500.00	2800	12.68	New	1-Sep-02	30-Jun-07

CCHE Approvals of Leases, Third Quarter

May 23 through October 21, 2002

Institution	Lease Status	Date of Approval	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
University of Colorado - Health Sci Center 9th\Co	Approved and Notification sent	30-Sep-02	1300 South Potomac, Suite 150, Aurora	Special Use	\$26,622.00	1972	13.50	Renewal	1-Oct-02	30-Sep-07
University of Colorado - Health Sci Center 9th\Co	Approved and Notification sent	29-May-02	3840 York Street, Suite 200, Denver	Labs	\$6,000.00	330	18.18	New	1-Jun-02	15-Oct-02
University of Colorado - Health Sci Center Fitz	Approved and Notification sent	29-Aug-02	12635 E. Montview Blvd, Aurora	Labs	\$52,264.00	1895	27.58	New	1-Aug-02	30-Jun-03
University of Colorado Boulder	Approved and Notification sent	9-Oct-02	1777 Exposition, Boulder	Labs	\$1,245,409.00	86487	14.40	New	1-Nov-02	1-Nov-12
University of Colorado System Totals					\$1,765,704.61	136639	12.92			

