

## CCHE Agenda

April 1, 2004

[University of Colorado at Boulder](#)

Boulder, Colorado

10:00 a.m.

I. Approval of Minutes (March 4, 2004)

II. Reports

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

III. Consent Items

None

IV. Action Items

- A. Exemptions to the 120 Credit Hour Statutory Requirement for Baccalaureate Programs – Futhey (30 minutes)
- B. University of Northern Colorado Facilities Master Plan 2003 – Hoffman (30 minutes)
- C. CCHE Travel Policy – Schweigert (30 minutes)

V. Items for Discussion and Possible Action

None

VI. Written Reports for Possible Discussion

- A. 2004 Report on Discontinuation of Low Demand Academic Programs – Futhey
- B. Follow-Up Activities Related to the Addition of the Precollegiate Curriculum to the Admissions Standards Policy – Futhey
- C. Report on Out-of-State Instruction – Breckel
- D. FTE – Service Area Exemptions – Breckel
- E. CCHE – Capital Assets Quarterly Reports (Waivers, Cash, SB 92-202, and Other Projects; and Leases) – Hoffman

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COLORADO COMMISSION ON  
 **HIGHER  
EDUCATION**

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ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

**MINUTES**

March 4, 2004

Otero Junior College

La Junta, Colorado

CCHE Minutes  
March 4, 2004

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## COLORADO COMMISSION ON HIGHER EDUCATION

March 4, 2004  
Otero Junior College  
La Junta, Colorado

### MINUTES

#### Commissioners

Present: Judith Altenberg; Raymond T. Baker, Chair; Terrance L. Farina, Vice Chair; Michael Feeley; Richard L. Garcia; Pres Montoya; Dean Quamme (via telephone); Greg C. Stevinson; and James M. Stewart; William Vollbracht (via telephone); and Judy Weaver.

#### Advisory Committee

Present: Wayne Artis and Ryan McMaken.

#### Commission Staff

Present: Carol Futhey; Joan Johnson; Diane Linder; Lucille Montoya; Bridget Mullen; and Richard Schweigert.

#### I. Call to Order

Chair Ray Baker called the regular meeting of the Colorado Commission on Higher Education to order at 10 a.m. in the Banquet Room of the Student Center at Otero Junior College, in La Junta, Colorado.

**Action:** Commissioner Stewart moved approval of the minutes of the February 5, 2004, Commission meeting. Commissioner Altenberg seconded the motion, and the motion carried unanimously.

Chair Baker recognized and thanked Mr. Jim Rizzuto, President, Otero Junior College, for hosting the Commission meeting. Mr. Rizzuto welcomed the Commission and the higher education representatives to the community college campus in the Arkansas Valley. Mr. Rizzuto presented a brief overview of the community college. Otero Junior College is a rural community college that has been in existence since 1941. They still hold the name junior college due to the strong emphasis in transfer of students from two-year programs on out to four-year schools. One unique thing that they have developed, with Lamar, Trinidad, and Otero, is the REAP program where they are tied in with Adams State College so people can take four-year programs and get a bachelor's degree without leaving those respective communities. Population break out in the service area (Crowley, Otero, and Bent counties) from a Hispanic standpoint is around 50 percent of the total population in the three-county area.

## II. Reports

### A. Chair's Report

Chair Baker, reported that there were no Commissioners absent. He also reported that Executive Director Foster was on a leave of absence. He stated that, to Mr. Foster's credit, his staff has done a tremendous job of keeping things on pace. Ms. Joan Johnson heads up the Community College Task Force and has done a great job. A Task Force meeting will be held at 1 p.m. following the Commission meeting. The final Task Force meeting is March 10 and the task force will be completing a final report due on April 5.

### B. Commissioners' Reports

Commissioner Farina expressed his appreciation to Chair Baker for stepping up in Mr. Foster's absence.

### C. Advisory Committee Reports

Mr. Wayne Artis, CCHE Advisor, thanked the Commission for allowing him to participate in the deliberations of that Community College Task Force body. His observation so far is that there is a lot of work to be done in a very short period of time.

### D. Public Comment

None

### III. Consent Items

#### A. Proposal to Offer a Special Education, Generalist Degree Program at Metropolitan State College of Denver

The Trustees of Metropolitan State College of Denver (MSCD) request Commission approval to offer a Bachelor of Arts (B.A.) degree in Special Education Generalist. The institution designed this proposal to meet Colorado Department of Education (CDE) teacher education performance and content standards for special education, as well as standards developed by the field specialty professional society.

The proposed degree plan has been developed to respond to the recently adopted Special Education Generalist licensure designation by the State Board of Education (SBE). This new licensure encompasses the mild-moderate needs designation that was formerly the designated licensure endorsement area. Veteran teachers holding the Mild/Moderate licenses will be able to continue with these for a period of time. Teacher candidates initially entering this field will pursue the generalist license.

The content of the degree plan for undergraduate students includes 38 credit hours of general education coursework, 13-17 hours of either elementary or secondary specialization coursework, and 65 hours of special education core content coursework. Whether a teacher candidate is completing an elementary or secondary education specialization, the degree can be completed in 120 credit hours. Embedded with the coursework is 894 hours of field experience for both undergraduate and post-baccalaureate students.

For post-baccalaureate candidates, who have already earned an appropriate content area degree and are seeking the courses necessary for licensure, the course requirements involve 48 credit hours devoted to professional education coursework.

This degree plan replaces the degree program approved by the Commission in March 2002. The structural elements of that degree plan would remain in the Generalist degree (i.e., four-year completion requirement, admissions, advising and counseling, 800 hours of field experience, and assessment). Only the coursework elements to address the new licensure requirements have been changed.

The degree proposal has been reviewed by CDE for alignment to special education and teacher performance standards and has been recommended for approval.

#### **Staff Recommendation**

That the Commission approve the request of the Trustees of Metropolitan State College of Denver to offer a Special Education Generalist licensure as a Bachelor of Arts degree and a post-baccalaureate licensure-only program.

B. Grant Proposal Recommendations for the CCHE/TAG Expenditures

The Advanced Technology Fund receives cash funds from the Waste Tire Fund. In the 2003 legislative session, the possible uses of these funds were expanded. CCHE is working with Colorado Institute of Technology (CIT) to fund grants with Advanced Technology Funds and CIT funds. The first of these grants is now ready for approval by CCHE.

**Staff Recommendation**

That the Commission approves \$418,275 in funding for the following awards:

1. Colin Wolden – Colorado School of Mines – Accelerating Fuel Cell Development through Research & Education – \$56,904
2. John Dorgan – Colorado School of Mines – Research & Education in Support of Biobased Products – \$111, 371– this project includes waste diversion and recycling research
3. Anthony Maciejewski – Colorado State University – Center for Robustness in Computer Science – \$250,000

**Action:** Commissioner Montoya moved approval of the staff recommendations for agenda items III A and B. Commissioner Altenberg seconded the motion and the motion carried unanimously.

IV. Action Items

A. Centennial Scholar Program: Merit Aid Policy Changes Required for Implementation

Ms. Diane Lindner presented a follow-up on the action that the Commission took last month regarding the merit financial aid changes. The proposed changes are the formal Commission policy changes that will guide the implementation for institutions in 2005-06 for awarding merit aid. In summary, the changes that were adopted last month included that beginning in 2004-05, only Colorado residents may receive merit aid. This would be the earliest beginning of any of the changes and pertain primarily to graduate students. Beginning in 2006 recent high school graduates will have to meet Commission admission standards and have a minimum cumulative high school GPA of 3.75 for eligibility for a Centennial Scholarship; a 3.5 GPA will be required for renewal. Undergraduates who are not recent high school graduates will be held to the same standards: a minimum GPA of 3.75 for initial award of the Centennial Scholarship and a 3.5 GPA for renewal.

Ms. Bridget Mullen outlined the current allocation methodology for merit aid. Out of approximately \$7 million allocated to institutions in 2003-04, \$5 million goes to both public and private four-year institutions, \$1.8 million to the public two-year institutions and area vocational schools. Assuming no additional funding in future fiscal years, the allocation patterns will remain approximately in these categories. If there is additional funding, the four-year public and private institutions will be allocated additional money based on their proportionate share of undergraduate resident FTE. Total funding for the public two-year and area vocational schools will remain constant although there could be shifts among institutions as the funding formula is phased in. The funding changes will be phased in over a five-year period. No institution will lose more than 10 percent of its merit funding in 2005-06 due to the implementation of the new allocation method.

Commissioner Montoya asked what the ratio is in the financial aid appropriation for merit versus need-based. Ms. Mullen stated that need-based aid is about \$40 million and merit is almost \$7 million.

Ms. Lindner stated that the policy changes that are presented to the Commission today for action is a way to implement a vision discussed last month, and that vision is primarily that the Centennial Scholar program will reward the top scholars in Colorado. The program will assist in recruiting and retaining these top scholars in Colorado colleges and universities, and set a standard that will attract other students, helping them to set a higher bar for themselves. Commitment to rewarding top scholars is a balanced approach to financial aid that allows continued focus on the Commission's priority of opening access to need-based students yet there is a small fund set aside for the top academic achievers.

Ms. Mullen reviewed how the policy will be implemented since the majority of policy initiatives will not go into effect until July 2005 and there will be a phase-out of current recipients. Freshmen admitted in 2005 have 3 years to complete under the old policy, 2005 sophomores have two additional years of awarding and juniors in 2005 will have one year of additional funding under the existing guidelines.

Transfer students who are initially awarded a Centennial Scholarship must meet the 3.75 GPA requirement and transfer students who had received a Centennial Scholarship award at their previous school could be awarded at the new institution with a 3.5 GPA.

Staff recommend the Commission adopt the merit aid policy as written.

Commissioner Farina asked what happened in regard to the question that Dr. Burns raised concerning the 3.75 clarification.

Staff reviewed the data and about 15 percent of transfer students going into the four-year institutions meet the higher GPA requirements, suggesting that a 3.75 GPA is not too high and will not negatively affect that population.

Wayne Artis, CCHE Advisor, asked why you would allow transfer students with a cumulative GPA of 2.5. Ms. Mullen stated that the current policy is being phased out. Those who are awarded up until the policy goes into effect July 2005 are under the old guidelines, which allows student to be awarded at 2.5 as freshmen.

Dr. Jack Burns questioned the inconsistencies if you are transferring from a community college into a four-year institution you have to have a 3.75 in your college curriculum in order to have a merit scholarship. In other words you could be in that limbo zone in which you have a merit scholarship at a community college but not then be able to continue that in a four-year school.

Commissioner Stevinson asked why there is a distinction and why it is not the same playing field for everyone?

Ms. Mullen stated that there is no distinction made for transfer students, but that GPA requirements are identical for all students who are initially awarded the merit award. A 3.75 targets the most meritorious student and so regardless of what level you are entering at the university, a Centennial Scholarship student must have a 3.75 GPA to be initially awarded. Staff makes the distinction in policy simply as a clarification regarding different definitions of undergraduate student status. Ms. Mullen reiterated that all students initially awarded must have a 3.75 GPA. Current Centennial Scholarship recipients must maintain a 3.5 GPA for renewal.

Ms. Lindner stated that as policy for the program is written, if a student has a Centennial Scholarship and transfers, they could transfer in at a 3.5 and be awarded a Centennial Scholarship at the new institution. That does not say that the new institution must award them the Centennial Scholarship but if they chose to, they could award at a 3.5 GPA.

Given the limited amount of funds available for merit, it is consistent with the goal of the Centennial Scholarship to set a high standard, awarding these limited funds to the best students in Colorado.

Ms. Lindner stated that whether a student is awarded as a sophomore at a community college or as a sophomore at a four-year school, the bar is the same: the student must have a 3.75 GPA. Staff does not see an inconsistency in implementation.

Commissioner Garcia asked what would happen to a student who is a transfer student who had been awarded a Centennial Scholarship, maintains a 3.5 GPA as required and then transfers to CU-Boulder for example and CU-Boulder denies continuation of the scholarship.

Ms. Lindner stated that would be similar to any transfer student getting any kind of aid. When a student transfers, financial aid does not automatically transfer with the student. Each institution awards a student at the point of entry to that institution.

Commissioner Garcia asked why the policy could not avoid the confusion of a renewal versus a first-time award GPA and just say 3.75 for all recipients?

Ms. Lindner responded that you could do that. However, if a student had been a recipient of a Scholarship for two years, maintaining a 3.5 GPA and then transferred, it could confuse the student and the parent. They may get denied a Scholarship when they transfer, but the denial would not be based on the grade point. It may be that CU decides not to award it or they may not have the funding available at the time the student applies for admission to CU.

Commissioner Stevinson stated that he understands the consistency in what staff recommend, but has a problem when a student comes out of high school they are expected to have a 3.75 GPA and once they are in the institution you want them to maintain a 3.5 GPA.

Commissioner Montoya questioned if a student starts in at a community college at 3.75 and drops to a 3.5, they transfer to a four-year institution they're still eligible for the scholarship if they are already in the program. If they are not in the program and go in at a 3.5, they are not eligible.

Ms. Lindner responded that as any first-time awarded student, they would have to have a 3.75 GPA.

Commissioner Stevinson stated that he understood but that it was of the opinion that the high school GPA of 3.75 was a lower standard than a college GPA of 3.75.

Ms. Mullen stated that when staff ran statistics there was a higher percentage of the student population that has a GPA between 3.75-4.0 than between 3.5 and 3.74. About 20 percent of the student population are included regardless if we focus on that 3.75-4.0 GPA. A higher percent of a student body is maintaining a 3.75+ GPA versus that 3.5-3.74.

Mr. Artis commented that unlike the GOS scholarship, there is no guaranteed portability from the 2- to 4-year sector in this program.

Ms. Mullen responded by saying that we did not have that portability support from the financial aid community.

Commissioner Farina directed a comment to Dr. Burns indicating that he was satisfied that the institution has the decision making authority to continue the

scholarship if an awarded student transferred from OJC to CU for example, the institution could still grant that merit scholarship at 3.5 GPA.

Dr. Burns stated that it was helpful but he still worried about the small number of students who may not have had a merit scholarship at a community college but really needs one when they transfer into CU or CSU and if they're below 3.75, they wouldn't qualify.

Commissioner Farina stated that the Commission does want to raise the bar without hurting existing people.

Dr. Burns stated that in terms of dollars we are talking only about a relatively small number and therefore the cost impact would not be large and would hate to exclude those few students if they cannot win one of these scholarships that may make the difference between their going on to a four-year institution.

Ms. Lindner stated that they would be eligible for need awards. Merit generally isn't thought of as making the difference between attending or not attending, but has a purpose of rewarding hard work and high achievement.

Dr. Burns stated that it was a point well taken.

Commissioner Garcia questioned if any research has been done on the percentages of those that are need-based, the merit scholars, and those that fall in the middle. Those who would not qualify for that need-based and probably wouldn't qualify for merit.

Ms. Mullen stated that Financial Aid numbers have been analyzed by levels 1, 2 and 3, which are the categories established for need-based aid. Keeping in mind FY 2003 data is based on higher appropriations, our award was twice as much as we currently have in merit for FY 2004. For 2003 data, there are 3,600 students at level 1 that are receiving merit, 594 students at level 2, 2,937 students at level 3. 2,700 students have no income reported. It is not a requirement for the student to report their income if they are only receiving a merit award at the institution. There is a significant percentage of students in the level 1 need category which means that they are at the 150 percent of PELL eligible. These students are also most likely receiving the Colorado student grant.

Mr. Artis questioned what admission standards the community college students would have to meet to be eligible for a Centennial Scholar award?

Ms. Mullen replied that as the policy is written, they have to meet Commission admission standards. Whatever the admission standards are for community colleges under commission policy is the admission standards that the community college student would have to meet to be eligible for an award.

Mr. Rich Schweigert pointed out that when the discussion started several months ago, staff considered recommending a 3.75 across the board, both to receive and renew an award. It was the schools that came back and said that was too high. The 3.5 GPA which is creating the confusion was a compromise on the part of Commission staff. You can make an argument if you wanted to keep it at 3.75 through their whole time in college that there would be enough kids to do it. Staff did work with the schools on that issue.

Jeff Paolucci, Director, Financial Aid, Otero Junior College, raised questions about the average GPA of existing merit students to assess the difference in GPA levels that would exist between the students awarded under the new policy versus existing merit-based students.

Ms. Mullen replied that the cumulative GPA for 2003 merit recipients is 3.5. Current policy qualifies students for merit if they have a 3.0 GPA.

### **Staff Recommendation**

That the Commission approves the proposed changes to the Financial Aid Policy.

**Action:** Commissioner Weaver moved approval of the staff recommendation. Commissioner Stewart seconded the motion and the motion carried with a vote of ten (10) in favor and one (1) opposed (Commissioner Stevinson).

#### **B. Revisions to Policy and Procedures for the Discontinuance of Academic Degrees with Low Program Demand**

Dr. Carol Futhey brought before the Commission a request for updating a policy that deals with programs that are identified as low demand. This policy applies to those programs that have been in existence longer than five years. Last month's agenda item dealt with what were called newly approved programs. This particular policy applies to those programs that are under the responsibility of the governing boards. There are two points to be updated: 1) use of exemptions on the part of institutions to prevent them from discontinuation, and 2) clarification of when a program is identified as low demand. How does staff get a program off this list so that both CCHE as well as the institution or governing board staff are clear about how that is going to happen. Currently the policy requires a program meet the state's criteria. Each of the three levels of programs has its own numeric benchmark. At the baccalaureate level a program is to graduate at least 10 students a year in the most recent year that we are looking at or 20 over a 3-year period. At the master's level the number drops to 3 in the most recent year or 5 over a 3-year period, and doctoral drops to one graduate in the most recent year or 3 over a 3-year period. If a program is not meeting its benchmark, depending on the level of the program, then they are identified as being low demand.

When the policy was reviewed in August 2000, one of the issues raised was the number of exemptions that an institution could exercise. An exemption is determined in part by whether or not a program is central to the institution's role and mission; secondly, if it affects student access within the state. Based on those two criteria, institutions can identify undergraduate programs that they would like exempted from possible discontinuation. There are different numbers of exemptions that are appropriate depending on the size of institution. For the smaller institution the exemptions can run up to five for institutions with undergraduate FTE of fewer than 5,000 then an exemption of five can be used. For larger institutions, the Commission's strong encouragement in August 2000 was that larger institutions only have three exemptions. The staff's conclusion, after review, is that the policy regarding exemptions for larger institutions stay as is.

The second point that the staff needed to address had to do with how institutions get the programs that are identified as low demand off the list if they become productive. Two sections have been added to the policy to clarify that for the institutions and then another change that has to do with how long a program needs to meet a benchmark before it comes off. Currently a program only has to meet the benchmark once and then it is removed from the low demand list. Staff is asking that the policy be revised so that a program must meet the benchmark at least two years in a row. Staff want to see more of a sustained commitment on the part of the program before it comes off the list. Staff is recommending that the Commission approve these two revisions to the policies and procedures.

Commissioner Feeley asked when an institution applies for an exemption, is it the Commission that makes the determination to grant or deny the exemptions. Have the governing boards run up to the number of exemptions? Dr. Futhey stated that the governing board identifies and determines if the program is an exemption and then CCHE treats it as such. The number is limited. What we will bring forward next month will be a list of programs that are on low demand, including those as exemptions as well.

The governing boards of the larger institutions have worked in good faith to stay at three, and that is why the staff concluded it was comfortable with leaving the language a little more flexible as it is currently written.

Commissioner Feeley asked how many programs have been discontinued historically over the last 10 years. This information will be provided in an agenda item on low demand programs next month.

Dr. Futhey responded that when a program is low demand, there is a 3-year period once the program is identified that an institution can intervene and come up with some strategies to try and grow that program to meeting the benchmark. Either the program can meet the benchmark by some commitments or some changes within the

program. They can exempt it if it is an undergraduate program, and there by protect it, or it can be discontinued.

### **Staff Recommendation**

That the Commission approve the revisions to the Policy and Procedures for the Discontinuance of Academic Degrees with Low Program Demand, effective immediately with the date of Commission adoption.

**Action:** Commissioner Stevinson moved approval of the staff recommendation. Commissioner Montoya seconded the motion and the motion carried unanimously. Commissioner Weaver commented that she liked the additions that were made because it emphasizes sustainability rather than needing what is required one year and going on low demand the next year.

#### C. Exemptions to the 120 Credit Hour Statutory Requirement for Baccalaureate Programs

This item was tabled to the April 1, 2004, meeting.

**Action:** Commissioner Farina moved approval to lay over agenda item IV, C to the April 1, 2004, meeting. Commissioner Weaver seconded the motion and the motion carried unanimously.

### V. Items for Discussion and Possible Action

#### A. Resolution of Support for the Continuation of the Legislative Capital Development Committee

Joan Johnson, CCHE Director of Capital Assets, presented a proposed resolution of support for the continuation of the Legislature's Capital Development Committee. The committee will sunset July 1 of this year unless there is a bill passed which extends the life of the committee.

Ms. Johnson presented a short, 20-year history of the committee and how much it has meant to higher education institutions in terms of having legislators understand the capital needs on the various campuses.

CCHE Advisory Ryan McMaken said that for those who work with the general assembly on a regular basis, the CDC is a very helpful point of access and has been helpful in providing them with information on what kinds of projects have been proposed.

Mr. McMaken added that most of this activity took place a couple of years ago when there was actual capital construction money. He is hopeful that someday in the future there will once again be money for capital projects.

He also said it would change the way he and many of his fellow lobbyists stay on top of things if there was no capital development committee at all. As a student organization, his group depends on more formal points of access into the legislature because they just don't have a lot of informal connections. He said the CDC has been very helpful for them.

### **Staff Recommendation**

That the Commission approve the resolution for the continuation of the Legislative Capital Development Committee and that it be sent to the Capital Development Committee, the Joint Budget Committee and the Legislature as soon as possible.

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

#### **B. Colorado State University at Pueblo Proposed Sale of Walking Stick Property**

Ms. Joan Johnson, CCHE Director of Capital Assets, presented the item on the Colorado State University at Pueblo's proposed sale of 18.15 acres (called takedown #4) of the Walking Stick property. In 1988, the State Board of Agriculture, with the help of Andy Love, then a member of the Board, put together a deal on a lot of acreage surrounding what would turn out to be CSU-Pueblo. At that time, the policies and procedures were not as developed or as complicated as they are now. CCHE staff could find very little in the archives about what was submitted to CCHE for approval. CCHE approved the general terms of the sale of the Walking Stick Property in 1988.

Back in 1992, CSU-Pueblo (USC at that time) entered into an agreement with the Holystone Corporation for the eventual sale and development of approximately 395 acres of the property that surrounds the Walking Stick Golf Course, which is below the campus itself. Several parts were sold and developed in the next several years. After 17.87 acres were sold in 2000, the Holystone Corporation then received a university waiver from its commitment to purchase at least 10 acres but no more than 34 acres per year.

In the 1990s, several changes in developers took place. Now TMC Heritage Corporation owns W.S. Land, LLP, the current developer. The president and major shareholder of this corporation is J.P. Scheidegger of Toronto, Canada.

Back in 1998, Robert Shirley, then USC president, used his power of attorney to approve the sale of the first two takedowns. The July 2000 transaction was \$11,800 an acre. The proposed sale in takedown #4 is \$10,959 an acre, a price based on a 1999 appraisal.

The CSU System Board of Governors at its February 4, 2003, meeting approved selling takedown #4 for \$10,959 an acre. One of the board members questioned the apparent reliance on the 1999 appraisal. CCHE staff insisted on a new appraisal, which came in at \$14,992 an acre, a difference of \$64,000 more than the 1999 appraisal.

It took about six months to complete the appraisal. A December 15, 2003, letter signed by Don Hamstra, President, CSU Board of Governors; Jeff Shoemaker, Vice President of the Board; and CSU System Chancellor Dr. Larry Penley requested that CCHE approve the sale of this property for \$10,959 an acre, which was the 1999 appraisal price. The decision to ask CCHE to approve the sale based on the 1999 appraisal was not made in an open meeting, according to minutes of past board meetings. That is one of the reasons why CCHE staff recommends the Commission not approve this request. More important reasons for the Commission to not approve this transaction are:

- It was very difficult for CCHE staff to find any information in 2003 about the principals involved in purchasing this property; and
- The CSU System, as well as other higher education entities, has a fiduciary duty to sell state assets at a rate that will bring in the maximum amount of money.

In 2003, CCHE staff could not find much information at the Secretary of State's Office on these firms, their officers, or board of directors. Ms. Johnson said CCHE staff believes it is a disservice to the university and to the endowment fund that benefits from Walking Stick land sales to sell the property at less than the current appraised value. CCHE staff recommends that the university renegotiate with the developer for a purchase price closer to that of the 2003 appraisal while working with the city of Pueblo to revise the master plan for development of this property.

The following representatives from the CSU System responded to Ms. Johnson's presentation and to later questions from the Commission: Dr. Larry Penley, Chancellor of the CSU System; C.W. Smith, a member of the CSU Board of Governors; and Ms. Judy Schmidt, deputy general counsel for the CSU System.

Dr. Larry Penley said the CSU System must minimize risk while maximizing the return for the CSU-Pueblo endowment. His comments included the following:

- Holystone, the developer at that time, basically complied with the expectation of the university of taking down (or purchasing) the equivalent of 10 acres per year with the 1994 purchase of 75 acres (in two parcels) and the 2000 purchase of 17 acres--if the total is averaged over the 6.2 years involved;
- The July 2000 takedown (takedown #3) was the most recent takedown before takedown #4 and was for \$11,800 per acre;
- The approved per acre price in 2003 was for \$10,959 per acre, or \$841 less per acre than the earlier takedown. The \$10,959 per acre price negotiated in the

fourth quarter of 2002 may have been at a lower per-acre price than takedown #3 because the land was located on the periphery of the golf course and was without the roads or utilities of takedown #3;

- More than 300 acres still must be disposed of to realize total value for the CSU-Pueblo endowment;
- The CCHE-requested appraisal, completed over a more than a six-month period beginning in the spring of 2003 and terminating in either early fall or late summer of 2003, came in at \$14,492 per acre, or \$64,000 more than what the Board of Governors had already approved;
- The approximate cost of the appraisal of \$50,000 must be weighed against the \$64,000 that would be gained from selling the property at the new appraised value;
- In December 2003, the Board of Governors met in executive session to consider the following issues: a) its original decision; b) legal advice about its original decision that the university had communicated to the developer in December 2002; c) CCHE's recommendation about the appraisal; and d) the new appraisal.
- Because the board's original action stood without change, the Board of Governors made its approval public in February 2003 and wrote to then CCHE executive director, Tim Foster, in December 2003 about what the board had already decided in public session that year;
- The Attorney General should be consulted about CCHE's jurisdiction over dispositions of state property by higher education institutions;
- CSU System legal counsel believes that C.R.S. 23-55-107 does not specifically grant CCHE authority to review and approve land dispositions. It requires the Board of Governors to "report all proposed sales, leases, or exchanges of such real property adjacent to or titled in Colorado state university - Pueblo to the Colorado Commission on Higher Education, which will review and approve or disapprove the proposed transaction pursuant to Section 23-1-106, C.R.S." In turn, C.R.S. 23-1-106 specifies the powers of the Commission with respect to capital construction and long-range planning. This statute, however, only grants to the Colorado Commission on Higher Education powers to approve any acquisition or utilization of real property by a state-supported institution of higher education that involves spending state money. C.R.S. 23-1-106 does not grant the Colorado Commission on Higher Education power to review and approve or disapprove sale of property. At best this section grants CCHE power with respect to utilization of property that requires expenditures of state money. The sale of the Walking Stick property does not require expenditure of state money over and above internal staff time.
- CCHE should remand the issue to the CSU Board of Governors because: 1) an existing contract is already negotiated with the developer; 2) failure to close the transaction may expose not only the Board of Governors but the Commission to claims as a consequence of the delay of this action and failure to comply with the original approval; 3) the city of Pueblo will require modifications in the Walking Stick master plan that will result in a renegotiation with the developer and 4) disposition of this transaction would move the CSU System ahead and minimize

costs and legal risks.

C.W. Smith, a member of the Board of Governors, stated that the board approved the transaction in February 2003 after reviewing a number of documents. The board believes it has a legal and binding contract and an ethical duty to go through with the contract. The possibility of legal action is among the reasons the board believes the best answer is to close this transaction. Two previous developers, Otero Savings and Holystone Corporation, went broke. W.S. Land, LLP, is the third entity that has taken over development of the Walking Stick property.

Ms. Judy Schmidt, deputy general counsel for the CSU System, reiterated these points:

- The CSU System has a contract in place and failure to close this takedown is likely to result in a breach of contract claim against both the Board of Governors of the Colorado State University System and CCHE, according to several communications from the developer;
- CCHE may not have jurisdiction to approve or disapprove land *dispositions*, although the statute is fairly clear that it does have the authority to review and approve or disapprove land *acquisitions*;
- This is a significantly large development that has been going on since 1988 under an existing contract. The Board is not particularly happy about selling the land for \$64,000 less than the 2003 appraised value. However, it is a fair managerial decision to evaluate the possibility of getting the additional \$64,000 against the potential cost of litigation and defense.

The following chart summarizes some of the questions asked and those answered during the discussion:

<i>Questions Asked</i>	<i>Responses Given</i>
Commissioner Feeley asked for a clarification about a possible claim against the Commission and the CSU System from the developer, particularly if the Commission doesn't have jurisdiction over the land disposition.	Dr. Penley said there may be a claim against the CSU System and the Commission because of the delay and failure to comply with the original board-approved action.
Commissioner Baker: Why did the CSU System have an appraisal done if it didn't believe CCHE had any review authority over land dispositions? Why would the CSU System pay \$50,000 for an appraisal	Mr. Smith said the Board of Governors decided it needed another appraisal in an effort to work with CCHE and to get the expertise it might need should the matter ever go to court. Dr. Penley said that although legal counsel advised him after

<i>Questions Asked</i>	<i>Responses Given</i>
of a \$260,000 parcel?	the 2003 appraisal was done that the CSU System could legally ignore CCHE, he decided that would not be a good business decision.
Commissioner Weaver said she was concerned that little is known about the principals involved in buying the land from CSU-Pueblo.	Ms. Schmidt and C.W. Smith noted at different times that information about the principals is available from the Secretary of State's website. The developer, W.S. Land, is a Colorado limited liability partnership and the general partner is the Canadian corporation. A filing accessible through the website gives the names of the directors of the Canadian corporation.
Commissioner Stevinson asked if the development corporation that advises CSU-Pueblo on land transactions has been made up of the same people from the beginning of the Walking Stick sales.	Ms. Schmidt said the development corporation is a Colorado non-profit corporation; the registered agent is Tom Farley, a Pueblo attorney. The development corporation has been made up of the same three individuals from the start, except that one member has resigned in the past year and has not been replaced.

Considerable discussion took place over such matters as the legal authority of CCHE to act on land dispositions, the authority of the Board of Governors to act on the transaction if the Commission remands the matter to it, as Dr. Penley suggested; the willingness of the developer to compromise; the high cost of the 2003 appraisal; the need to clarify CCHE authority over land dispositions so that the Commission doesn't have the same discussion again over future Walking Stick takedowns; and the potential of the CSU System and CCHE to be sued by the developer.

**Action:** Commissioner Weaver made a motion to table this item and obtain a legal opinion from the Colorado Attorney General regarding CCHE authority on land dispositions. The Commission expects to get answers on the principals in the land transaction. Commissioner Stewart seconded the motion.

Joan Johnson, CCHE Director of Capital Assets, agreed with Commissioner Stevinson that CCHE would pursue getting the Attorney General's opinion on CCHE jurisdiction over higher education land dispositions.

Commissioner Feeley made a motion to expand the previous motion by asking the Board of Governors to report to CCHE whether or not they've proceeded with additional negotiations and the substance of those negotiations before any transactions are consummated. He said the Commission needed to clarify that before it abdicated its responsibility. Commissioner Baker asked Commissioner Feeley to withdraw his motion because, 1) both Dr. Penley and Dr. Applbaum, president of Colorado State University at Pueblo, have provided CCHE with lots of information, and 2) he believes the CSU System will not execute the transaction without advising the Commission. Commissioner Feeley then withdrew his motion. Commissioner Baker stated that the Commission stands by Commissioner Weaver's motion that Commissioner Stewart seconded.

Ms. Johnson stated that one of the statutes that President Penley cited, 23-55-107, C.R.S., concerns the CSU Board of Governors and is located in the section pertaining to state real estate transactions. The CSU System has to report any real estate dispositions to State Buildings and Real Estate Programs. C.R.S. 23-55-107 states that the Board of Governors should report to the Colorado Commission on Higher Education, which will review and approve or disapprove the proposed transactions pursuant to 23-1-106, which seems to be the big problem. She said the real question is whether the word "utilization" can be construed as encompassing land dispositions.

Commissioner Montoya asked for clarification concerning what he understood the motion to be: that the Commission will seek a legal opinion but also allow the Board of Governors to move forward with the transaction.

Commissioner Baker responded to Commissioner Montoya by saying that his interpretation was not part of the motion. He clarified that the Board of Governors is going to do what it wants to do based on the opinion that it has and that the Commission's decision is to table the item.

**Action:** At the suggestion of Commissioner Feeley, the Commission voted to table the matter. Commissioner Weaver made the motion, seconded by Commissioner Stewart. The motion stated that the Commission would investigate its authority to review and approve or disapprove land dispositions before it acts on the matter. The motion carried unanimously.

## VI. Written Reports for Possible Discussion

### A. FTE Exemption: Approval for State-Supported Instruction for Teleweb Courses at Colorado Mountain College

The Commission accepted the report on Approval for State-Supported Instruction for TeleWeb Courses at Colorado Mountain College.

### B. CCHE Task Force – Alternative Methods of Funding Capital Construction and

Controlled Maintenance

The Commission accepted the report on Alternative Methods of Funding Capital Construction and Controlled Maintenance.

**Action:** Commissioner Altenberg moved adjournment of the meeting. Commissioner Weaver seconded the motion and the motion carried unanimously. The meeting adjourned at 12:00 noon.

**TOPIC: CHAIR'S REPORT**

**PREPARED BY: RAYMOND T. BAKER**

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: RICHARD O'DONNELL**

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: EXEMPTIONS TO THE 120 CREDIT HOUR STATUTORY REQUIREMENT FOR BACCALAUREATE PROGRAMS**

**PREPARED BY: CAROL FUTHEY**

**I. SUMMARY**

The Commission has the authority to recognize degree requirements beyond 120 credit hours for professional degree programs as specified in C.R.S. 23-1-125. Since the passage of the “King Bill” (SB 01-1263), institutions have made significant progress in meeting the statute’s requirements by reducing the number of credit hours necessary for degree completion. In October 2000, Colorado public institutions offered 399 baccalaureate degree programs, of which 207 programs (52%) required 120 credit hours. Currently, 440 baccalaureate programs are offered at Colorado public institutions, of which 385 programs (88%) meet the 120-hour requirement. Both measures excluded teacher preparation programs. The following programs are recommended to the Commission for exemption from the 120 credit hour limitation:

- Teacher preparation;
- Nursing;
- Engineering, engineering technology, and related programs such as applied mathematics and computer science; and
- Landscape architecture.

CCHE recommends exemption to the 120 credit hour requirement for programs in these four areas.

**II. BACKGROUND**

C.R.S. 23-1-125 (2) states that “The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specific professional degree programs that have additional degree requirements recognized by the commission.” This statutory language applies to all undergraduate degree programs offered by Colorado public institutions of higher education. Colorado School of Mines’ performance contract includes the language on degree requirements as stated in C.R.S. 23-1-125. The legislation further specifies that “Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours.” Associate of Arts and Associate of Science programs offered by all two-year colleges and four-year institutions with a two-year role and mission meet this criterion and do not require further discussion in this agenda item.

### **III. STAFF ANALYSIS**

In October 2000, Colorado public institutions offered 399 baccalaureate degree programs, of which 207 programs (52%) required 120 credit hours. With the adoption of SB 01-1263, institutions have made significant progress in meeting the statute's requirements by reducing the number of credit hours necessary for degree completion. Currently, 440 baccalaureate programs are offered at Colorado public institutions, of which 385 programs (88%) meet the 120-hour requirement. Both measures exclude teacher preparation programs.

The academic vice president/vice chancellor for each governing board provided CCHE with a list of all baccalaureate degrees granted by their respective institution(s) and included the total number of hours required for program completion. A compilation of the 440 baccalaureate programs and their credit hour requirements is found in Attachment A. Institutions were given the opportunity of requesting that specific professional program(s) be considered for exemption from the 120-hour requirement by submitting a written request to the Commission.

To determine if an exemption should be recommended to the Commission, CCHE staff considered a series of criteria:

- Does the program prepare the undergraduate for a specific professional career?
- Must a graduate be certified or licensed to practice upon program completion?
- Do accreditation requirements explicitly mandate that a program exceed 120 credit hours?
- Are graduates required to complete a highly demanding field experience, practicum, clinical rotation, or comparable activity that results in program requirements exceeding 120 hours?
- Does the 120-hour limitation pose any problems for graduates if they seek employment in other states?
- Are there comparable programs within the state that meet the 120-hour requirement?
- Did program faculty/administrators provide any other compelling information that supports recommending an exemption?

Following CCHE staff review and discussions with academic program representatives and Academic Council, the recommended exemptions that follow are those programs that CCHE staff found most closely met the exemption criteria. Staff also concluded that the credit hour level must be uniform for all programs in a specific discipline (e.g., if some programs are at 120 hours and others at higher levels, the recommended level must be the same statewide for all programs in that discipline).

It should be noted that approval to exceed the 120 credit hour limit for a baccalaureate degree as defined in C.R.S 23-1-125 does not expand the degree authority of a public four-year college or university. The granted exemption applies only to the specified degree and is based on specific professional licensure and/or accreditation standards

outlined by an accrediting authority recognized by the U.S. Department of Education or other criteria identified by the Commission.

**A. Programs Recommended for the 120 Credit Hour Exemption**

• **Teacher Preparation**

Teacher preparation programs are a special case in considering the approval of an exemption. Undergraduates do not earn a degree from teacher education programs, but rather are granted their degree in a specific content area. To be recommended for initial licensure, they also must complete credit hours in teacher preparation courses that equate minimally to a minor in addition to the four components to their degree plan—general education courses; content area major; professional knowledge coursework—which equate minimally to a minor; and, 800 hours of field experience that represent, on average, 11 - 15 credit hours. Content areas meeting the 120-hour statutory requirement leave few options for electives, which in this case, must be used for classes in pedagogy. Attachment B summarizes the credit hours currently required by teacher education programs at Colorado's public institutions. When combined with the field observations and student teaching commitments, it is virtually impossible for the program to be structured in such a way that an undergraduate can complete all program expectations in 120 hours.

Though teacher preparation programs should not require an unlimited number of credit hours, it is reasonable that these programs be given some flexibility in the form of six credit hours above the 120-hour requirement that usually represents two three-credit hour courses. This flexibility enables 89% of the 193 current teacher preparation programs to be in compliance with the credit hour limitation; 23 programs will require a downward adjustment in hour requirements. Finally, the 126-hour recommendation is made with the provision that undergraduates be able to complete program requirements in four years, excluding summers, as mandated by C.R.S. 23-1-121 and the Commission's Teacher Education Policy.

**Staff Recommendation:**

That the teacher preparation programs authorized by CCHE and the Colorado Department of Education at Adams State College, Colorado State University, Colorado State University-Pueblo, Fort Lewis College, Mesa State College, Metropolitan State College of Denver, the University of Colorado-Boulder, the University of Colorado-Colorado Springs, the University of Colorado-Denver, the University of Northern Colorado, and Western State College be exempt from the 120 credit hour limit. Teacher preparation programs may not exceed 126 credit hours and must guarantee that students will be able to complete program requirements in four years (excluding summers).

- **Nursing**

Like teacher preparation programs, nursing curricula include a significant clinical component that requires some elasticity to program requirements. The Colorado Board of Nursing requires 750 hours of clinical practice, the lowest minimum in the U.S. The profession is increasingly competency-based, and as expectations of nurses continue to expand due to concerns over patient safety and the quality of health care, it is reasonable that the coupling of general education and nursing-specific courses with clinical rotations will exceed 120 hours. Additionally, Schools of Nursing were notified recently by the National Council of State Boards of Nursing that, as of April 2004, the standards for the National Council Licensure Exam (NCLEX) will be strengthened as will the level for passing the examination. Current program credit hours across the state do not exceed the 132 hours outlined in the Colorado Nursing Articulation Model, 2000 - 2005, but CCHE staff recommends that the credit hour exception for nursing programs mirror that for teacher education.

Staff Recommendation:

That the nursing programs at Colorado State University-Pueblo, Mesa State College, Metropolitan State College of Denver, the University of Colorado-Colorado Springs, the University of Colorado Health Sciences Center, and the University of Northern Colorado be exempt from the 120 credit hour limit. Nursing programs may not exceed 126 credit hours and must guarantee that students will be able to complete program requirements in four years.

- **Engineering, Engineering Technology, and Related Programs**

Students who major in engineering must have a depth of technical specialization that involves extensive hands-on experiential learning and is coupled with interdisciplinary breadth in allied fields. In Colorado, various engineering and engineering-related programs offered at seven Colorado public institutions are accredited by the Accrediting Board for Engineering and Technology (ABET): Colorado School of Mines, Colorado State University, Colorado State University-Pueblo, Metropolitan State College of Denver, the University of Colorado-Boulder, the University of Colorado-Colorado Springs, and the University of Colorado-Denver.

Unlike some accreditation bodies, such as the American Assembly of Collegiate Schools of Business (AACSB), which accredit an entire organizational unit such as a school or college, ABET evaluates individual engineering and related programs (e.g., applied mathematics) in one of four areas—engineering, engineering technology, applied science, and computing. The result is a mix of accredited and non-accredited engineering and related programs within a college or school of engineering at most Colorado institutions, with the reasons being many and varied.

Lack of accreditation may be due to the newness of the program so that a program has a long enough time to become established, and subsequently, evaluated. Additionally, accreditation in some disciplines, such as applied science, is sought less frequently than in others. Further, the criteria for some engineering programs are outcomes-based, while others, such as engineering technology, may be a specific requirement of “a minimum of 124 semester hour credits for a baccalaureate degree.” Undergraduates, therefore, enroll in coursework that is common to accredited and non-accredited programs in engineering, engineering technology, and related programs within colleges/schools of engineering, particularly as they identify their specialization. Finally, students often enroll in double-majors, such as in UCB’s applied mathematics and engineering where 22 of 59 students are pursuing both fields. Staff has concluded, therefore, that it is in the students’ best interest to treat these interrelated programs uniformly and exempt the cluster.

Of the forty-six engineering, engineering technology, and related programs, forty-four require at least 128 hours. Sixteen exceed 135 credits, with fifteen of the programs offered by CSM (Attachment C). At CSM, all undergraduates enroll in a common 78.5 credit hour core that combines liberal arts, mathematics, physics, chemistry, and basic engineering coursework that serves as a foundation for all students, should they so desire, to major in engineering. Curricula must include sequence of design-related courses that culminates in an engineering design project that is both technical and non-technical in nature. Students, further, are strongly encouraged to complete a cooperative education assignment that, in some programs, may involve a continuous six-month, full-time, engineering-related position.

While CCHE staff recognizes the rigor and interrelatedness of the CSM undergraduate curriculum, staff believes that the number of hours required to complete a baccalaureate program—particularly in the common core curriculum—appears significantly beyond what is essential at the undergraduate level. CCHE’s performance contract with the School of Mines does provide for exemptions, but it does not extend to all programs: “CSM will be exempted from 120 credit limitations for those academic degree programs where accreditation standards and requirements result in graduation requirements exceeding 120 hours.”

Table 1 provides some comparative data for the number of credit hours required for program completion and the average starting salaries for baccalaureate degree completers in engineering and related programs at selected institutions offering engineering across the U.S. While limited in availability, the data provide some insights as to the program requirements at 22 institutions when compared with the Colorado School of Mines. Like CSM, most, though not all programs are ABET- accredited.

**Table 1. COMPARISON OF CREDIT HOUR REQUIREMENTS AND AVERAGE BACCALAUREATE STARTING SALARIES  
AT SELECTED INSTITUTIONS OFFERING ENGINEERING PROGRAMS**

Institution		Field of Study													
		Chemical Engin	Civil Engin	Electrical Engin	Environmental Engin	Geological Engin	Geophysical Engin	Mechanical Engin	Metal. & Materials Engin	Mining Engin	Petroleum Engin	Engin Physics	Chemistry	Economics	Math & Comp Sci
CO Sch of Mines	CrHr	<b>135.5</b>	<b>139.5</b>	<b>142.5</b>	<b>138.5</b>	<b>147.5</b>	<b>145.5</b>	<b>141.5</b>	<b>138.5</b>	<b>141.5</b>	<b>145.5</b>	<b>133.5</b>	<b>137.5</b>	<b>138.5</b>	<b>137.5</b>
	SS*	\$52,765	\$42,911	\$50,345	\$37,938	\$40,800		\$48,053	\$52,051	\$44,569	\$60,189	\$53,117	\$38,000	<b>\$54,964</b>	\$47,128
Calif Poly Univ--SLO	CrHr		134.7	128.7	131.7			134	134.7				124		124
Carnegie Mellon Univ	CrHr	128.3	124.3	120	124.3			126.7	127.3				131	133	120
	SS*	\$52,036	\$43,250	<b>\$56,167</b>				\$50,050	<b>\$53,500</b>				<b>\$57,510</b>		<b>\$58,167</b>
CO State Univ	CrHr	130	129	132	132			130					120	120	120
Georgia Inst of Tech	CrHr	132	128	132	128			126	127				122	122	125
Mass Inst of Tech	CrHr	126	125	123	120			124	121.7				120	120	123
	SS*	\$49,375	\$44,000	\$50,000	<b>\$44,000</b>			<b>\$52,737</b>	\$48,666						\$56,961
Michigan Tech Univ	CrHr	131	130	128	131	138		128	128	130			128	128	123
	SS*	\$49,083	\$40,811	\$47,593	\$39,499			\$47,884	\$47,340	\$43,833			\$38,200		\$45,792
Montana Tech Univ	CrHr		136	136	136	136	128	136	136	136			120		120
	SS*		\$46,145		\$40,177	<b>\$42,000</b>		\$50,400	\$48,212	\$42,650	\$55,344		\$38,180		\$48,333
New Mex Inst of Mining & Tech	CrHr	<b>136</b>	132	130	133			134	134	132	134		130		132
So Dak Sch of Mines	CrHr	<b>136</b>	136		136	136		136	136	136		128	128		128
Stanford Univ	CrHr	120	120	120	120			120					120	120	120
Texas A & M Univ	CrHr	132	128	130				128			129		128	128	130
	SS*	\$54,658	\$42,411	\$54,727				\$50,719			\$56,922		\$42,513	\$34,654	\$52,642
Texas Tech Univ	CrHr	125	136	126				128			136	126	131	126	124
	SS*	\$52,808	\$42,400	\$47,600				\$48,430			\$59,000				\$51,867
Univ of Arizona	CrHr	128	128	128	128	127		128	125	128		128	120	120	120
Univ of Cincinnati	CrHr	133.3	135.3	133.3	135.3			134	136.7				124	125.3	133.3
Univ of CO-Boulder	CrHr	129	128	128	128			128					120	120	128
	SS*		<b>\$50,000</b>	\$49,833				\$50,128							\$56,722
Univ of Illinois	CrHr	129	133	128				132	128			128	120		130
	SS*		\$42,024	\$52,224				\$49,860	\$45,516						\$51,252
Univ of MO at Rolla	CrHr	128	128	128	128	138		128	128	128	136		133	120	127
Univ of Oklahoma	CrHr	131	134	127		127		124			127	129	124	124	123
	SS*	<b>\$55,410</b>	\$42,880	\$48,044	\$36,167			\$44,876			<b>\$61,813</b>			\$39,798	\$46,000
Univ of Tulsa	CrHr	131		124				130			137	127	125	124	124
Univ of Wyo	CrHr	128	132	132	128			130			128		128		132
Virginia Tech Univ	CrHr	135	134	128	134			130	133	128			120	125	120
West Virginia Univ	CrHr	133		131				127		133	134		128		129
<b>Inst Avg (excl CSM)</b>	CrHr	<b>130</b>	<b>130.1</b>	<b>128.4</b>	<b>129</b>	<b>133.7</b>	<b>128</b>	<b>128.8</b>	<b>129.7</b>	<b>131.4</b>	<b>132.6</b>	<b>127.7</b>	<b>124.5</b>	<b>123.7</b>	<b>125</b>
<b>NACE** Averages</b>	SS*	<b>\$52,563</b>	<b>\$41,046</b>	<b>\$49,926</b>				<b>\$49,088</b>						<b>\$40,596</b>	<b>\$48,656</b>

  Indicates institution with highest credit hour requirement in discipline category. Source: Institution websites, February 2004.

Note: Salary average shown in bold indicates highest amount for reporting institutions. Salary data unavailable for all disciplines at all schools.

\*Average starting salary for baccalaureate graduates.

\*\*NACE = National Association of Colleges and Employers.

In 13 of the 14 programs shown in Table 1, the Colorado School of Mines requires more credit hours for degree completion than the other 23 campuses. The School of Mines justifies its high credit hour requirement by several points:

- 1) Provisions in its performance contract with CCHE allow for more than 120 credit hours. For accredited programs, this point is valid. But because the school has built the interrelated core curriculum described above, the excess credit hours are required of all students, regardless of major. The institution maintains that it does not want to create students who are viewed as “second class” within the school by having majors in chemistry, economics, and math/computing science, and several engineering programs who complete fewer core hours. While understandable, the facts remain that the performance contract does not cover some of CSM’s programs and that this logic of more credit hours runs counter to the provisions of the statutory mandate.
- 2) Baccalaureate graduates of CSM command top salaries in the marketplace, indicating that employers see the value of the additional hours. In only two fields in Table 1—mining engineering and economics—does one find that the highest average starting salary for CSM’s graduates accompanies the highest credit hour requirement. Average salaries for graduates of Carnegie Mellon University are the highest in four of the fields of study—electrical engineering, metallurgical and materials engineering, chemistry, and mathematics and computer science—yet the credit hour requirements of CMU’s programs are 6 – 17 credit hours less. Massachusetts Institute of Technology graduates attract the highest average salaries in two other fields—environmental engineering and mechanical engineering—and again, do so with students completing 120 to 124 credit hours (17 fewer hours). Finally, at the University of Colorado-Boulder, civil engineering, mechanical engineering, and math/computer science all are completed in 128 hours, which are 9 – 13 hours less than CSM. Often competing for jobs in the same region, UCB’s graduates attract average starting salaries that are \$2,000 to \$9,000 higher than CSM reports for its graduates in these three fields.

If one accepts the reasoning that all of Mines’ students should enroll in the same core curriculum, then a broader, more serious, question needs to be raised about the appropriateness the total credit hours for all programs. While the curriculum is the purview of the faculty, the impetus for the statute underlying the 120-hour requirement was undergraduate credit hour “creep” at higher education institutions. Comparisons in Table 1 make a case that CSM’s curriculum does need review with an expectation that a limited number of credit hours should be reduced.

On an educational basis, the limited starting salary data that are available does not appear to be a justification for the high credit hour requirements. Not surprisingly, despite a published four-year graduation guarantee, the institution's most recent four-year graduation rate is 31.8%, 64.3% after five years, and 69.3% after six years from any Colorado public institution.

The most recently published graduation rates for which comparable comparative data are available is summarized in Table 2. Graduation and transfer rates for freshmen entering as full-time, degree-seeking students in 1996, 1997, or 1998 at the same 23 institutions offering engineering and related programs are self-reported to the National Council for Education Statistics (NCES). Because NCES only collects graduation data, first-year retention rates are not included in the table. The Colorado School of Mines ranks 10<sup>th</sup> on the list of schools, with a four-year graduation rate of 30%. Extending the time to completion to five years, CSM's rate of 55.5% places it 12<sup>th</sup> among the institutions while its six-year rate of 58.5% gives it a ranking of 13<sup>th</sup>. Each of the CSM graduation rates is below the average for the schools by several percentage points. Only a limited number of schools report the rate at which students transfer out of an institution, and again, CSM's rate is slightly below the average.

**Table 2. COMPARISON OF GRADUATION RATES FOR INSTITUTIONS WITH ENGINEERING AND RELATED PROGRAMS RANKED BY SIX-YEAR GRADUATION RATES**

Institution	Four-Year Graduation Rate (%)	Five-Year Graduation Rate (%)	Six-Year Graduation Rate (%)	Transfer Out Rate (%)
Stanford Univ	77.1	89.0	<b>92.5</b>	-
Mass Inst of Tech	<b>82.2</b>	<b>89.2</b>	90.9	-
Carnegie Mellon Univ	65.2	79.6	82.3	-
Univ of Illinois	56.5	75.8	79.9	-
Texas A&M Univ	30.5	67.4	74.9	15.2
Virginia Tech Univ	42.5	69.8	74.4	-
Georgia Institute of Tech	22.8	58.6	67.8	28.2
Univ of CO-Boulder	38.7	62.2	66.7	-
Calif Poly Univ-SLO	16.2	50.0	64.5	24.9
Michigan Tech Univ	29.2	58.2	64.5	-
CO State Univ	31.4	59.1	63.1	-
University of Tulsa	42.8	59.3	62.9	18.3
<b>CO Sch of Mines</b>	<b>30 (rank 10th)</b>	<b>55.5 (rank 12)</b>	<b>58.5 (rank 13)</b>	<b>15.1</b>
West Virginia Univ	26.7	49.1	55.7	9.9
Univ of MO at Rolla	15.6	43.6	55.3	-
Univ of Arizona	28.6	49.6	54.6	-
University of Wyo	24.7	48.8	54.3	-
Univ of Oklahoma	20.2	47.1	52.9	0.1
Texas Tech Univ	20.5	43.6	51.7	-
Univ of Cincinnati	13.6	39.8	48.6	18.9
So Dak Sch of Mines	10.5	36.7	42.9	-
Montana Technical Univ	9.2	29.6	40.4	29.6
New Mex Inst of Mining & Tech	12.4	33.3	40.2	3.0
<b>Average Rates (incl CSM)</b>	<b>32.6</b>	<b>56.3</b>	<b>62.8</b>	<b>16.3</b>

Source: National Center for Education Statistics (IPEDS Graduate Rate Survey, 2003)

From an economic perspective, the additional hours and time ratchet up the cost to the student and state in terms of tuition, general fund support, and financial aid. The average number of hours completed by FY2003 program undergraduates is summarized in Table 3.

**Table 3. CREDIT HOUR SUMMARY FOR COLORADO SCHOOL OF MINES, FY 2003**

ProgramCode	Program Cr Hr Requirement	Cumulative Credit Hours for CSM Baccalaureate Graduates				
		N	Average	Minimum	Maximum	Std. Deviation
Chemical Engineering	135.5	68	148.7	136.5	196.5	11.6351
Engineering Physics	133.5	23	153.8	135.5	194.0	12.4833
Engineering (includes civil, electrical, environmental, and mechanical)	138.5 - 142.5	256	148.6	129.5	211.5	9.8829
Geological Engineering	147.5	11	154.2	147.5	187.5	12.3860
Geophysical Engineering	145.5	8	153.9	145.5	173.5	9.5821
Metallurgical/Materials Engineering	138.5	25	152.1	140.5	179.0	9.1169
Mining Engineering	141.5	7	152.3	147.5	166.5	6.4282
Petroleum Engineering	145.5	20	152.7	137.5	185.0	11.3280
Chemistry	137.5	9	151.6	137.5	173.5	11.9105
Economics	138.5	31	154.3	133.5	211.5	17.5069
Mathematics/Computer Science	137.5	59	146.8	136.5	196.5	13.1540
<b>Total</b>		<b>517</b>	<b>149.6</b>	<b>129.5</b>	<b>211.5</b>	<b>11.4221</b>

Sources: CSM files; SURDS Degree File

A comparison of the average credit hours at graduation with the program requirements shows a significant difference of 7 to 20 hours. In some cases, a student may choose to enroll voluntarily for additional hours. But when the average is so much higher than the number needed for graduation, one has to question what students are being advised to complete. At a general fund rate of \$6,822 per CSM FTE, contrasted with UCB's rate of \$4,210, the high credit hour requirements also raise questions about the student's and state's return on their respective investments. Thus, while an exemption to the 120-hour requirement is recommended for all CSM baccalaureate programs, CCHE staff also recommends that all of these programs be lowered by a minimum of six credit hours, with the reduction determined by the CSM faculty.

Recent conversations with representatives from CSM indicate that initial efforts to reduce the credit hours have occurred. In the meantime, CSM has requested and received an informal opinion from the Attorney General's Office concerning the Commission's authority over the recommended six-hour reduction. More specifically, Mines has requested interpretation of the following performance contract language: "CSM will be exempted from 120 credit limitations for those academic degree programs where accreditation standards and requirements result in graduation requirements exceeding 120 credits." As specified in its performance contract with the Commission, however, Mines acknowledges that its exemption from the 120 credit hour

limit is tied explicitly to accreditation requirements. No such requirements exist.

While the informal opinion from the AG's Office concludes that CSM's Board of Trustees, rather than the Commission, retains the right to modify its academic programs, it should be noted that ABET accreditation standards, as applied to those programs at Mines, do not require that any program exceed 120 credit hours to be approved. Further, even if so stated, three programs at Mines are not accredited by ABET. No four-year ABET-accredited program in Colorado can claim, except engineering technology, that ABET requires the accredited programs exceed 120 hours. Finally, the three programs do not qualify to be exempt as professional degree programs under the King Bill.

Staff Recommendations:

1. That the following engineering, engineering technology, and related programs be exempt from the 120 credit hour limit:
  - Colorado School of Mines—see recommendation 2 below;
  - Colorado State University—Bioresource and Agricultural Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Engineering Science, Electrical Engineering, Environmental Engineering, and Mechanical Engineering;
  - Colorado State University-Pueblo—Civil Engineering Technology and Mechanical Engineering Technology;
  - Metropolitan State College of Denver—Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology. The Surveying and Mapping program is exempt if it receives ABET accreditation in August 2004. If the program is unsuccessful in its accreditation efforts, the curriculum must be reduced to 120 hours by November 2004. Either action must be communicated to CCHE by no later than December 1, 2004.
  - University of Colorado-Boulder—Aerospace Engineering Sciences, Applied Mathematics, Architectural Engineering, Chemical Engineering, Civil Engineering, Computer Science, Electrical Engineering, Electrical and Computer Engineering, Engineering Physics, Environmental Engineering, and Mechanical Engineering;
  - University of Colorado-Colorado Springs—Computer Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering; and
  - University of Colorado-Denver—Civil Engineering, Computer Science and Engineering, Electrical Engineering, and Mechanical Engineering.

All engineering, engineering technology, and related programs must guarantee that students will be able to complete program requirements in four years.

2. That all baccalaureate programs at the Colorado School of Mines be exempt from the 120 credit hour requirement limit: Chemical Engineering, Chemistry, Economics, Engineering (Civil Specialty), Engineering (Electrical Specialty), Engineering (Environmental Specialty), Engineering (Mechanical Specialty), Engineering Physics, Geological Engineering, Geophysical Engineering, Mathematical and Computer Sciences, Metallurgical and Materials Engineering, Mining Engineering, and Petroleum Engineering. All of the above programs, however, must be reduced by six credit hours by December 15, 2004, and must guarantee that students will be able to complete program requirements in four years. CSM must notify the Commission of the action by the above date. Implementation of the reduced hours must begin with students entering on or after July 1, 2005.

- **Landscape Architecture**

The Bachelor of Science in Landscape Architecture at Colorado State University is a five-year first professional baccalaureate degree. The program is one of 45 accredited nationally by the Landscape Architectural Accreditation Board (LAAB), and the only undergraduate program in the mountain region. The degree is based on a freshmen year foundation of general education courses followed by a four-year course of professional study. As a first professional program, accreditation criteria require interdisciplinary study in addition to the professional curriculum. Due to their sequential nature, the design studio courses extend over eight semesters and, by themselves, usually involve a 30-hour per week commitment.

Staff Recommendation:

That the landscape architecture program at Colorado State University be exempt from the 120 credit hour limit.

**B. Programs Not Recommended for the 120 Credit Hour Exemption**

CCHE staff reviewed requests for the following programs and do not recommend them for exemption status:

- Dental Hygiene (University of Colorado Health Sciences Center, 139 credit hours). The UCHSC's program in dental hygiene is accredited by the Commission on Dental Education of the American Dental Association. The accreditation criteria, however, are competency-based, and the Commission leaves the decisions for defining the necessary coursework to the faculty. The

139 credit hours are deemed excessive by CCHE staff, and no compelling information was provided by UCHSC that eliminates the possibility that a student cannot be prepared to be a qualified dental hygienist within 120 credit hours.

- Music (University of Colorado-Boulder, 124 credit hours). While one of its degree options follows a professional curriculum, music is an arts and sciences program and, therefore, does not qualify for exemption consideration under statute. Further, while the Bachelor of Music is considered a performance degree, there also appears to be a lack of clarity between the traditional concept of an arts and sciences degree and the individualized educational experience more typically associated with a music conservatory program. The National Association of Schools of Music (NASM) specifies a 120-hour minimum but does not provide a rationale for exceeding the 120-hour level. The Bachelor of Music programs at Colorado State University, Metropolitan State College of Denver, and the University of Northern Colorado now require 120 hours.

**C. Implementation Schedule**

Students enrolled in programs that exceed 120 hours prior to July 1, 2004 may complete under current program requirements. Undergraduates entering a baccalaureate program on or after July 1, 2004, and majoring in non-exempt programs, must be able to do so in 120 hours. Governing boards are responsible for ensuring that all non-exempt programs currently exceeding the 120 credit hour requirement are brought into compliance in time for implementation by July 1, 2004. CCHE has the authority to request performance audits of academic programs to verify curricular compliance.

**D. Transfer Students and the 120 Credit Hour Requirement**

Compelling statutory language exists for the proposition that community college students who complete an associate of arts or sciences degree should be able to finish a four-year degree within the same amount of credit hours as native students who enter and complete their degrees at one four-year institution.

C.R.S. 23-60-201, the statute that establishes the state system of community colleges, states (among other provisions) that one of the objects of the community colleges is “to provide two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities...” At a minimum, junior standing is reached at a four-year institution after a student has successfully completed 60 credit hours of college-level coursework. And C.R.S. 23-1-125 (a) states that “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.”

Baccalaureate degree programs in the arts and sciences are now designed so that students who transfer to a four-year institution with the Associate of Arts or Associate of Sciences degree may complete the remaining degree requirements in no more than 60 credit hours, unless there are additional degree requirements recognized by the Commission. This concept, known as the 60 + 60 plan, applies to all Bachelor of Arts and Bachelor of Sciences degrees offered by Colorado’s public four-year institutions, unless the Commission exempts specific degree programs from the credit hour restrictions, or there are approved statewide transfer articulation plans in place built upon different assumptions. By limiting most baccalaureate programs to the 120-hour requirement, the plan facilitates completion of degree requirements in a timely manner for both native and transfer students.

Some conditions, however, limit when 60 + 60 can be accomplished successfully by a transfer student, even when the baccalaureate program does not exceed 120 hours. For some majors at four-year institutions, especially in the sciences, specified prerequisite coursework must be completed at the community college prior to transfer for the 60 + 60 plan to work. Transfer guides are available from four-year institutions to assist students whose major degree program requires specified prerequisites. Students may transfer to a four-year institution for the purposes of pursuing a baccalaureate degree at any time prior to finishing the AA or AS degree, but the 60 + 60 plan does not apply.

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

**That the Commission approve exemptions to the statutory 120 credit hour limit to programs in teacher preparation, nursing, engineering/engineering technology/related programs, and landscape architecture according to the specifications stated above, and that all other baccalaureate programs must be in compliance with the 120 credit hour requirement by no later than July 1, 2004.**

**Appendix A**

**STATUTORY AUTHORITY**

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. . . .

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

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.

**Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EXCLUDING TEACHER PREPARATION)** Action

Institution	Award	Program Name	Total Credit Hour Requirement	Notes
<b>Adams State College</b>				
	BA	Art	120	
	BA	Biology	120	
	BS	Biology	120	
	BA	Business Administration	120	
	BS	Business Administration	120	
	BA	Chemistry	120	
	BS	Chemistry	120	
	BA	English	120	
	BA	Exercise Physiology & Leisure Science	120	
	BA	Geology	120	
	BS	Geology	120	
	BA	History & Government	120	
	BA	Interdisciplinary Studies	120	
	BA	Mathematics	120	
	BS	Mathematics	120	
	BA	Music	120	
	BA	Psychology	120	
	BA	Sociology	120	
	BA	Spanish	120	
	BA	Speech-Theatre	120	
<b>Colorado School of Mines</b>				
	<b>BS</b>	<b>Chemical Engineering</b>	<b>135.5</b>	1,2
	<b>BS</b>	<b>Chemistry</b>	<b>137.5</b>	1,3
	<b>BS</b>	<b>Economics</b>	<b>138.5</b>	1
	<b>BS</b>	<b>Engineering--Civil Specialty</b>	<b>139.5</b>	1,2
	<b>BS</b>	<b>Engineering--Electrical Specialty</b>	<b>142.5</b>	1,2
	<b>BS</b>	<b>Engineering--Environmental Specialty</b>	<b>138.5</b>	1,2
	<b>BS</b>	<b>Engineering--Mechanical Specialty</b>	<b>141.5</b>	1,2
	<b>BS</b>	<b>Geological Engineering</b>	<b>147.5</b>	1,2
	<b>BS</b>	<b>Geophysical Engineering</b>	<b>145.5</b>	1,2
	<b>BS</b>	<b>Mathematical &amp; Computer Sciences</b>	<b>137.5</b>	1,4
	<b>BS</b>	<b>Metallurgical &amp; Materials Engineering</b>	<b>138.5</b>	1,2
	<b>BS</b>	<b>Mining Engineering</b>	<b>141.5</b>	1,2
	<b>BS</b>	<b>Petroleum Engineering</b>	<b>145.5</b>	1,2
	<b>BS</b>	<b>Engineering Physics</b>	<b>133.5</b>	1,2
<b>Colorado State University</b>				
	BS	Agricultural Business	120	
	BS	Agricultural Economics	120	
	BS	Animal Science	120	
	BA	Anthropology	120	
	BS	Apparel and Merchandising	120	
	BA	Art	120	
	BFA	Art	120	
	BS	Bioagricultural Sciences	120	
	BS	Biochemistry	120	
	BS	Biological Science	120	
	<b>BS</b>	<b>Bioresource and Agricultural Engineering</b>	<b>129</b>	
	BS	Botany	120	
	BS	Business Administration	120	
	<b>BS</b>	<b>Chemical Engineering</b>	<b>130</b>	
	BS	Chemistry	120	
	<b>BS</b>	<b>Civil Engineering</b>	<b>129</b>	
	<b>BS</b>	<b>Computer Engineering</b>	<b>131</b>	
	BS	Computer Science	120	
	BS	Construction Management	120	
	BS	Consumer and Family Studies	120	
	BA	Economics	120	
	<b>BS</b>	<b>Electrical Engineering</b>	<b>132</b>	
	<b>BS</b>	<b>Engineering Science</b>	<b>136</b>	
	BA	English	120	
	<b>BS</b>	<b>Environmental Engineering</b>	<b>132</b>	

**Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EXCLUDING TEACHER PREPARATION)**

Institution	Award	Program Name	Total Credit Hour Requirement	Notes	
CSU (cont.)	BS	Environmental Health	120		
	BS	Equine Science	120		
	BS	Fishery Biology	120		
	BS	Forestry	120		
	BS	Geology	120		
	BS	Health and Exercise Science	120		
	BA	History	120		
	BS	Horticulture	120		
	BS	Human Development and Family Studies	120		
	BS	Interior Design	120		
	<b>BS</b>	<b>Landscape Architecture</b>		<b>135</b>	
	BS	Landscape Horticulture	120		
	BA	Languages, Literatures, and Cultures	120		
	BA	Liberal Arts	120		
	BS	Mathematics	120		
	<b>BS</b>	<b>Mechanical Engineering</b>		<b>130</b>	
	BS	Microbiology	120		
	BA	Music	120		
	BM	Music	120		
	BS	Natural Resource Recreation and Tourism	120		
	BS	Natural Resources Management	120		
	BS	Natural Sciences	120		
	BS	Nutrition and Food Science	120		
	BA	Performing Arts	120		
	BA	Philosophy	120		
	BS	Physics	120		
	BA	Political Science	120		
	BS	Psychology	120		
	BS	Rangeland Ecology	120		
	BS	Restaurant and Resort Management	120		
	BA	Social Work	120		
	BA	Sociology	120		
	BS	Soil and Crop Sciences	120		
BA	Speech Communication	120			
BA	Technical Journalism	120			
BS	Watershed Science	120			
BS	Wildlife Biology	120			
BS	Zoology	120			
<b>Colorado State University-Pueblo</b>					
	BSBA	Accounting	120		
	BA/BS	Art	120		
	BS	Automotive Industry Management	120		
	BS	Biology	120		
	BSBA	Business Economics	120		
	BSBA	Business Management	120		
	BS	Chemistry	120		
	<b>BSCET</b>	<b>Civil Engineering Technology</b>		<b>124</b>	
	BS	Computer Information Systems	120		
	BA/BS	English	120		
	BS	Exercise Science, Health Promotion, and Recreation	120		
	BS	Facilities Management & Technology Studies	120		
	BA/BS	Foreign Languages	120		
	BA/BS	History	120		
	BSIEN	Industrial Engineering	120		
	BS	Liberal Studies*	120		
	BA/BS	Mass Communication	120		
	BA/BS	Mathematics	120		
	<b>BSMET</b>	<b>Mechanical Engineering Technology</b>		<b>124</b>	
	BA/BS	Music	120		
	BSN	Nursing	120		
	BS	Physics	120		
	BA/BS	Political Science	120		
	BA/BS	Psychology	120		

**Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EXCLUDING TEACHER PREPARATION)**

Institution	Award	Program Name	Total Credit Hour Requirement	Notes
CSU-P (cont.)	BA/BS	Social Science	120	
	BSW	Social Work	120	
	BA/BS	Sociology	120	
<b>Fort Lewis College</b>				
	BA	Accounting	120	
	BA	Anthropology	120	
	BA	Art	120	
	BA	Art-Business Art	120	
	BS	Biology	120	
	BS	Biology-Environmental Biology*	120	
	BS	Biology-Cellular & Molecular Biology Option	120	
	BA	Business Administration-Agricultural Business Option	120	
	BA	Business Administration-Business Administration Option	120	
	BA	Business Administration-Engineering Management Option	120	
	BA	Business Administration-Finance Option	120	
	BA	Business Administration-Information Management Option	120	
	BA	Business Administration-International Business Option	120	
	BA	Business Administration-Management Option	120	
	BA	Business Administration-Marketing Option	120	
	BA	Business Administration-Tourism and Resort Management Option	120	
	BS	Chemistry	120	
	BS	Chemistry-Biochemistry Option	120	
	BA	Computer Science Information Systems-Computer Science Option	120	
	BA	Computer Science Information Systems-Information Systems Option	120	
	BA	Economics	120	
	BA	Economics-Business Economics Option	120	
	BA	English	120	
	BA	English-Communications Option	120	
	BA	Exercise Science-Athletic Training Option	120	
	BA	Exercise Science-Exercise Specialist Option	120	
	BA	Exercise Science-Sports Administration Option	120	
	BS	Geology	120	
	BS	Geology-Environmental Geology Option	120	
	BA	History	120	
	BA	Humanities	120	
	BA	Interdisciplinary Studies	120	
	BA	Mathematics	120	
	BA	Music	120	
	BA	Philosophy	120	
	BS	Physics	120	
	BS	Physics-Engineering Physics Option	120	
	BA	Political Science	120	
	BA	Psychology	120	
	BA	Sociology/Human Services	120	
	BA	Sociology/Human Services-Criminology Option	120	
	BA	Southwest Studies	120	
	BA	Theatre	120	
<b>Mesa State College</b>				
	BS	Accounting - Governmental/Not-for-Profit	120	
	BS	Accounting - Information Technology	120	
	BS	Accounting - Managerial Accounting	120	
	BS	Accounting - Public Accounting	120	
	BS	Biological Sciences	120	
	BBA	Business Administration - Business Economics	120	
	BBA	Business Administration - Finance	120	
	BBA	Business Administration - Management	120	
	BBA	Business Administration - Marketing	120	
	BBA	Business Administration - Travel, Tourism, Comm. Recreation Management	120	
	BS	Computer Information Systems	120	
	BS	Computer Science	120	
	BA	English - Literature	120	
	BA	English - Writing	120	
	BS	Environmental Science and Technology - Environ Restoration & Waste Mgt	120	

**Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EXCLUDING TEACHER PREPARATION)**

Institution	Award	Program Name	Total Credit Hour Requirement	Notes	
<b>Mesa (cont.)</b>	BS	Environmental Science and Technology - Environmental Science	120		
	BA	Fine and Performing Arts - Art	120		
	BA	Fine and Performing Arts - Graphic Art	120		
	BA	Fine and Performing Arts - Music Performance: Instrumental	120		
	BA	Fine and Performing Arts - Music Performance: Keyboard	120		
	BA	Fine and Performing Arts - Music Performance: Vocal	120		
	BA	Fine and Performing Arts - Theatre: Acting/Directing	120		
	BA	Fine and Performing Arts - Theatre: Design/Technical	120		
	BA	Fine and Performing Arts - Music Theatre	120		
	BA	History	120		
	BA	Human Performance and Wellness - Adapted Physical Education	120		
	BA	Human Performance and Wellness - Athletic Training	120		
	BA	Human Performance and Wellness - Exercise Science	120		
	BA	Human Performance and Wellness - Sport and Fitness Mgt	120		
	BA	Liberal Arts	120		
	BA	Mass Communications	120		
	BS	Mathematics	120		
	BS	Mathematics - Computational Science	120		
	BS	Mathematics - Statistics	120		
	BSN	Nursing	120		
	BS	Physical Sciences - Physics: Applied Physics	120		
	BS	Physical Sciences - Chemistry	120		
	BS	Physical Sciences - Environmental Geology	120		
	BS	Physical Sciences - Geology	120		
	BS	Physical Sciences - Physics	120		
	BA	Political Science	120		
	BA	Political Science - Administration of Justice	120		
	BA	Psychology	120		
	BA	Psychology - Counseling Psychology	120		
	BA	Social Science	120		
	BA	Sociology	120		
	BA	Sociology - Anthropology	120		
	BA	Sociology - Criminology	120		
	BA	Sociology - Human Services	120		
	<b>Metropolitan State College of Denver</b>	BS	Accounting	120	
		BA	African American Studies	120	
		BA	Anthropology	120	
		BA/BFA	Art	120	
		BS	Aviation Management	120	
		BS	Aviation Technology	120	
		BA	Behavioral Science	120	
		BA/BS	Biology	120	
		BA/BS	Chemistry	120	
BA		Chicano Studies	120		
<b>BS</b>		<b>Civil Engineering Technology</b>	<b>128-129</b>		
BS		Computer Information Systems	120		
BS		Computer Science	120		
BS		Criminal Justice & Criminology	120		
BA		Economics	120		
<b>BS</b>		<b>Electrical Engineering Technology</b>	<b>128</b>		
BA		English	120		
BS		Environmental Science	120		
BS		Finance	120		
BS		Health Care Management	120		
BA		History	120		
BA		Hospitality, Meeting, and Travel Administration	120		
BA		Human Development	120		
BA		Human Performance & Sports	120		
BS		Human Services	120		
BA/BS		Individualized Degree Program (IDP)	120		
BS		Industrial Design	120		
BA		Journalism	120		

**Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EXCLUDING TEACHER PREPARATION)**

Institution	Award	Program Name	Total Credit Hour Requirement	Notes	
Metro (cont.)	BA/BS	Land Use	120		
	BA	Leisure Studies	120		
	BS	Management	120		
	BS	Marketing	120		
	BA/BS	Mathematics	120		
	<b>BS</b>	<b>Mechanical Engineering Technology</b>	<b>128-129</b>		
	BS	Meteorology	120		
	BA	Modern Languages	120		
	BA/BM	Music	120		
	BS	Nursing	120		
	BA	Philosophy	120		
	BA/BS	Physics	120		
	BA	Political Science	120		
	BA	Psychology	120		
	BS	Social Work	120		
	BA	Sociology	120		
	BA	Special Education	120		
	BA	Speech Communication	120		
	<b>BS</b>	<b>Surveying &amp; Mapping</b>	<b>129</b>		
	BS	Technical Communications	120		
	BA/BFA	Theatre	120		
	University of Colorado-Boulder	<b>BS</b>	<b>Aerospace Engineering Sciences</b>	<b>130</b>	
		BA	American Studies	120	
		BA	Anthropology	120	
		<b>BS</b>	<b>Applied Mathematics</b>	<b>128</b>	
		<b>BS</b>	<b>Architectural Engineering</b>	<b>128</b>	
B.A.MUS		Arts in Music	120		
BA		Asian Studies	120		
BA		Astronomy	120		
BA		Biochemistry	120		
BS		Business Administration	120		
<b>BS</b>		<b>Chemical Engineering</b>	<b>129</b>		
BA		Chemistry	120		
BA		Chinese	120		
<b>BS</b>		<b>Civil Engineering</b>	<b>128</b>		
BA		Classics	120		
BA		Communication	120		
<b>BS</b>		<b>Computer Science</b>	<b>128</b>		
BA/BFA		Dance	120		
BA		Distributed Studies	120		
BA		Economics	120		
<b>BS</b>		<b>Electrical &amp; Computer Engineering</b>	<b>128</b>		
<b>BS</b>		<b>Electrical Engineering</b>	<b>128</b>		
<b>BS</b>		<b>Engineering Physics</b>	<b>128</b>		
BA		English	120		
B.ENVD		Environmental Design	120		
<b>BS</b>		<b>Environmental Engineering</b>	<b>128</b>		
BA		Environmental Studies	120		
BA		Environmental, Population, & Organismic Biology	120		
BA		Ethnic Studies	120		
BA/BFA		Film Studies	120		
BA/BFA		Fine Arts	120		
BA		French	120		
BA		Geography	120		
BA		Geology	120		
BA		Germanic Studies	120		
BA		History	120		
BA		Humanities	120		
BA		International Affairs	120		
BA		Italian	120		
BA		Japanese	120		
BS		Journalism	120		
BA		Kinesiology	120		

**Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EXCLUDING TEACHER PREPARATION)**

Institution	Award	Program Name	Total Credit Hour Requirement	Notes
UCB (cont.)	BA	Linguistics	120	
	BA	Mathematics	120	
	<b>BS</b>	<b>Mechanical Engineering</b>	<b>128</b>	
	BA	Molecular, Cellular, and Developmental Biology	120	
	<b>B.M.</b>	<b>Music</b>	<b>124</b>	See note
	BA	Philosophy	120	
	BA	Physics	120	
	BA	Political Science	120	
	BA	Psychology	120	
	BA	Religious Studies	120	
	BA	Russian Studies	120	
	BA	Sociology	120	
	BA	Spanish	120	
	BA	Speech, Language, and Hearing Sciences	120	
	BA/BFA	Theatre	120	
	BA	Women's Studies	120	
<b>University of Colorado-Colorado Springs</b>				
	BS	Allied Health	120	
	BA	Anthropology	120	
	BA	Biology	120	
	BS	Business Administration	120	
	BA/BS	Chemistry	120	
	BA	Communication	120	
	<b>BS</b>	<b>Computer Engineering</b>	<b>128</b>	
	<b>BS</b>	<b>Computer Science</b>	<b>128</b>	
	BA	Distributed Studies	120	
	BA	Economics	120	
	<b>BS</b>	<b>Electrical Engineering</b>	<b>128</b>	
	BA	English	120	
	BA	Fine Arts	120	
	BA	Geography and Environmental Studies	120	
	BA	History	120	
	BA/BS	Mathematics	120	
	<b>BS</b>	<b>Mechanical Engineering</b>	<b>128</b>	
	<b>BS</b>	<b>Nursing</b>	<b>129</b>	
	BA	Philosophy	120	
	BS	Physics	120	
	BA	Political Science	120	
	BA	Psychology	120	
	BA	Sociology	120	
	BA	Spanish	120	
<b>University of Colorado-Denver</b>				
	BA	Anthropology	120	
	BS	Biology	120	
	BS	Business Administration	120	
	BS	Chemistry	120	
	<b>BS</b>	<b>Civil Engineering</b>	<b>136</b>	
	BA	Communication	120	
	<b>BS</b>	<b>Computer Science and Engineering</b>	<b>128</b>	
	BA	Economics	120	
	<b>BS</b>	<b>Electrical Engineering</b>	<b>128</b>	
	BA	English	120	
	BA	English Writing Program	120	
	BA	Fine Arts	120	
	BFA	Fine Arts	120	
	BA	French	120	
	BA	Geography	120	
	BA	History	120	
	BA	Individually Structured Major	120	
	BS	Mathematics	120	
	<b>BS</b>	<b>Mechanical Engineering</b>	<b>136</b>	
	BS	Music	120	

**Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EXCLUDING TEACHER PREPARATION)**

Institution	Award	Program Name	Total Credit Hour Requirement	Notes
UCD (cont.)	BA	Philosophy	120	
	BS	Physics	120	
	BA	Political Science	120	
	BA	Psychology	120	
	BS	Psychology	120	
	BA	Sociology	120	
	BA	Spanish	120	
	BA	Theatre, Film & Television	120	
	BFA	Theatre, Film & Television	120	
<b>University of Colorado Health Sciences Center</b>				
	<b>BS</b>	<b>Dental Hygiene</b>	<b>139</b>	
	<b>BS</b>	<b>Nursing</b>	<b>128</b>	
	<b>BS</b>	Medical Science	120	
<b>University of Northern Colorado</b>				
	BA	Africana Studies	120	
	BS	Biological Sciences	120	
	BS	Business Administration	120	
	BS	Chemistry	120	
	BA	Communication	120	
	BA	Communication Disorders: Audiology	120	
	BA	Communication Disorders: Speech-Language Path.	120	
	BA	Criminal Justice	120	
	BA	Dietetics	120	
	BS	Earth Sciences	120	
	BA	Economics	120	
	BA	English	120	
	BA	Foreign Languages	120	
	BA	Geography	120	
	BS	Gerontology	120	
	BS	Health	120	
	BA	History	120	
	BS	Human Rehabilitative Services	120	
	BA	Interdisciplinary Studies	120	
	BA	Journalism	120	
	BS	Mathematics	120	
	BA	Mexican American Studies	120	
	BA/BM	Music	120	
	BME	Music Education	126	
	BA	Musical Theatre	120	
	<b>BS</b>	<b>Nursing</b>	<b>129</b>	
	BA	Philosophy	120	
	BS	Physics	120	
	BA	Political Science	120	
	BA	Psychology	120	
	BAS	Public Service	120	
	BS	Recreation	120	
	BAT	Resource Development	120	
	BA	Social Science	120	
	BA	Sociology	120	
	BA	Spanish	120	
	BA	Special Education	122	
	BS	Sport & Exercise Science	120	
	BA	Theatre Arts	120	
	BA	Visual Arts	120	
<b>Western State College</b>				
	BA	Accounting	120	
	BA	Anthropology	120	
	BA/BFA	Art	120	
	BA	Biology	120	
	BA	Business Administration	120	
	BA	Chemistry	120	
	BA	Communication and Theatre	120	
	BA	Computer Information Science	120	

**Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EXCLUDING TEACHER PREPARATION)**

<b>Institution</b>	<b>Award</b>	<b>Program Name</b>	<b>Total Credit Hour Requirement</b>	<b>Notes</b>
<b>WSC (cont.)</b>	BA	Economics	120	
	BA	English	120	
	BA	Environmental Studies	120	
	BA	Geology	120	
	BA	History	120	
	BA	Interdisciplinary Studies / Liberal Arts	120	
	BA	Kinesiology	120	
	BA	Mathematics	120	
	BA	Music	120	
	BA	Political Science	120	
	BA	Psychology	120	
	BA	Recreation	120	
	BA	Sociology	120	
	BA	Spanish	120	

Note: Programs shown in **bold** exceed 120 credit hours.

- CSM Notes:
- 1 Common curriculum requirement of 78.5 hours for all students defers choice of major among engineering and science degrees until 3rd or 4th semester, thus enhancing student retention and delivery efficiency. Total requirement also includes required summer field session of between 3 and 6 credit-hours, depending on degree.
  - 2 EAC-ABET accredited engineering degree, with 120-hour exemption in CSM Performance Agreement.
  - 3 Approved by American Chemical Society.
  - 4 Under internal consideration for EAC-CSAB accreditation.

UCB Notes:

**College of Music:** Two degrees within the College of Music require more than 120 hours. The Bachelor's of Arts in Music recently reduced its required hours from 124 to 120. The Bachelor of Music Education (BME) is at 128, and the performance degrees (BM) range from 123 to 130 hours. The College of Music offers the four-year graduation guarantee for all music degrees. The programs over 120 hours are discussed below.

The two programs in music requiring more than 120 hours--Bachelor of Music and Bachelor of Music Education--are considered professional programs. The National Association of Schools of Music (NASM), the accrediting agency for programs in the College of Music, does not strictly require more than 120 hours for professional programs. However, NASM does outline a set of competencies designed to meet the demands of the profession. Meeting these competencies generally requires over 120 hours.

The table below lists Bachelor of Music and Bachelor of Music Education requirements at National Association of Music Executives at State Universities (NAMESU) institutions, a group comprised of the public institution from each

state with the most comprehensive music program in that state.\* All require over 120 hours; most require more hours than CU-Boulder. The situation for our professional music programs is similar to that for engineering: The accrediting organization regards over-120 as typical, and all or most universities require over 120.

<b>Institution</b>	<b>Hours for BM; BME</b>
Univ of Kansas	130; 138
James Madison University	124; 127
Univ of Louisville	130; 135
Univ of Arkansas	124; 128
Univ of North Texas	138
Univ of Rhode Island	130
Univ of South Carolina	130; 135
Univ of Massachusetts	128; 139
Univ of Maryland	132; 144
Univ of Delaware	132; 138
Indiana Univ	132; 146
Univ of Illinois	130; 134
Univ of Tennessee	130; 126
Univ of Connecticut	128; 132
Univ of Missouri - Columbia	135; 138
Univ of Washington	132; 138
Univ of Alabama	130; 140
Univ of Minnesota	128; 132



**Attachment B. CREDIT HOUR REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS AT COLORADO PUBLIC INSTITUTIONS**

Institution	Program Name	Total Credit Hour Requirement
<b>Adams State College</b>		
	Early Childhood/Interdisciplinary Liberal Arts	120
	Elementary/Interdisciplinary Liberal Arts	120
	K-12 Licensure Programs	120
	Secondary Licensure Programs	120
<b>Colorado State University</b>		
	Early Childhood Education	121
	K-12: Art	122
	K-12: Music	127
	Secondary, Agricultural Education	123
	Secondary, Business, Accounting	121
	Secondary, Business, Entrepreneurship	124
	Secondary, Family & Consumer Studies	120
	Secondary, English	120
	Secondary, Foreign Language, French	120-124
	Secondary, Foreign Language, German	120-124
	Secondary, Foreign Language, Spanish	120-124
	Secondary, Marketing	124
	Secondary, Math	120
	Secondary, Science, Biology	123-124
	Secondary, Science, Biology/Nat. Res.	123
	Secondary, Science, Chemistry	123
	Secondary, Science, General Science	123
	Secondary, Science, Geology	122-124
	Secondary, Science, Physics	123
	Secondary, Social Studies, History	122-123
	Secondary, Social Studies, Interdisciplinary Liberal Arts	120
	Secondary, Speech	120
	Secondary, Speech, Theater	120
	Secondary, Technology Education	120
	<b>Secondary, Trade &amp; Industry</b>	<b>120-134</b>
<b>Colorado State University - Pueblo</b>		
	Elementary/Interdisciplinary Liberal Arts	120
	K-12: Art	120
	<b>K-12: Music</b>	<b>130</b>
	K-12: PE, Exercise Sci & Health Promo	120
	Secondary, Language Arts, English	120
	Secondary, Math, Mathematics	120
	Secondary, Science, Biology, B.S.	123
	Secondary, Science, Chemistry, B.S.	123
	<b>Secondary, Science Physical Science Emphasis, Physics, B.S.</b>	<b>128</b>
	Secondary, Science, Physics, B.S.,	125
	Secondary, Social Studies, History, B.S.	120
	Secondary, Social Studies, Political Science, B.S.	120
	Secondary, Spanish, B.A.	120
<b>Fort Lewis College</b>		
	Elementary/Interdisciplinary Liberal Arts	120
	Early Childhood/Interdisciplinary Liberal Arts	120
	Secondary, Science, Biology	120
	Secondary, Science, Chemistry	120
	Secondary, Science, Earth Science	120
	Secondary, Science, Physical Science	120
	Secondary, English	120
	Secondary, Social Studies, History	120
	Secondary, Social Studies, Humanities	120
	Secondary, Math, Mathematics	120
	Secondary, Spanish, Spanish	120
	K-12: Art	120
	K-12: Music	126
	K-12: Physical Education, Exercise Sci.	120

**Attachment B. CREDIT HOUR REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS AT COLORADO PUBLIC INSTITUTIONS**

Institution	Program Name	Total Credit Hour Requirement
<b>Mesa State College</b>		
	Secondary, English	120
	Secondary, History	120
	Secondary, Science, Biological Sciences, B.S.	124
	Secondary, Science, Env. Sciences	120
	Secondary, Math	120
	Secondary, Science, Earth Science, B.S.	123
	Secondary, Science, Physics, B.S.	126
	<b>Elementary, English</b>	<b>128</b>
	Elementary, Liberal Arts	126
	<b>Elementary, Math</b>	<b>127</b>
	<b>Elementary, Social Science</b>	<b>128</b>
	K-12: Art, Fine & Perf. Arts, B.A.	120
	<b>K-12: Music, Fine &amp; Perf. Arts, B.A.</b>	<b>135</b>
	K-12: PE	126
<b>Metropolitan State College of Denver</b>		
	Early Childhood, Human Development, B.A.	123
	Early Childhood, English, B.A.	123
	Early Childhood, History, B.A.	123
	Early Childhood, Speech, B.A.	123
	Elementary, Behavioral Science, B.A.	120
	<b>Elementary, Biology, B.A.</b>	<b>128</b>
	Elementary, English, B.A.	123
	Elementary, History, B.A.	123
	Elementary, Modern Languages, Spanish Concentration, B.A.	126
	Elementary, Speech Communication, B.A.	123
	K-12: Art, B.F.A.	123
	<b>K-12: PE, B.A.</b>	<b>128</b>
	<b>K-12: Music, B.M.E.</b>	<b>135</b>
	Secondary, Foreign Language, Spanish	120
	Secondary Language Arts, English, B.A.	122
	Secondary, Math, B.A.	120
	Secondary, Science, Chemistry, B.A.	124
	<b>Secondary, Science, Biology, B.A.</b>	<b>129</b>
	<b>Secondary, Science, Environmental Science, B.S.</b>	<b>128</b>
	Secondary, Social Studies, Behavioral Science, B.A.	120
	Secondary, Social Studies, Economics, B.A.	125
	Secondary, Social Studies, History, B.A.	125
	Secondary, Social Studies, Political Science, B.A.	125
	Secondary, Social Studies, Chicano Studies, B.A.	125
	Special Education, B.A.	120
<b>University of Colorado - Boulder</b>		
	Elementary, American Studies	122
	Elementary, Anthropology	120
	Elementary, Astronomy	125
	Elementary, Communication	120
	<b>Elementary, Distributive Studies, Geology</b>	<b>128</b>
	Elementary, Distributive Studies, EPOB	124
	Elementary, Distributive Studies, Chemistry	126
	Elementary, Economics	121
	Elementary, English	120
	Elementary, Geography	120
	Elementary, History	120
	<b>Elementary, Humanities</b>	<b>128</b>
	Elementary, Linguistics	120
	Elementary, Mathematics	120
	Elementary, Physics	125
	Elementary, Political Science	120
	Elementary, Psychology	120
	Elementary	124
	Secondary, Language Arts, Communication	120
	Secondary, Language Arts, English Literature	120

**Attachment B. CREDIT HOUR REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS AT COLORADO PUBLIC INSTITUTIONS**

Institution	Program Name	Total Credit Hour Requirement	
<b>UC-B (cont.)</b>	Secondary, Language Arts, English Creative Writing	120	
	Secondary, Language Arts, Humanities	122	
	Secondary, Language Arts, Linguistics	120	
	Secondary, Foreign Language, French	120	
	Secondary, Foreign Language, German	120	
	Secondary, Foreign Language, Italian	120	
	Secondary, Foreign Language, Japanese	120	
	Secondary, Foreign Language, Latin	120	
	Secondary, Foreign Language, Russian	120	
	Secondary, Foreign Language, Spanish	120	
	Secondary, Mathematics, Mathematics	120	
	Secondary, Science, Astronomy	123	
	<b>Secondary, Science, Chemistry</b>	<b>132</b>	
	Secondary, Science, Distributive Studies, Chemistry	123	
	Secondary, Science, EPO Biology	126	
	Secondary, Science, Physics	126	
	Secondary, Social Studies, American Studies	120	
	Secondary, Social Studies, Anthropology	122	
	Secondary, Social Studies, Economics	121	
	Secondary, Social Studies, Geography	120	
	Secondary, Social Studies, History	120	
	<b>Secondary, Social Studies, International Affairs</b>	<b>127</b>	
	Secondary, Social Studies, Political Science	123	
	K-12 Music, Choral	126	
	K-12 Music, Instrumental	126	
	<b>University of Colorado - Colorado Springs</b>		
	Elementary/Special Ed., English	120	
	Elementary/Special Ed., Biology	120	
	Elementary/Special Ed., Geography	120	
	Elementary/Special Ed., History	120	
	Elementary/Special Ed., Spanish	120	
<b>Secondary, Science, Biology</b>	<b>128</b>		
<b>Secondary, Science, Chemistry</b>	<b>127</b>		
Secondary, Science, Physics	125		
Secondary, Math	120		
Secondary, History	120		
Secondary, English	120		
<b>University of Colorado - Denver</b>			
Elementary, Individually Structured Major	120		
Secondary, English, English Literature	120		
Secondary, Social Studies, Poli. Sci.	126		
<b>University of Northern Colorado</b>			
Elementary, Interdisciplinary Liberal Arts, B.A.	124		
<b>K-12: Art, Visual Arts, B.A.</b>	<b>127</b>		
K-12: Music, Music Education, B.A.	126		
K-12: PE, Sport & Exercise Science, B.A.	123		
Secondary, Social Studies, History, B.A.	125		
<b>Secondary, Social Studies, Geography, B.A.</b>	<b>127</b>		
Secondary, Social Studies, Social Science, B.A.	120		
Secondary, Language Arts, Communication Speech, B.A.	120		
Secondary, Language Arts, English, B.A.	120		
Secondary, Language Arts, Theater Arts, B.A.	126		
Special Education, B.A.	122		

**Attachment B. CREDIT HOUR REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS AT COLORADO PUBLIC INSTITUTIONS**

Institution	Program Name	Total Credit Hour Requirement
<b>UNC (cont.)</b>	Secondary, Foreign Language, Spanish, B.A.	120
	Linguistically Diverse: ESL	124
	Linguistically Diverse: Bilingual	124
	Secondary, Foreign Language, German, B.A.	121
	Secondary, Foreign Language, French, B.A.	121
	Secondary, Math, Mathematics, B.S.	120
	<b>Secondary, Science, Earth Science, B.A.</b>	<b>127</b>
	<b>Secondary Science, Physics</b>	<b>128</b>
	Secondary, Science, Chemistry, B.A.	126
	<b>Secondary, Science, Biology, B.A.</b>	<b>127</b>
<b>Western State College</b>	Elementary, Interdisciplinary Liberal Arts, Science/Math Emphasis	120
	Elementary, Interdisciplinary Liberal Arts, Humanities Emphasis	120
	Elementary, Biology	120
	Elementary, English	120
	Elementary, Env. Earth Science (Geology)	120
	Secondary, Geology	120
	Elementary, Mathematics	120
	Elementary, Music	120
	Secondary, Language Arts, English	120
	Secondary, Mathematics	120
	Secondary, Science, Biology	120
	Secondary, Science, Chemistry	120
	Secondary, Social Studies, Economics	120
	Secondary, Social Studies, History	120
	Secondary Social Studies, Political Science	120
	Secondary, Foreign Language, Spanish	120
	K-12: Art	120
	K-12: Music	120
	K-12: PE	120

**Attachment C. CREDIT HOUR REQUIREMENTS FOR ENGINEERING, ENGINEERING TECHNOLOGY,  
 AND RELATED PROGRAMS AT COLORADO PUBLIC INSTITUTIONS**

<b>Institution</b>	<b>Award</b>	<b>Program Name</b>	<b>Total Credit Hour Requirement</b>	<b>ABET Accreditation (*)</b>
CSM	BS	Geological Engineering	147.5	*
CSM	BS	Geophysical Engineering	145.5	*
CSM	BS	Petroleum Engineering	145.5	*
CSM	BS	Engineering--Electrical Specialty	142.5	*
CSM	BS	Engineering--Mechanical Specialty	141.5	*
CSM	BS	Mining Engineering	141.5	*
CSM	BS	Engineering--Civil Specialty	139.5	*
CSM	BS	Engineering--Environmental Specialty	138.5	*
CSM	BS	Metallurgical & Materials Engineering	138.5	*
CSM	BS	Economics	138.5	
CSM	BS	Chemistry	137.5	
CSM	BS	Mathematical & Computer Sciences	137.5	
CSU	BS	Engineering Science	136	*
UCD	BS	Civil Engineering	136	*
UCD	BS	Mechanical Engineering	136	*
CSM	BS	Chemical Engineering	135.5	*
CSM	BS	Engineering Physics	133.5	*
CSU	BS	Electrical Engineering	132	*
CSU	BS	Environmental Engineering	132	*
CSU	BS	Computer Engineering	131	
CSU	BS	Chemical Engineering	130	*
CSU	BS	Mechanical Engineering	130	*
UCB	BS	Aerospace Engineering Sciences	130	*
CSU	BS	Bioresource and Agricultural Engineering	129	*
CSU	BS	Civil Engineering	129	*
UCB	BS	Chemical Engineering	129	*
Metro	BS	Civil Engineering Technology	128-129	*
Metro	BS	Mechanical Engineering Technology	128-129	*
Metro	BS	Electrical Engineering Technology	128	*
UCB	BS	Applied Mathematics	128	
UCB	BS	Architectural Engineering	128	*
UCB	BS	Civil Engineering	128	*
UCB	BS	Electrical & Computer Engineering	128	*
UCB	BS	Electrical Engineering	128	*
UCB	BS	Engineering Physics	128	
UCB	BS	Environmental Engineering	128	*
UCB	BS	Mechanical Engineering	128	*
UCCS	BS	Computer Engineering	128	
UCB	BS	Computer Science	128	
UCCS	BS	Computer Science	128	*
UCCS	BS	Electrical Engineering	128	*
UCCS	BS	Mechanical Engineering	128	
UCD	BS	Computer Science and Engineering	128	
UCD	BS	Electrical Engineering	128	*
CSUP	BSCET	Civil Engineering Technology	124	*
CSUP	BSMET	Mechanical Engineering Technology	124	*

**TOPIC: UNIVERSITY OF NORTHERN COLORADO FACILITIES  
MASTER PLAN 2003**

**PREPARED BY: GAIL HOFFMAN**

**I. SUMMARY**

The University of Northern Colorado (UNC) submitted its facilities master plan, *Building for UNC's Second Century*, in June 2003. CCHE last approved a master plan for UNC in 1982. UNC submitted another master plan in 1992, but CCHE never acted on it and UNC withdrew it in 1995. CCHE apparently had problems with the enrollment planning model and other issues during its approximate two-year review. This master plan has two parts. The first is a reference manual containing the assumptions and data driving the physical needs; UNC intends that the reference manual will be updated every two years. If the changes in the reference manual will significantly change the strategies in the master plan, then the plan will be amended. The second part is the facilities master plan itself. When implemented, the facilities master plan will improve the campus appearance, meet space needs, upgrade existing facilities, and improve site conditions through architectural and landscape standards.

The facilities master plan is based on the assumption that UNC's student enrollment will increase from about 10,000 full-time equivalent (FTE) to 20,000 FTE: 15,000 student FTE on campus and 5,000 student FTE off campus. The off-campus FTE will be made up mostly of those students taking courses off campus through web-based classes, although a few will attend classes at distant locations. The total of 20,000 FTE is considered the maximum enrollment to enable UNC to maintain today's character, keep faculty/staff ratios small, and not drastically impact the city of Greeley. The university intends that the student body over time will have a greater number of minority students. For financial reasons, the university also plans to attract more international and graduate students, who pay higher tuition rates than in-state undergraduates. Although some facilities are needed to support the off-campus student FTE (i.e., computer facilities), the number of students attending class on campus will drive most facilities needs.

As a result of the assumptions contained within the reference manual, UNC's capital improvement plan for the next five years outlines the capital projects listed below. The projects were included in the five-year outlook submitted to CCHE in summer 2003 and have been on that list for state funding for the past several years.

- Replacement of high-temperature, hot water lines: \$6,675,978 state funds;
- Renovation of Bishop-Lehr for Arts and Sciences and Student Services: \$30,473,696 state funds, 118,054 gross square feet (gsf). (This project may be

replaced with one to demolish Bishop-Lehr and build a new structure, based on more information about costs involved in renovating the former teaching high school for higher education);

- Crabbe Hall Renovation for Performing and Visual Arts: \$3,619,385 state funds, 22,723 gsf;
- Candelaria Hall Renovation for Arts and Sciences: \$11,980,261 state funds, 79,388 gsf;
- Michener Library Renovation for entire campus: \$21,141,028 state funds, 226,757 gsf.

Although the capital improvement plan has no other source of funding identified for these projects besides the state capital construction funds exempt, the master plan acknowledges that the “current economic environment precludes funding from the state of Colorado for capital project needs. As time progresses, alternative funding mechanisms will need to be identified and developed to address construction and controlled maintenance for previously state-funded projects.” Alternatives that could be investigated include:

- Tuition increases dedicated for maintenance of existing facilities;
- Private development of buildings with the university leasing them back;
- Public/private partnerships to either construct new facilities or renovate existing ones with the developer providing the initial capital and maintenance funds and the University leasing back the facility for a period of time;
- Certificates of participation;
- Bonds issued on the basis of future enterprise status for the university with an allocation from operations for debt service;
- Re-examination of when classes are scheduled to get maximum use from existing buildings by scheduling more classes outside the generally preferred, but crowded, times of between 10 a.m. and 2 p.m. Mondays, Wednesdays, and Fridays; and
- Getting historic designation for a larger portion of the older Central Campus, thereby allowing the university to apply for restoration of historical elements of designated buildings.

More important than the list of possible future projects in the master plan, however, are strategies for creating a pedestrian/bike path to better tie the older Central Campus with the newer West Campus; using materials and architectural features in the West Campus similar to those found on buildings in Central Campus as a way of linking the two very different architectural styles of the two major sections of the campus; creating site features such as entrances and plazas with the same materials and colors across campus; and broadening the narrowing of the campus at the site of the University Center (the highest point of the campus) through selective land acquisitions and other methods.

Shortly after UNC completed the facilities master plan, it began a strategic plan to bolster the university's strengths in the face of financial uncertainties. If the final strategic directions affect the master plan, the master plan will be revised and brought back to the Commission.

## **II. BACKGROUND**

### Statutory Role and Mission; Vision Statement

Section 23-40-101, Colorado Revised Statutes, states that:

*The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The university shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees primarily in the field of education. The University of Northern Colorado has statewide authority to offer graduate programs for the preparation of educational personnel. The commission shall include in its funding recommendations a level of general fund support for these programs.*

The vision statement for the university states that:

*The University of Northern Colorado strives to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the liberal arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.*

### History

UNC was created as the State Normal School to educate future teachers by an act signed in 1889. Greeley residents raised the money for the first building, and the school opened in 1890 with four instructors and 96 students. Teaching certificates were granted after students successfully completed a two-year course. The name of the college changed in

1911 to Colorado State Teachers College as a result of legislative action. At that time, Colorado State Teachers College offered four years of undergraduate work and granted Bachelor of Arts degrees. In 1935, the name changed again, to the Colorado State College of Education, to recognize the graduate program that began in 1913. The state legislature approved shortening the name to the Colorado State College in early 1957. In 1970, the name became the University of Northern Colorado to recognize more growth in programs and specialties.

Student Demographics

Characteristics of UNC's student body for fall 2003 are depicted in the following two charts:

**UNC HEADCOUNT/FTE, FALL 2003**

	<b>Undergraduates</b>	<b>Graduates</b>	<b>Total Headcount or FTE</b>	<b>Non-Degree Students</b>	<b>Residents</b>	<b>Non-Residents</b>
Headcount	9,563	1,727		78	10,389	1,222
On-Campus			11,368			
Off-Campus			243			
FTE	8,979	885		52	9,038	1,108
On-Campus			9,916			
Off-Campus			231			

*Source: UNC Institutional Research and Planning via UNC website.*

**UNC STUDENT BODY ETHNIC DIVERSITY, FALL 2003 (ON-CAMPUS ONLY)**

	<b>Undergraduates</b>	<b>Graduates</b>
White	82%	79.8%
Native American	0.8%	0.9%
African American	2.1%	1.4%
Asian American	3.3%	2.3%
Hispanic	7.7%	4.2%
Total Minorities	13.9%	8.7%

International	0.4%	4.5%
Unknown	4.2%	7%

Source: UNC Institutional Research and Planning via UNC website

According to the *Freshmen Cohort Retention Report*, also available through the UNC website, those who were freshmen in 2002 returned in 2003 at the rate of 70.4 percent for whites, international students, and those whose ethnic background is unknown. For minorities who enrolled as freshmen in 2002, 66.5 percent returned to UNC in 2003. By gender, 66.3 percent of the males and 71.9 percent of the women returned to UNC in 2003, their second year at UNC.

Past FTE Enrollment

**UNC FTE Enrollment,  
 1991-1992 through 2002-2003**

<i>Academic Year</i>	<i>FTE Enrollment</i>	<i>% Change</i>
91-92	9,772	
92-93	9,706	(0.7%)
93-94	9,840	1.4%
94-95	9,721	(1.2%)
95-96	9,554	(1.7%)
96-97	9,443	(1.2%)
97-98	9,619	1.9%
98-99	9,916	3.1%
99-00	10,295	3.8%
00-01	10,309	0.1%
01-02	10,329	0.2%
02-03	10,606	2.7%

Source: CCHE Final Student FTE Enrollment Report, October 2003

Academic Offerings

Today, UNC students study in a wide range of graduate and undergraduate programs in five academic colleges: Arts and Sciences, Business Administration, Education, Health and Human Sciences, and Performing and Visual Arts. The following are the programs of study in each of the five colleges listed in the master plan. The number of *credit hours* earned in fall 2003 by undergraduates and graduates in each college divided by 15 (the number of credits that equals one FTE) yields the FTE. (At UNC, the average student takes about 14 credits each semester.) The credit hours and the FTE follow each listing of programs of study for each college.

*Arts and Sciences:* African studies, anthropology, biological sciences, chemistry/biochemistry; earth sciences, economics, English, foreign language,

geography, Hispanic studies, history, journalism and mass communications, mathematical sciences, philosophy, physics, political science, psychology, social science, sociology, speech communications, women's studies. The college produces a large number of base courses other college degrees need. For example, Arts and Sciences provides two-thirds of the courses the College of Education demands, while the College of Education provides only one-third of such required courses. (87,929 credit hours/5,863 FTE)

*Kenneth W. Monfort College of Business Administration:* Accounting, computer information system, finance, general business, management, marketing. (10,741 credit hours/716 FTE)

*College of Education:* Educational leadership, college student personnel administration, early childhood education, elementary education, foundations of education, middle grades education, reading, secondary education, counselor education and supervision, professional counseling, counseling psychology, school psychology, applied statistics and research methods, educational psychology, educational technology, special education, professional teacher education programs, licensure/endorsement areas. (16,125 credit hours/1,075 FTE)

*College of Health and Human Sciences:* Communications disorders (audiology and speech-language pathology), community health, dietetics, gerontology, human rehabilitative services, kinesiology, nursing, physical education, recreation. (18,814 credit hours/1,254 FTE)

*College of Performing and Visual Arts:* Music and music education, musical theater, theater arts and dance, visual arts. (14,921 credit hours/995 FTE)

The master plan does not list two other colleges that are in UNC's *Fall 2003 Credit Hour Comparison*. They are:

- *Aerospace/Military Science:* Aerospace, military science. (174 credit hours/12 FTE)
- *Library Science:* Programs of study are not listed in the credit hour comparison. (18 credit hours/1.2 FTE)

### Physical Layout

The 253-acre campus has three separate campuses, with the University Center on the highest point of the campus joining the two major campuses, Central and West:

- **Central Campus:** The oldest part of the campus houses the campus administration, many academic programs, and historic residence halls.

- East Campus: Two blocks east of Central Campus, the campus has athletic and recreation fields, student family housing, and the campus' physical plant.
- West Campus: Organized around a central academic core, with student services to the north, athletic and recreation facilities to the west, and residential complexes to the south of it.

The academic buildings on the Central and West campuses are far enough apart that it isn't possible for most students to walk the distance in the 10 minutes they have between classes. To make it easier for students, the city of Greeley under contract with UNC provides a bus that shuttles between the two campuses from 8 a.m. to 4 p.m., Monday through Friday. In addition, the city of Greeley buses serve the campus along 11<sup>th</sup> Avenue, with stops on 17<sup>th</sup> Street, 21<sup>st</sup> Street, and 22<sup>nd</sup> Street.

Each of the three campuses is isolated due to major arterial streets. The 11<sup>th</sup> Avenue corridor from 16<sup>th</sup> to 24<sup>th</sup> streets divides University Center from West Campus and West Campus from East Campus; 20<sup>th</sup> Street separates the West Campus from the Central and East campuses; and 8<sup>th</sup> Avenue separates Central and East campuses. The potential for pedestrian-motorist accidents is very great all along 11<sup>th</sup> Avenue from 16<sup>th</sup> and 24<sup>th</sup> streets; along 20<sup>th</sup> Street at the intersections with 10<sup>th</sup>, 11<sup>th</sup>, and 14<sup>th</sup> avenues; and at the intersection at 11<sup>th</sup> Avenue and 22<sup>nd</sup> Street.

#### Land Uses

Campus land uses ranked from greatest to least use acres of land are:

Athletic/recreation	27%
Academic	24%
Parking	18%
Residential	15%
Service	11%
Support	4%
Administration	1%

### **III. STAFF ANALYSIS**

#### Goals and Master Plan

Goals for physical development of the campus are stated below, with brief summaries of how the master plan meets those goals:

1. *Provide a physical environment that supports the University programmatic role and mission.* The plan contains the architectural and landscape design standards UNC will use to better tie Central and West campuses together. New and renovated buildings in West Campus will have some of the same or similar materials and architectural features as Central Campus. The illustrative plan has sketches of possible locations for new buildings or building additions throughout the campus. Increasing the density of West Campus would help give the often monolithic look of many of the buildings on the West Campus a more human scale. The plan also targets two major buildings for demolition and replacement and recommends the best locations for building additions and new structures.
2. *Provide physical character that symbolizes the University's presence, quality of education, and role in the community.* The plan outlines reasonable program adjacencies for UNC to follow. For example, University Center and student-oriented programs would relocate to the center of campus. Academic facilities on the West and Central campuses would radiate out from the center. Administrative functions would move closer to the University Center. Athletics and recreation would continue on the periphery of the campus. Visual and performing arts would continue at Central Campus; arts and sciences, and education would be largely on West Campus; and health and human services would be on central campus.
3. *Maintain the health, safety, and well being of all University patrons.* One of the principles is that all buildings will be accessible for those with mobility difficulties. Another is to make facilities flexible and adaptable to meet ever-changing program needs, support new initiatives, meet regulatory issues, and keep sensitive operations secure. UNC will improve site and building lighting for increased security.
4. *Provide a physical environment that encourages a sense of community between the faculty, staff, and students.* The facilities master plan uses architectural, landscape, and urban design principles to provide a framework for detailed long-range plans that should create a more unified campus. UNC will develop building preservation guidelines for those buildings identified as historically significant to the community and to the university. The vast open spaces of West Campus will be broken up with new buildings, creating quads or plazas that should encourage more interaction and sense of community among students, faculty, and staff.
5. *Create a collegiate atmosphere, with a park-like setting, to foster community among patrons. Reduce the impact of motor vehicles and create a pedestrian-friendly environment.* An important aspect of the master plan is a pedestrian/bikeway spine between Central and West campuses called the Alumni Walk. This pedestrian/bikeway spine also is included in the city of Greeley's

plans. Alumni Walk would curve over 20<sup>th</sup> Avenue from Central Campus below University Center and then go over 11<sup>th</sup> Avenue to terminate at West Campus housing. Although it is not included in the list of UNC projects for the next six years, it is the main tie between Central and West campuses. Fundraising drives among alumni presumably would pay for the Alumni Walk, with the city of Greeley providing some funding for the pedestrian/bikeway bridges over 20<sup>th</sup> Avenue and 11<sup>th</sup> Street. Other ways of creating a pedestrian-friendly campus include eliminating auto traffic through the central core of the campus.

6. *Develop a physical campus that is environmentally stable. Create sustainable surroundings that are ecological and reflective of the Colorado climate.* The plan states that UNC should evaluate all proposed physical improvements to make sure the investments last long enough to pay off the cost. To reduce water consumption, UNC should plant native plants and shrubs where possible. UNC should use such techniques as composting, recycling, rain and soil moisture sensors, capture and reuse of storm and irrigation water, and lighting technologies that shine very little light into the night sky.

#### Space Planning

UNC could almost double its FTE, yet would require only 25 percent more additional academic space, according to a utilization study done as part of development of this master plan. That conclusion depended upon these conditions:

- More university faculty teach outside the preferred time slots of 10 a.m. to 2 p.m., Monday, Wednesday, and Friday;
- University academic spaces were flexible; and
- The university provided about 25 percent of its FTE instruction and services via websites.

The University of Northern Colorado should be commended for taking a serious look at the underutilization of academic spaces at certain times, and for committing to increase the use of those spaces before adding more space through renovations, additions, or construction of new buildings.

The master plan includes the assumptions and variables that planners used in developing the space needs analysis. If the variables should change—for example, if 30 percent of FTE instruction would be through web-based sites—the space needs analysis also would change.

Using the assumptions and variables, UNC planners arrived at the following tentative figures for space needs based on assignable square feet (asf).

### UNC Space Projections

	<i>Existing Space</i>	<i>Bishop-Lehr*</i>	<i>Existing Space Needs</i>	<i>Phase I (12,500 FTE)</i>	<i>Phase II (15,000 FTE)</i>
<i>Classrooms</i>	117,828		120,777 (2,949)	140,101 (22,274)	167,880 (50,052)
<i>Labs</i>	145,577		157,678 (12,100)	182,906 (37,329)	219,172 (73,595)
<i>Office</i>	300,568		290,953 (9,615)	337,505 (36,938)	404,425 (103,857)
<i>Study</i>	91,167		152,431 (61,264)	175,219 (84,052)	207,976 (116,810)
<i>Athletic</i>	156,377		199,521 (43,144)	220,116 (63,740)	249,137 (92,760)
<i>Assembly</i>	185,452		196,444 (10,992)	227,875 (42,423)	273,057 (87,605)
<i>Shop/Storage</i>	88,596		92,740 (4,144)	102,104 (13,508)	115,532 (26,936)
<i>Health</i>	3,118		8,093 (4,973)	9,388 (6,270)	11,250 (8,132)
<i>Housing</i>	530,176		530,176 0	530,176 0	530,176 0
<i>Total ASF</i>	1,618,858	73,698	1,748,813 (129,955)	1,925,390 (306,533)	2,178,605 (559,747)

*\*Bishop-Lehr is not included in overall square footages because the building has been shut down due to lack of state funding to renovate it. Including Bishop-Lehr asf would result in an overall space deficit of 232,835 asf at 12,500 FTE and 486,049 asf at 15,000 FTE.*

### Facilities Impact of Enrollment Planning

The enrollment cap of 15,000 FTE on campus and 5,000 FTE off campus embedded in the master plan carries with it a number of supporting goals. They include:

- Obtain an *undergraduate* student mix of 85 percent residents and 15 percent non-residents. The undergraduate student mix should include 25 percent minority and 2 percent international students;

- Reach for a *graduate* student mix of 80 percent residents and 20 percent non-residents. The graduate student mix should include 15 percent minority and 8 percent international students;
- Increase freshmen retention from 65 percent to 75 percent;
- Increase graduate international student headcount from 4 percent to 8 percent;
- Increase undergraduate international student enrollment from 1 percent to 2 percent;
- Increase the percentage of enrolled minority students from 16 percent to 22 percent; and
- Increase the percentage of graduate students from 14 percent to 25 percent of total student enrollment;

Attracting a larger percentage of graduate and international students would help UNC improve its financial position because those students pay the full cost of their education, an important consideration in a time of state budget woes.

In concert with instituting an enrollment cap, UNC expects to raise its admission standards. This should increase the success of entering freshmen.

The facilities impact once UNC reaches these goals is not explicit in the master plan. For example, increasing the percentage of graduate students may create an increased need for housing for married students and for students in upper-division classes, but the enrollment plan simply states that private developers should be encouraged to provide affordable, off-campus housing for upper-division and graduate students. Increasing freshmen retention also may create conditions that will require more on-campus housing. Housing is an auxiliary function, meaning that revenues generated from housing fees that students pay must be used to build, operate, and maintain them. No state money can be used to support auxiliaries. However, the master plan lacks any discussion of auxiliary functions, other than to note that UNC probably will NOT need additional housing even when UNC obtains 15,000 FTE on campus.

More graduate students may imply the need for more research projects to employ them, but planning for separate research buildings is not discussed in the master plan.

Research facilities, like housing, are enterprise functions at UNC. That means constructing, operating, and maintaining research facilities must be paid for from dedicated, non-state sources, such as indirect cost recoveries from federal grants. One strategy in the university strategic plan on research and graduate education is to “increase

the proportion of indirect cost recovery monies directed to colleges and/or departments for research development.”

UNC is a research-intensive institution, meaning that its research is concentrated in specific areas, such as education, science and science education, social science, business, arts and humanities creative activities, and applied health. New research activity may come from the applied fields, health, environment, and teaching. Research and “scholarly activity” spaces will be programmed into any new buildings to supplement the required academic space. The facility master plan recommends different space requirements for research in the social sciences, education, health sciences, science and science education, and arts and humanities. The recommendations are designed to assure sufficient space for graduate students at the master’s and doctorate levels, for laboratories and workrooms, and for storage, collections, and equipment.

The only enrollment plan strategy for increasing the percentage of graduate students that will require more money is this one: “Encourage faculty to engage students in more research and scholarly activities.” The cost is estimated at \$100,000, and will come from an unspecified source.

In addition, some strategies outlined in the enrollment planning section of the reference manual would, if implemented, have the effect of limiting the amount of space needed for graduate programs. Examples include:

- Increasing the availability of summer programs for graduate students;
- Promoting off-campus state- and cash-funded graduate education programs; and
- Facilitating multimedia-based course delivery.

#### Information Technology Implications

Several sections in the reference manual and facilities master plan indicate that UNC may have a long way to go before 25 percent of its students can receive instruction via web-based courses, one of the goals in the enrollment plan. For example, the technology infrastructure on campus is not all it should be. Voice is buried, aging copper cable in questionable condition. The phone system is not fiber-based yet and distribution closets are not in place. In addition, Information Technology doesn’t have a central location for staff that accommodates them all comfortably.

The Information Technology Plan included in the reference manual has 11 initiatives covering such matters as updating networking, sharing information across networks, providing online resources for learning, and budgeting for replacement of outdated computer systems. To implement the information technology plan, the facilities master plan section has a map showing the future routes for combined fiber/copper

telecommunications lines. The map also indicates that all voice services are provided via a circa-1997 PBX switch located at Gray Hall in Central Campus and that the fiber network carries most of the data. About 6,500 data network connections serve the campus from both McKee and Carter halls. McKee is on the West Campus and Carter on the Central Campus. In addition, the map shows where wireless distribution points should be located in an attempt to provide campus-wide coverage.

Approximately 80 percent of UNC students owned computers in the 2002-2003 academic year, and about 800 courses use the Internet to supplement course material. The university's network infrastructure must accommodate student-owned computers. UNC eventually may require students to have laptop computers.

The availability of financial resources to upgrade the information technology infrastructure is not clear. In the past, the state funded work on information technology infrastructure, but capital construction funds exempt are very limited today.

### Site Planning

Today, UNC has about 5,330 parking spaces on campus, and will need 8,394 spaces by the time the campus reaches an on-campus FTE of 15,000. To provide that additional parking, UNC plans to add 10 surface parking lots providing a total of 1,050 parking spaces. By the time the campus reaches 15,000 FTE, UNC expects to have built seven parking garages providing a total of 2,450 spaces. The surface lots and structured parking will be generally located on the periphery. Parking for on-campus housing will be located on the periphery specifically to reduce the daily use of vehicles to get from one part of the campus to another.

If fewer students bring cars to school or if more students use alternatives to the automobile—such as bikes or the city bus system—the ratio of students to parking spaces will be changed. This, then, would reduce the amount of parking that will be needed at UNC. Today, approximately one-third of the student body commutes. Hybrid courses, in which students do much of their coursework via the Internet, but come to campus to meet with their class occasionally, also can be expected to create additional parking needs.

For athletic, intramural and recreation needs, the reference manual shows that UNC may need one more outdoor theater to supplement the one that already exists. One small lake may be added for passive recreation.

### Building Conditions and Possible Demolitions

The plan reflects the lack of state money for controlled maintenance in the past few years. According to the plan, about 60 percent of UNC buildings need major maintenance because the facility condition indices (FCI) for the buildings range between 75-94 out of a possible 100. Below is the percentage breakdown of the maintenance needs on campus:

Acceptable (100 FCI):	7%
Needs maintenance (95-99 FCI):	13%
Major maintenance (75-94 FCI):	60%
Remodel (55-74 FCI):	16%
Extensive renovation (35-54 FCI):	3%
Demolition (0-34 FCI):	1%

Buildings likely to be razed at some point are McKee Hall (primarily for the School of Education) and Turner Hall (an apartment building on campus). McKee has an FCI of 92.5 and Turner Hall has an FCI of 33.86. Although it has a fairly high FCI, McKee is programmatically and operationally obsolete due to very large lecture halls, extremely small offices, and cramped classrooms. Turner Hall has extremely small, four-person, two-bedroom apartments, particularly by today's standards.

The controlled maintenance projects UNC would like to implement within the next few years (if state funding were available) total \$20.368 million, according to the controlled maintenance plan UNC filed with State Buildings and Real Estate Programs for 2004-2005 through 2010-2011.

#### Remaining Questions

Some questions regarding the UNC facilities master plan remain. UNC officials will either address these questions during the Commission meeting or via a handout that will be available at the meeting:

1. On the space planning model in the reference manual, what space needs are for auxiliary facilities? The plan indicates UNC has sufficient housing now, but what about meeting and assembly spaces? Is that all auxiliary space?
2. The University Plan recommends that UNC redirect some indirect cost recovery money for "research development" at the college or department level. The research assumptions found in the planning assumptions suggest programming research space into whatever new buildings get built. Can indirect cost recovery money be used for non-facilities purposes, as the University Plan seems to recommend? Would UNC need to dedicate some of its cost recovery money to construction of buildings that have some research spaces?
3. What percentage of UNC FTE today actually comes from students doing all their coursework through Web-based resources? Does anyone at UNC have an estimate about how soon UNC could actually have 5,000 FTE off campus (from Web-based resources and from on-site distance learning)?

4. What money does UNC have to devote to implementing its technology plan? Does UNC have a technology fee or other financial resources that it could use (besides capital construction funds exempt, of course)?
5. How does UNC reconcile the list of alternative methods of financing some capital projects with the capital improvement plan that lists only state funding?
6. A central part of the future of the campus is the Alumni Walk. How will UNC pay for it--through a fundraising drive among alumni? Has Greeley committed to pay for part of the cost of building the bridges over 20th Street and 11th Avenue? What would be the approximate timeframe for completion of this project?

**IV. STAFF RECOMMENDATION**

**That the Commission approve the University of Northern Colorado Facility Master Plan, *Building for UNC's Second Century*, submitted to CCHE in June 2003.**

**Appendix A**

**STATUTORY AUTHORITY**

**C.R.S. 23-1-106. Duties and powers of the commission with respect to capital construction and long-range planning.**

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

**TOPIC: CCHE TRAVEL POLICY**

**PREPARED BY: RICHARD SCHWEIGERT**

**I. SUMMARY**

The Governor has implemented Executive Order D 005-03 concerning new rules for travel by state employees. The Order is mandatory for most state agencies and directs the Commission to consider adopting a policy for travel by higher education employees.

Staff has worked with the Financial Advisory Committee (Controllers) in higher education to develop a proposed policy that meets the spirit of the Executive Order (Attachment A). Attachment B presents the Governor's Executive Order.

The purpose of the policy is to implement the Governor's Executive Order, and standardized travel procedures in higher education. The proposed policy provides flexibility for each institution while establishing guidelines that institutions can follow to help monitor travel expenses.

**II. BACKGROUND**

There have been numerous articles and reports of abuses in using state funds for travel by state employees. While a very small percentage of the actual numbers of trips have created controversy, they do highlight the need for better controls.

In response to some of the problems, the Governor implemented Executive Order D 005 03, to bring accountability to the state travel process. The Order requires broad changes in how travel reimbursement occurs, and requires a travel coordinator in each agency. In addition, it directs that the employee's supervisor must approve all travel. The Executive Order also requires employees to charge travel-related expenses to an agency travel card, or procurement card. The travel card is already in use in higher education.

The Executive Order does not specifically apply to higher education, but does instruct the Colorado Commission on Higher Education to consider its adoption.

Staff has worked with the Financial Advisory Committee in higher education that is made up of Controllers and some Chief Financial Officers from the institutions. The attached proposed policy is our recommendation to the Commission on what should become Commission policy in regards to travel. The proposed policy requires the institutions to follow many of the items highlighted in the Executive Order, including a travel coordinator on each campus.

**III. STAFF ANALYSIS**

The proposed travel policy meets the requirements of the Executive Order while providing a workable solution for institutions to follow. It directs that international travel be controlled through a Memorandum of Understanding with the Office of the State Controller so that CCHE does not have to approve each proposed trip. The State Controller will approve the Memorandum of Understanding by the end of this month, and staff will forward the MOU for your review and approval at the next Commission meeting.

**IV. STAFF RECOMMENDATION**

**That the Commission adopt the proposed Travel Policy.**

**Appendix A**

**STATUTORY AUTHORITY**

The statutory authority for the implementation of this policy is provided in C.R.S. 23-1-105 (1), and 23-1-108 (1)(h), which directs the Commission to set out policies for financial and administrative costs.

## SECTION II

### PART E HIGHER EDUCATION TRAVEL POLICY

#### **1.00 Introduction**

The Commission on Higher Education (CCHE) has responsibility under EXECUTIVE ORDER D 005 03, Concerning State Employee Travel, to adopt a travel policy consistent with this Executive Order pursuant to the Commission's authority to establish system-wide policies concerning financial and administrative costs. This policy shall apply to all public institutions. The purpose of this policy is to take advantage of the savings available to the State of Colorado through increased monitoring of official business travel activities and to recognize the needs of individual institutions of higher education and state priorities in the policies for administering travel.

#### **2.00 Travel Policies**

Each public institution of higher education, or system, shall designate one person or office to be responsible for overseeing compliance and enforcement of travel rules and policies in accordance with State Fiscal Rule 5-1.

CCHE delegates the authority to approve all employee travel to the chief executive officer of each institution of higher education. The chief executive officer may further delegate this authority, within the institution, as needed to accomplish operational savings in the administration of this task. All out-of-state travel must be pre-approved in writing by the chief executive officer or delegate pursuant to state travel rules.

Approval for international travel is set out in a Memorandum of Understanding between the State Controller, CCHE, and the institutions of higher education dated May 1, 2004, and shall not be delegated below this level.

The chief executive officers shall adopt internal travel policies and procedures as necessary to comply with this policy. All institutional procedures to accomplish the oversight of travel shall conform to CCHE policy, State Fiscal Rules, State Procurement policies, and any Statewide Travel Management Program(s) as may be applicable.

Attachment B

**D 005 03**  
**EXECUTIVE ORDER**

**Concerning State Employee Travel**

Pursuant to the authority vested in the Office of the Governor of the State of Colorado, I, Bill Owens, Governor of the State of Colorado, hereby issue this Executive Order Concerning state employee travel.

1. Background and Purpose

A recent performance audit of the Statewide Travel Management Program revealed that state employees traveling on official business have cost the taxpayers of the State of Colorado 4.3 million dollars more than necessary by failing to utilize several common sense cost saving strategies. For example, according to the report, state travelers spent \$16,700 on unnecessary car rental insurance. State travelers who irresponsibly use their state issued travel cards for personal expenditures on which they default cost the State of Colorado \$42,000 a year in volume savings and state employees spent \$1.1 million unnecessarily on late purchases of airline tickets. Employees who failed to secure less expensive Internet airfare rates lost significant savings opportunities for the taxpayers of our state.

The state auditor's report confirms that the State of Colorado lacks an adequate system to monitor employee travel and the expenses generated through this travel. While a Colorado Statewide Travel Management Program has been in place since 1994, the state auditor makes a compelling case for reform of this system. That is why I support and plan to sign Senate Bill 243 if it is adopted by the General Assembly to abolish this program effective July 1, 2004.

In light of the need to reform Colorado's state employee travel policies, I am directing all executive departments of state government to adopt new procedures to take advantage of the savings available to the State of Colorado through increased vigilance of our official business travel activities. By this Executive Order I am encouraging Institutions of Higher Education to adopt consistent procedures to accomplish these travel reforms. It is my intention that all travel management reforms including their implementation and enforcement will be accomplished using existing state resources.

2. Directive

To better manage the State of Colorado's necessary employee travel expenses I direct the following:

A. Procedures for approved state travel

Each executive director of a principal department of state government or his or her designee shall require pre-approval in writing of all out-of-state travel performed by their state employees.

Each executive director of a principal department of state government shall designate an individual to be responsible for overseeing compliance and enforcement of travel rules and policies.

The Department of Personnel and Administration shall develop rules requiring submission of receipts for reimbursement for per diem allowances unless the executive director's travel compliance designee approves the purchases in writing.

I direct the Department of Personnel and Administration to educate director's travel compliance designees, department controllers, and department purchasing agents concerning proper oversight, compliance and enforcement actions pursuant to the rules required to be developed by this Executive Order.

The Department of Personnel and Administration shall adopt rules and procedures to expressly permit the purchase of Internet airfares if the Internet fare will achieve a cost savings compared to purchase through an approved state travel agent.

B. Procedures for a State of Colorado travel card

Effective May 1, 2003, the State of Colorado will utilize a new state travel credit card to facilitate transactions regarding necessary and approved state employee travel. I direct the Department of Personnel and Administration to develop appropriate rules and regulations to require that this state travel card be used for both in-state and out-of-state travel purposes. It is my intent through this directive to enable employees to use their individual state travel card or the applicable department, agency or institution state travel card for official business travel purposes.

Purchases with a state travel card are currently restricted to expenses incurred for the benefit of the state and completed using the most economical means available which will satisfactorily accomplish the state's business.

Nevertheless, some purchases are made that do not legitimately relate to official state business. Therefore, I direct the Department of Personnel and Administration to develop appropriate rules and regulations to require state employees who make purchases in violation of the state benefit rule personally responsible for payment of those unauthorized purchases. Similarly, the Department of Personnel and Administration shall seek to amend the state personnel rules if necessary to

subject a state employee who fails to pay his or her state issued travel card bill to disciplinary action including termination from employment with the state at the discretion of the employee's hiring authority.

C. Rental car use

I request that the Department of Personnel and Administration use best efforts to negotiate a provision in the July 2003 car rental contract that includes penalties if car rental companies awarded state contracts sell unnecessary insurance to state employees.

I direct the Department of Personnel and Administration to develop rules and regulations preventing state employees who accept unnecessary automobile rental insurance from receiving reimbursement for the purchase of this insurance.

D. Travel to Washington D.C.

The State of Colorado spends an estimated 7.5 million dollars in travel to the Washington, D.C. area. Some of this travel is unnecessary or duplicative. Accordingly, I direct all principal departments of state government to submit travel plans to the Office of the Governor's travel designee in advance of travel to Washington, D.C. Travel plans required by this subsection shall include, the purpose of the trip, length of stay, the cost of the trip, intended source of payment for the trip, and a schedule of all appointments with any member of Congress or his or her staff or federal government department or agency personnel.

E. Institutions of Higher Education

I instruct the executive director of the Colorado Commission on Higher Education to develop a proposed travel policy consistent with this Executive Order for consideration by the Colorado Commission on Higher Education. The executive director shall work with the Commission to achieve adoption of a travel policy pursuant to the Commission's authority to establish system-wide policies concerning administrative costs.

In the interim, I encourage the Presidents of state-supported institutions of higher education to adopt their own travel policies to coordinate with this Executive Order, including requiring written pre-approval for all out-of-state travel, procedures governing reimbursement accountability and procedures allowing maximum cost savings.

F. International Travel

This Executive Order recognizes that international travel authorization is required pursuant to State of Colorado Fiscal Rule 5-1 .03. This rule provides: "Prior

written or electronic authorization by the chief executive officer, or a delegate, of a state agency and the governor, or a delegate, shall be required for all international travel, except for the Department of Higher Education. Prior written authorization by the executive director of the Colorado Commission on Higher education shall be required for all international travel by employees within the Department of Higher Education. The executive director of the Colorado Commission on Higher Education, with approval of the State Controller, may delegate the authority to approve international travel to the chief executive officer, or a delegate, of a specific higher education institution.”

3. Implementation

All departmental changes necessary to implement the reforms contained in this Executive Order shall be made within existing budgetary appropriations. Departments shall not seek additional resources from the legislature to comply with the provisions of this Executive Order.

4. Duration

This Executive Order shall remain in force until modified or terminated by further executive order of the Governor.

GIVEN under my hand and  
the Executive Seal of the  
State of Colorado, this 17<sup>th</sup> day  
of March, 2003.

Bill Owens  
Governor

**TOPIC: 2004 REPORT ON DISCONTINUANCE OF LOW DEMAND ACADEMIC PROGRAMS**

**PREPARED BY: CAROL FUTHEY**

**I. SUMMARY**

This agenda item summarizes activities related to academic programs with low demand as measured by the number of graduates completing the degree program when compared with the minimum graduation benchmarks defined in the *Policy and Procedures for the Discontinuance of Academic Degrees with Low Program Demand*. Programs reviewed under this policy are the delegated responsibility of the appropriate governing board, having moved from provisional to full approval status. Programs approved by the Commission within the last five years are reviewed separately under the *Review Policy and Procedures for Newly Approved Academic Programs* carrying provisional standing until they demonstrate bona fide demand.

The CCHE benchmarks are tiered according to program level:

- Undergraduate degree programs must graduate at least 10 students in the current year or a total of 20 students in the past three years. At the undergraduate level only, an institution may exempt programs that are central to the institution's role and mission.
- Masters' degree programs must graduate at least three students in the current year or a total of five in the past three years.
- Doctoral programs must graduate at least one student in the current year or a total of three in the past three years.

In the initial year when a program is identified as low demand, a governing board is expected to intervene by reviewing data, determining potential causes, and identifying strategies to strengthen the program. In the following year, an institution implements the strategies, and by year three, the institution is expected to meet the relevant benchmark for the first of two consecutive years. Failure to do so results in program discontinuance. Over the past ten years, 84 programs have been acted upon by boards, of which 60 (71%) were closed.

For the 10 programs that were low demand in fall 2001, this year is the point at which a decision must be made by a governing board if a low demand program is not productive. No action is needed by the Commission as the following changes have occurred since 2001:

- one was discontinued,

- three have met CCHE benchmarks in either the first or second year,
- five have been exempt by their respective governing board, and
- one was merged with another degree program.

## **II. BACKGROUND**

CCHE is charged with ensuring access to public education and guarding against unnecessary duplication in accordance with the directives of HB 85-1187, implemented through its program approval and discontinuance processes. Under CCHE's *Policy and Procedures for the Discontinuance of Academic Degrees with Low Program Demand*, adopted in 1996, programs are expected to meet a minimum benchmark according to the level of program:

- Undergraduate degree programs must graduate at least 10 students in the current year or a total of 20 students in the past three years. At the undergraduate level only, an institution may exempt programs that are central to the institution's role and mission.
- Masters' degree programs must graduate at least three students in the current year or a total of five in the past three years.
- Doctoral programs must graduate at least one student in the current year or a total of three in the past three years.

The discontinuance policy provides for a governing board to exempt a limited number of undergraduate degree programs from closure. In April 2000, the Commission modified the language defining exemptions to read "that a degree program must graduate at least three graduates in the past three years to qualify as an exemption." Formerly, the institution needed to graduate at least one student per year to exercise exemption privileges for a particular degree. Exemptions are reserved for undergraduate degree programs that are central to an institution's role and mission. An institution is limited to five exemptions. Once exempt, the governing board need take no further action unless it wishes to replace a currently exempt degree program with another. The enrollment in these degree programs is often variable so an exempt degree program may meet the benchmark in a particular year but retain its exempt status to protect it from future fluctuations.

Because the Commission approves graduate degree programs based on strong market demand and academic recognition in a field or discipline, low demand graduate degree programs are not eligible for exemptions. When a graduate program becomes less productive, governing boards frequently merge low demand graduate programs.

The Commission approved several additional revisions to the policy in August 2000 and

responded to the governing boards' call for clarity and specificity on certain policy points. In summary, the revised policy (1) strengthened the role of the governing board in assuming the primary responsibility for discontinuing programs; (2) clarified the explicit criteria for exempting low demand degree programs (i.e., central to role and mission and student access), (3) set the exemption limit at five, but stated the Commission's preference regarding a maximum of three exemptions for large institutions, (4) defined the appeals process to limit appeals to short-term extensions for programs in which the governing board is actively involved and intervention is occurring, and (5) affirmed that the Commission retains the ultimate responsibility if a governing board chooses not to make the final exemption selection.

The most recent revision to the policy, in March 2004, continued limited flexibility in the number of programs that larger institutions may request to be exempt from discontinuation, and clarified the criteria that programs must meet in order for CCHE to return monitoring of program demand to its respective governing board.

Table 1 documents the reductions in the number of academic programs by governing boards of four-year institutions since January 1994. In total, 84 programs have been acted upon by boards, of which 60 (71%) were closed. Seventy-one percent of the closed or merged programs were offered at the baccalaureate level, with the balance being graduate-level (28% master's; 10% doctoral). Programs in engineering, education, foreign languages, and science experienced the highest number of discontinuations. The Trustees of the University of Northern Colorado have closed the highest proportion of low demand programs (12 of 16, or 75%), while the Board of Governors of Colorado State University have been the most active in discontinuations, closing 11 of 24 low demand programs. Clearly the volume of program discontinuances reflects the governing boards' sensitivity to shifting program demand and the commitment to eliminating programs with inefficient enrollment.

### **III. STAFF ANALYSIS**

Table 2 presents the recent graduation data academic programs that have been identified as low demand or are programs exempted from discontinuation by governing board action. The status column indicates the current standing of the program—low demand year 3 (L.D.3), for example, indicates a program in its final (third) year and requires governing board action. By contrast, performing year 1 (P.Y.1) reflects a low demand program that has become productive and, if the program meets the CCHE expectations for a second year, will be removed from further monitoring.

For the 10 programs that were low demand in fall 2001, this year is the point at which a decision must be made by a governing board if a low demand program still is not productive (Table 3). No action is needed by the Commission as the following changes to low demand programs have been taken by governing boards since 2001:

- one was discontinued;
- three have begun meeting CCHE benchmarks, either in their first or second year;
- five have been exempted by their respective governing board; and
- one was merged with another degree program.

In fall 2002, 12 programs were identified as low demand. Since then, two programs were discontinued, and six are in their first year of being productive. Four may require action by governing boards prior to March 2005. The low demand review of fall 2003 identified 15 additional degree programs that were operating below the benchmarks. The governing boards need to intervene appropriately and, if necessary, take final action on these programs prior to March 2006.

Two programs dominate the low demand program list (Table 2). Physics appears six times and is exempted by four institutions. Of the two remaining physics programs, one is in its second year of low demand while the other has increased its productivity for the first year. Music is associated with five institutions; three are exempting the discipline while two others have improved performance. As resources continue to be limited, institutions have to wrestle with difficult trade-offs of high-cost programs such as these that draw low demand.

At the graduate level, 14 programs currently are identified as low demand. The number has increased in more recent years, with six at the master's level and the remaining eight at the doctoral level. While several of these graduate programs show signs of increasing the number of graduates, most of these specialized programs are in the early stages of low demand. It is unknown at this point whether institutions will be able to implement strategies to make them productive over the next several years.

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

**No action is required by the Commission in 2004. Governing board action is needed on the following low demand degree programs by March 1 of the designated year unless the program begins to meet the relevant CCHE benchmark:**

**Adams State College:**

**2006—Chemistry (B.A.)**

**Colorado State University:**

**2005—Botany (B.S.), Music (B.M.), Physics (B.S.), and Rangeland Ecosystem Science (Ph.D.)**

**2006—Botany (Ph.D.)**

**Colorado State University-Pueblo:**

**2006—Chemistry (B.S.), Industrial Engineering (B.S.I.E.N.)**

**Fort Lewis College:**

**2006—Mathematics (B.A.)**

**Metropolitan State College of Denver:**

**2005—Meteorology**

**University of Colorado-Boulder:**

**2005—Comparative Literature (M.A.), Chemical Physics (Ph.D.), and Speech,  
Language, and Hearing (Ph.D.)**

**2006—Education/Education-Psychology Studies (Ph.D.), Classics (Ph.D.)**

**University of Colorado-Colorado Springs:**

**2006—Philosophy (B.A.)**

**University of Northern Colorado:**

**2005—Physics (B.S.)**

**2006—Biological Education (Ph.D.)**

**Table 1. DISCONTINUED PROGRAMS AT COLORADO PUBLIC FOUR-YEAR INSTITUTIONS**  
 January 1, 1994 - January 1, 2004

CIP Detail	Seq Code	Inst	Award	Program Name	Action Year	Final Outcome (e.g. closed, merged, exempted, etc.)
24.0103		ASC	B.A.	Selected Studies	2001	Closed
40.0801		ASC	B.A.	Physics	2001	Closed
05.0203		ASC	B.A.	Hispanic/Southwest Studies	1999	Closed
51.1005		ASC	B.S.	Medical Technology	2001	Closed
14.2001		CSM	B.S.	Metallurgical and Materials Engineering	2001	Closed
14.2101	02	CSM	P.E.	Engineer of Mines	2000	Closed
14.1601	02	CSM	P.E.	Geophysical Engineer/Geophysics	2001	Closed
14.2501		CSM	P.E.	Petroleum Engineer	2001	Closed
14.0701		CSM	P.E.	Chemical and Petroleum Refining Engineering	2002	Closed
14.1501	02	CSM	P.E.	Geological Engineering/Hydrogeology	2001	Closed
14.0701	02	CSM	M.E.	Chemical and Petroleum Refining Engineering	2002	Closed
40.0899	02	CSM	M.E.	Applied Mechanics	2001	Closed
40.0899		CSM	M.S.	Applied Mechanics	2001	Closed
14.2001		CSM	M.S.	Metallurgy	2001	Closed
14.2001		CSM	Ph.D.	Metallurgy	2001	Closed
01.0104		CSU	B.S.	Farm and Ranch Management	2000	Merged
02.0101		CSU	B.S.	Food Science & Technology	1997	Merged
02.0301		CSU	B.S.	Range & Forest Management	1998	Merged
09.0499		CSU	B.A.	Agricultural & Natural Resource Journalism	1998	Closed
13.1319		CSU	B.S.	Technology Education & Training	2003	Closed
14.0301		CSU	B.S.	Bioresource & Agricultural Engineering	2003	Closed
15.0603		CSU	B.S.	Industrial Technology Management	2002	Closed
16.0901		CSU	B.A.	French	2000	Merged
16.0905		CSU	B.A.	German	2000	Merged
16.0905		CSU	B.A.	Spanish	2000	Merged
19.0402		CSU	B.S.	Consumer Science	1999	Closed
26.0601		CSU	B.S.	Bioagricultural Science	2002	Closed
27.0501		CSU	B.S.	Statistics	2000	Merged
51.2306		CSU	B.S.	Occupational Therapy	2000	Closed
14.0301		CSU	M.S.	Bioresource & Agricultural Engineering	2003	Closed
14.1001		CSU	M.E.E.	Master of Electrical Engineering	2001	Merged
19.0104		CSU	M.H.Ec.	Master of Home Economics	1996	Closed
19.0402		CSU	M.A.	Design & Merchandising	2001	Merged
26.0601		CSU	M.S.	Anatomy	2002	Merged
26.0704		CSU	M.S.	Pathology	2001	Closed
26.0706		CSU	M.S.	Physiology	2002	Merged
14.0301		CSU	Ph.D.	Bioresource & Agricultural Engineering	2003	Closed
26.0601		CSU	Ph.D.	Anatomy	2002	Merged
26.0706		CSU	Ph.D.	Physiology	2002	Merged
15.0303		CSUP	B.S.E.E.T.	Electronics Engineering Technology	2003	Closed
23.1001		CSUP	B.A./B.S.	Speech Communication	2003	Closed
31.0301		CSUP	B.S.	Recreation	2001	Merged
40.0101		FLC	B.A.	General Science; Physical Science	2000	Closed
15.0599		Mesa	B.A.	Environmental Restoration & Waste Management	1998	Closed
24.0102		Mesa	B.A.	Selected Studies	1995	Closed
31.0301		Mesa	B.A.	Parks & Recreation Resource Management	1997	Closed
45.0601		Mesa	B.A.	Economics	1998	Closed
30.9999		Mesa	B.S.	Biological & Agricultural Sciences	1993	Closed
09.9999		Metro	B.A.	Communications Multi-Major	1997	Closed
11.0101		Metro	B.S.	Computer Information Systems	1999	Merged
15.0603		Metro	B.S.	Industrial & Technical Studies	2000	Closed
16.0905		Metro	B.A.	Spanish	2001	Merged
45.1201		Metro	B.A./B.S.	Urban Studies	1999	Closed
50.0903		Metro	B.A.	Music Performance	2000	Merged
52.0299		Metro	B.S.	Technical & Industrial Administration	1999	Closed

(continued)

**Table 1. DISCONTINUED PROGRAMS AT COLORADO PUBLIC FOUR-YEAR INSTITUTIONS**  
 January 1, 1994 - January 1, 2004

CIP Detail	Seq Code	Inst	Award	Program Name	Action Year	Final Outcome (e.g. closed, merged, exempted, etc.)
05.0102		UCB	B.A.	American Studies	2003	Closed
05.0105		UCB	B.A.	Central & East European Studies	2000	Closed
05.0107		UCB	B.A.	Latin American Studies	2000	Closed
30.9999	02	UCB	B.A.	Individually Structured Major	2000	Closed
05.0102		UCCS	M.A.	American Studies	1998	Closed
40.0801		UCCS	M.S.	Physics	1999	Closed
27.0301		UCCS	B.S.	Applied Mathematics	2000	Merged
11.0101		UCCS	Ph.D.	Computer Science	2003	Merged
14.1001		UCCS	Ph.D.	Electrical Engineering	2003	Merged
16.0501		UCD	B.A.	German	2002	Closed
27.0301		UCD	B.S.	Applied Mathematics and Business	1999	Closed
40.0601		UCD	B.S.	Geology	2002	Closed
04.9999		UCD	M.D.S.	Design Studies	1999	Closed
51.1005		UCHSC	B.S.	Medical Laboratory Science	1998	Closed
51.2001		UCHSC	B.S.	Pharmacy	1998	Closed
16.0501		UNC	B.A.	German	2001	Merged
16.0901		UNC	B.A.	French	2001	Merged
40.0101		UNC	B.A.	Physical Science	1997	Closed
51.1005		UNC	B.A.	Medical Technology	2000	Closed
13.0201		UNC	M.A.	Elem Educ: Bilingual-Bicultural	2000	Closed
13.1006		UNC	M.A.	Special Educ: Mental Retardation	1998	Closed
13.1101		UNC	M.A.	Elementary School Counseling	2000	Merged
13.1101	02	UNC	M.A.	Secondary - Postsec School Couns	2000	Merged
13.1311		UNC	M.A.	Mathematics Education	1998	Closed
13.1312		UNC	M.M.E.	Music Education	2000	Closed
13.1316		UNC	M.A.	Science Education	2000	Closed
31.0301		UNC	M.A.	Recreation	1997	Closed
30.9999	02	UNC	Ed.S.	Graduate Interdisciplinary	2000	Closed
13.1204		UNC	Ed.D.	Elem Educ: Early Childhood Educ	1997	Closed
13.1312		UNC	D.M.E.	Music Education	1997	Closed
13.1315		UNC	Ed.D.	Reading	1997	Closed
15.0603		WSC	B.A.	Industrial Technology	1994	Closed
16.0901		WSC	B.A.	French	2001	Closed
40.0801		WSC	B.A.	Physics	2002	Closed

Table 2. SUMMARY OF LOW DEMAND AND EXEMPT ACADEMIC PROGRAMS, MARCH 2004

Inst	CIP Code	Seq. Degree	Program Name	Status	Degrees Awarded in --					Action by
					1998-99	1999-2000	2000-01	2001-02	2002-03	
ASC	50.0901	B.A.	Music	E	4	2	7	7	7	---
	16.0905	B.A.	Spanish	E	5	0	2	3	5	---
	50.0501	B.A.	Speech - Theatre	E	1	3	5	3	6	---
	27.0101	B.A./B.S.	Mathematics	E	3	9	2	3	4	---
	40.0601	B.A./B.S.	Geology	E	2	6	5	11	1	---
	40.0501	B.A./B.S.	Chemistry	L.D.1	6	6	5	9	1	2006
CSM	40.0801	M.S.	Applied Physics	L.D.1	3	0	0	1	0	2006
	14.1501	M.S.	Geological Engineering	L.D.1	0	0	0	1	2	2006
	14.1601	M.S.	Geophysical Engineering	L.D.1	0	0	0	2	1	2006
	14.1601 02	M.S.	Geophysical Engineering	L.D.1	1	2	0	0	0	2006
	14.2701 02	M.E.	Engineering Systems	L.D.1	2	0	1	3	0	2006
	14.1601	Ph.D.	Geophysical Engineering	L.D.1	0	0	0	0	0	2006
CSU	01.0103	B.S.	Agricultural Economics	E	3	6	0	4	2	---
	14.1301	B.S.	Engineering Science	E	5	4	7	3	4	---
	02.0409 02	B.S.	Rangeland Ecology	E	11	5	3	8	0	---
	26.0301	B.S.	Botany	L.D.2	11	3	4	6	1	2005
	16.0101	B.A.	Foreign Languages & Culture	P.Y.1	0	0	0	3	34	2005*
	50.0901	B.M.	Music	P.Y.1	16	4	9	5	8	2005*
	40.0801	B.S.	Physics	L.D.2	12	7	5	7	7	2005
	02.0409	Ph.D.	Rangeland Ecosystem Science	P.Y.1	6	1	1	0	2	2005*
	26.0301	Ph.D.	Botany	L.D.1	0	3	2	0	0	2006
	CSUP	52.0601	B.A./B.S.	Business Economics	E	4	1	1	15	13
16.0101		B.A.	Foreign Languages	E	6	6	4	2	2	---
50.0901		B.A.	Music	E	10	9	7	3	7	---
40.0801		B.S.	Physics	E	1	2	3	0	1	---
40.0501		B.S.	Chemistry	L.D.1	5	9	9	6	4	2006
14.1701		B.S.I.E.N.	Industrial Engineering	L.D.1	12	11	4	8	5	2006
FLC		45.0601	B.A.	Economics	E	1	1	3	5	2
	38.0101	B.A.	Philosophy	E	4	5	5	4	6	---
	40.0801	B.S.	Physics	E	2	4	1	2	1	---
	50.0501	B.A.	Theatre	E	3	0	5	2	5	---
	27.0101	B.A.	Mathematics	L.D.1	12	10	4	12	0	2006
	METRO	05.0201	B.A.	African American Studies	E	0	1	2	1	2
40.0801		B.A./B.S.	Physics	E	1	2	3	3	0	---
15.1102		B.S.	Surveying & Mapping	E	2	3	2	5	0	---
40.0401		B.S.	Meteorology	L.D.2	10	6	4	7	5	2005
UCB		05.0103	B.A.	Asian Studies	E	6	7	6	4	2
	16.0902	B.A.	Italian	E	6	5	7	4	13	---
	30.9999	B.A.	Distributed Studies	E	5	5	3	4	7	---
	23.0301	M.A.	Comparative Literature	L.D.2	1	1	1	1	2	2005
	40.0506	Ph.D.	Chemical Physics	P.Y.1	3	2	0	0	1	2005*
	51.0201	Ph.D.	Speech, Language, & Hearing Sci	P.Y.1	0	1	1	0	1	2005*
	13.0802	Ph.D.	Educ-Educ/Psych Studies	L.D.1	4	1	0	2	0	2006
	16.1201	Ph.D.	Classics	L.D.1	1	1	2	0	0	2006
UCCS	40.0801	B.S.	Physics	E	6	4	5	5	5	---
	38.0101	B.A.	Philosophy	L.D.1	9	7	5	8	6	2006
UCD	40.0801	B.S.	Physics	E	2	6	5	2	8	---
UNC	05.0201	B.A.	Africana Studies	E	0	2	2	1	6	---
	05.0203	B.A.	Mexican American Studies	E	7	5	3	1	1	---
	19.0705	B.S.	Gerontology	E	13	6	3	7	8	---
	40.0801	B.S.	Physics	P.Y.1	3	10	3	8	10	2005*
	26.9999	Ph.D.	Biological Education	L.D.1	1	2	2	0	0	2006
WSC	27.0101	B.A.	Mathematics	E	7	9	4	2	5	---
	50.0901	B.A.	Music	E	3	7	4	1	5	---
	40.0501	B.A.	Chemistry	E	0	4	3	3	1	---

Note: Policy criteria for low demand programs are: a) Baccalaureate degrees must graduate 10 students in the most year or 20 in the past three years. Master's programs must graduate 3 students in the most year or 5 in the past three years. Doctoral programs must graduate 1 student in the most year or 3 in the past three years.

E = exempt; programs with exempt status require no further action.

\*Action by governing board necessary only if program does not perform for second year.

L.D. x = program identified as low demand and year within monitoring period (e.g., L.D. 1 indicates first year program identified as low demand)

P.Y.1 = first performing year of low demand program that is at benchmark level or higher; when program meets benchmark in second year, program removed from list.

Outlined cell identifies initial three-year period on which low demand decision was based.

**Table 3. ACTIONS TAKEN BY GOVERNING BOARDS ON ACADEMIC PROGRAMS,  
 2003 - 2004**

<b>Inst</b>	<b>Degree</b>	<b>Program Name</b>	<b>Program Status in 2004</b>
ASC	B.A.	Geology	Exempt
	B.A.	Mathematics	Exempt
CSUP	B.S.E.E.T.	Electronics Engineering Technology	Discontinued
	B.A.	Foreign Languages	Exempt
	B.S.	Mathematics	Performance Year 2
	B.A./B.S.	Speech Communication	Discontinued*
FLC	B.A.	Music	Performance Year 2
	B.A.	Theatre	Exempt
Metro	B.M.	Music Performance	Merged with B.A.
UCB	B.A.	American Studies	Discontinued*
	B.A.	Distributed Studies	Exempt
UNC	B.A.	Physics	Performance Year 1

\*Action not required until 2005.

**Appendix A**

**STATUTORY AUTHORITY**

C.R.S. 23-1-107 (2):

- a) The commission shall establish, after consultation with the governing boards of institutions, policies and criteria for the discontinuance of academic or vocational programs. The commission shall direct the respective governing boards of institutions, including the board of regents of the university of Colorado, to discontinue an academic or vocational degree program area, as program area is defined in commission policies.
- b) The governing board of a state-supported institution of higher education directed to discontinue an academic or vocational degree program area pursuant to this subsection (2) shall have not more than four years to discontinue graduate and baccalaureate programs and not more than two years to discontinue associate programs following the commission's directive to phase out said program area.
- c) If the commission directs the governing board of an institution to discontinue an academic or vocational degree program area, and the governing board refuses to do so, the commission may require such governing board to remit to the general fund any moneys appropriated for such program area.
- 3) Each governing board of the state-supported institutions of higher education shall submit to the commission a plan describing the procedures and schedule for periodic program reviews and evaluation of each academic program at each institution consistent with the role and mission of each institution. The information to be provided to the commission shall include, but shall not be limited to, the procedures for using internal and external evaluators, the sequence of such reviews, and the anticipated use of the evaluations.
- 4) Prior to the discontinuance of a program, the governing boards of state institutions of higher education are directed, subject to commission approval, to develop appropriate early retirement, professional retraining, and other programs to assist faculty members who may be displaced as a result of discontinued programs.
- 5) The commission shall assure that each institution has an orderly process for the phase-out of the programs.

**TOPIC: FOLLOW-UP ACTIVITIES RELATED TO THE ADDITION OF THE PRECOLLEGIATE CURRICULUM TO THE ADMISSIONS STANDARDS POLICY**

**PREPARED BY: CAROL FUTHEY**

**I. SUMMARY**

In October 2003, the Colorado Commission on Higher Education significantly revised its *Admissions Standards Policy* for four-year public institutions with the addition of a precollegiate curriculum requirement, effective with students graduating from high school in spring 2008 and later. With this policy change came the responsibility of Commission staff to communicate the policy and its interpretation to various groups throughout the state. This report summarizes activities in which staff has been engaged during the six months since the adoption of the revision.

**II. BACKGROUND**

In spring 2003, a committee comprised of CCHE staff and representatives from the governing boards have completed a thorough review and update of the Commission's *Admissions Standards Policy* applicable to Colorado's four-year public institutions. That process results in five changes:

- Calculations associated with the freshmen admissions index were updated;
- A schedule for the reduction of the size of the admissions window at selected institutions was outlined and a "floor" to the admissions window based on role and mission was added;
- The minimum grade point average for entering undergraduate transfers was reconfigured;
- Clarification of student admission classification for non-degree-seeking freshmen; and
- Completion of a 15-unit precollegiate curriculum was added for entering freshmen.

The policy revisions were discussed by the Commission at its June 2003 meeting and adopted in October 2003.

### III. STAFF ACTIVITIES

In the six months since the Commission's action on the *Admissions Standards Policy*, staff efforts have revolved around four key efforts to communicate with various groups statewide:

A. The Precollegiate/Admissions Task Force: In December 2003, CCHE staff convened a group of admissions officers representing governing boards of the four-year institutions to discuss how institutions currently evaluated courses posted on high school transcripts and identify possible issues related to implementation of the precollegiate curriculum from a campus perspective. After two meetings, the group was expanded to include representatives from the K-12 sector, including the Colorado Department of Education (CDE) who could offer insights and raise issues about the curricular requirements from the secondary vantage point. To date, the group has met three times and has accomplished the following:

- Focused initially on ninth grade requirements to assure high school counselors that the initial group of eighth grade students affected by the precollegiate requirement have been advised appropriately;
- Eliminated confusion about acceptable courses due to different terminology varying practices across school districts and between higher education and the secondary level;
- Clarified misperceptions about what the precollegiate requirements are and are not for ninth through twelfth grades; and
- Addressed circumstances under which specific courses meet the academic rigor of the precollegiate curriculum.

Members of the task force have generously shared time and expertise and also have distributed information to their respective networks to gather additional input statewide. The work of the task force is on-going throughout spring 2004 to discuss curricular issues related to academic electives, career and technical education, and special populations.

B. Responses to inquiries from school districts. Since early October, staff have received and responded to more than 200 phone calls and emails from school district presidents, superintendents, principals, counselors, curriculum specialists, and teachers, as well as parents. Additionally, staff made numerous presentations on the precollegiate curriculum to groups such as the State Board of Education (SBE); the Colorado Association of School Executives (CASE); the Colorado Association of School Boards (CASB); networks of superintendents, assistant

superintendents, regional BOCES, curriculum and instruction specialists; and the Colorado Council of High School/College Relations.

- C. Assessment Options: An assessment policy analyst was hired by the Commission to identify assessment options as alternatives to enrollment in specific high school courses. It is anticipated that at least four working groups representing K-12 and higher education will be created (one per academic discipline in the precollegiate: English, mathematics, natural science, and social studies) to evaluate the options. With clarification of the content and skills expected of students completing specific courses, the working groups can be appointed and discuss the assessment alternatives for recommendation to the CCHE staff, and subsequently, the Commission.
- D. CCHE Web Site Updates: Both of the above efforts have produced information that has been incorporated into the materials posted on the CCHE's web site. The aforementioned inquiries contributed to the structure of the precollegiate curriculum summary (including its philosophical basis), Frequently Asked Questions (FAQ), and a Guide to Courses that can be downloaded by anyone with internet access at <http://www.state.co.us/cche/policy/newpolicies/admissions.pdf> by clicking "precollegiate curriculum requirement." Individuals who have contacted CCHE and shared their email address have been added to a distribution list announcing when updates have been made to the site. Attachment A to this report presents the key sections currently found on the CCHE site. When the discussion of the course list is more complete later this year, staff will request Commission action.

Attachment A

**ADMISSIONS STANDARDS POLICY:  
PRE-COLLEGIATE CURRICULUM ADDITION**

In October 2003, the Colorado Commission on Higher Education (CCHE) approved revisions to its Admissions Standards Policy that include the addition of a pre-collegiate curriculum requirement. The curricular revision applies to students who graduate from high school in spring 2008 and later and seek to qualify for admission to Colorado's four-year public institutions. Community colleges will continue to be open admissions; students enrolling in these institutions are not subject to this change in admissions standards.

**Summary of the Pre-collegiate Curriculum**

The pre-collegiate curriculum is a combination of courses, primarily in the areas of English, mathematics, natural sciences, and social sciences that students should plan to complete as preparation for entering one of Colorado's four-year public colleges or universities. Many states now have some form of pre-collegiate curriculum structure, either as a requirement to qualify for admission to four-year colleges/universities or as a high school graduation requirement. In Colorado, the pre-collegiate curriculum is being implemented in two phases: Phase I begins with students who graduate in spring 2008; Phase II applies to graduates in spring 2010 and later. The specifics for each phase are as follows:

<u>Academic Area</u>	<u>Number of Units</u>
Phase I: English	4
Mathematics (Algebra I level and higher)	3
Natural Sciences (two units must be lab-based)	3
Social Sciences (at least one unit of U.S. or world history)	3
Academic Electives (see note below)	<u>2</u>
TOTAL	15
Phase II: English	4
Mathematics (Algebra I level and higher)	4
Natural Sciences (two units must be lab-based)	3
Social Sciences (at least one unit of U.S. or world history)	3
Foreign Language (must be same language)	2
Academic Electives (see note below)	<u>2</u>
TOTAL	18

NOTE: Please click on our Guide to Courses for examples of eligible pre-collegiate courses and academic electives.

Course titles do not need to match exactly with the course titles listed in the Guide to Courses. It's not a similar course title that qualifies high courses as "pre-collegiate;" instead, for high school courses to meet Colorado college/university admission standards, the courses must be sufficiently rigorous to provide the content and skill foundations necessary to succeed in entry-level college courses.

The CCHE does not review individual high school courses to determine whether or not they meet Colorado's pre-collegiate requirements. Because local school districts in Colorado oversee their high school curricula and colleges and universities establish their own entrance requirements, what we offer here is guidance through several means to help schools, advisors and students determine what courses will meet pre-collegiate requirements.

The first is by answering Frequently Asked Questions about CCHE's pre-collegiate curriculum requirements. The second is through the Guide to Courses that illustrates examples of acceptable courses meeting Colorado's pre-collegiate curricular requirements. A final way is to review the College Entry Level Expectations. This last site connects you with a CCHE policy, developed in 1997 following discussions with college faculty that aligns first-year college course expectations to the Colorado Model Content Standards developed for K-12 curricula. As these documents are revised and updated, expect some changes to be made in the examples and information provided in the Model Content Standards and the College Entry Level Expectations that parallel the high school standards categories.

## FREQUENTLY ASKED QUESTIONS

### Colorado's Pre-collegiate Curriculum Requirement

- 1. Will completion of the pre-collegiate curriculum as part of finishing my high school requirements guarantee my admission to a four-year college or university in Colorado?**

No. The pre-collegiate curriculum requirement is an addition to Colorado's Admissions Standards Policy for public higher education institutions. All four-year public institutions in Colorado have selective admission requirements (except for those students 20 years old or older applying to Metropolitan State College of Denver). Keep in mind that all two-year colleges in Colorado have open admissions policies. In other words, the pre-collegiate curriculum requirements do not apply to students entering a community college, or to students entering Metropolitan State College of Denver if they are 20 years old or older.

Keep in mind that colleges and universities may have separate institutional admissions requirements that go beyond the minimum admissions index standards established for each institution. Students are advised to work closely with the admissions staff at the college/university of choice for complete information about admission requirements.

- 2. What is an academic "unit"?**

An academic unit, often referred to as a Carnegie unit, is equivalent to one full year of credit in a specific subject.

- 3. Why was the precollegiate curriculum added?**

Numerous studies have shown that students completing a rigorous set of high school courses are better prepared to undertake college-level classes and subsequently are more successful academically. Research comparing students who complete a challenging curriculum with those who do not has found that precollegiate curriculum completers:

- achieve higher average scores on the ACT Assessment. Between 1991 and 2001, Colorado high school students who completed a precollegiate curriculum scored an average of three points higher on the ACT exam.
- have a lower likelihood of needing remediation in college. For recent Colorado public high school graduates who enrolled as first-time undergraduates in FY2003, 25% were remediated in at least one discipline if they completed the precollegiate curriculum. For those who did not complete the curriculum, 75% were remediated.

- are retained and persist to degree completion at higher rates. Six years after enrolling as first-time, full-time, degree-seeking undergraduates, the graduation rate for precollegiate curriculum completers was 61%. For non-curriculum completers, the six-year graduation rate was 50%.

Additionally, college students who complete a precollegiate high school curriculum are more likely to earn a higher grade point average and complete a baccalaureate degree in a shorter period of time.

**4. When does the precollegiate curriculum go into effect?**

Phase I, described above, begins with students graduating in spring 2008. Phase II applies to graduates in spring 2010 and later.

**5. What public institutions in Colorado will expect me to complete the precollegiate curriculum in order to qualify for admission?**

- Adams State College
- Colorado School of Mines
- Colorado State University
- Colorado State University—Pueblo
- Fort Lewis College
- Mesa State College
- Metropolitan State College of Denver (if applicant is under 20 years of age)
- University of Colorado—Boulder
- University of Colorado—Colorado Springs
- University of Colorado—Denver
- University of Northern Colorado
- Western State College

Students who apply to one of Colorado's 15 community colleges do **not** have to meet admissions standards, including the precollegiate curriculum requirement, associated with the four-year colleges/universities.

**6. What options do I have if I haven't completed the precollegiate curriculum and I graduate in spring 2008 or later?**

You have at least three. You may qualify for admission to a Colorado public four-year institution even if you haven't completed the precollegiate curriculum. Institutions may make an exception and admit a specific percentage of students based on criteria other than the precollegiate curriculum and the CCHE freshmen index. A second option is to enroll in a community college, all of which have open admissions, and, after successfully completing a college-level course in each of the four academic areas (i.e., English, mathematics, natural science, and social science), apply for admission to a four-year

public institution as a transfer student. Finally, CCHE will identify assessment options by June 2006, which you may substitute for specific courses of the precollegiate curriculum once they are adopted by the Commission.

**7. Who do I contact if I'm unsure if a course will fulfill a precollegiate requirement?**

Contact the counseling office at your school for specific course advice. Also check the CCHE website periodically for an expanded list of courses that will meet the precollegiate criteria.

**8. What are some other things I should do while I'm in high school to prepare me for college?**

- a. Do your best in your classes. Keep in mind that most colleges give preference to students who challenge themselves throughout high school over those who take easier classes and get a higher grade point average. Explore whether you want to take Advanced Placement courses or pursue an International Baccalaureate diploma program. You also may want to enroll for dual credit classes that allow you to earn college credit while in high school through the Post-Secondary Enrollment Options Program. Your school counselor can provide you with details on each of these opportunities.
- b. Plan ahead. Create a student account on the ColoradoMentor website found at: <http://www.ColoradoMentor.org>. You can access information about Colorado's public colleges and universities at this site. As you begin to think about what kind of college you would like to attend, use the Matching Assistant to compare schools according to many characteristics, such as location, size, tuition, etc. Think about which characteristics are most important to you. From ColoradoMentor, you also can link to specific institutions' websites. Most websites offer a "virtual tour" of the campus that give you a preview of campus life. Admissions offices have materials specifically designed for prospective students and their families and have staff that are available to answer your questions.
- c. Get involved in activities such as clubs, music, sports, and/or volunteer work. When you have an opportunity, try some leadership roles in these activities.
- d. Keep organized. One option for recording information is your student account on the ColoradoMentor website. Another option is to set up a folder to record and/or store important information about your activities and accomplishments as they occur. Adding to the folder as you go will make it much easier when the time comes for filling out applications. Your school counselor can assist you with this.
- e. Talk with your family about options for paying for college. The financial aid calculator on the ColoradoMentor site will help estimate costs. If you will be

applying for financial aid, you should plan to complete the Free Application for Federal Student Aid (FAFSA).

- f. Attend college nights, workshops, and information sessions to learn all that you can about college opportunities and financial aid availability. Watch deadlines to make sure you submit your application on time.
- g. Take your first ACT Assessment no later than your junior year. The cost of taking the exam on the statewide test date is paid for by the State of Colorado. Depending on where you want to attend college, you may want to consider taking the SAT.
- h. Identify which colleges most closely meet the qualities that are important to you as you progress through high school. Create a list with three groups of schools: those that are a reach for you, those for which you have a reasonable chance of being accepted, and those for which you have a high likelihood of acceptance. Review and revise your lists periodically as you continue exploring which colleges or universities are the best fit for you. Plan to visit those schools in which you have the greatest interest prior to submitting your application.

## GUIDE TO COURSES

The following courses illustrate classes that would meet the expectations of the pre-collegiate curriculum. This list of examples will be expanded periodically, following further discussions currently taking place among CCHE staff, college/university admissions staff and representatives from area school districts. Students must receive a passing grade in each course to fulfill the requirement. Some institutions may have higher grade requirements for specific courses.

### **Pre-collegiate Course Criteria**

The following criteria/sources are offered as guidance to help determine whether or not a particular course meets pre-collegiate requirements:

- Course alignment with Colorado's Model Content Standards
- Course competencies aligned with CCHE Publication: College Entry Level Expectations
- Evidence that a course is sufficiently challenging to be college-preparatory
- Appropriate foundation course for specific core category (e.g., accounting will not count for Mathematics; journalism is not foundational for college composition).

### **English:** (4 units required)

Acceptable courses include at least two units out of the four units required that emphasize writing, grammar and composition skills:

- English
- Integrated English (such as English and social studies)
- Literature
- Literature/composition (in which freshman English is a core English credit)
- Speech
- Debate
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed
- Honors, advanced placement, and/or international baccalaureate courses
- Any college level English course

Examples of unacceptable courses are:

- Business English
- ESL English\*
- School publications
- Yearbook
- Drama (appropriate as academic elective)
- Journalism (appropriate as academic elective)

Note: Pre-freshman English is not college preparatory

\* 2 units of ESL English may count for the pre-collegiate curriculum when combined with 2 units of successfully completed college preparatory English.

**Mathematics:** (3 units required 2008; 4 units required 2010)

Acceptable courses include:

- Algebra I or higher. Pre-collegiate math may be completed prior to the 9<sup>th</sup> grade.
- Intermediate algebra
- Geometry
- Algebra II
- Pre-calculus
- Trigonometry
- Statistics
- Integrated mathematics, such as “Core Plus,” which includes Algebra I and geometry or higher and provides a foundation for higher level mathematics. Students are expected to complete the entire sequence whenever possible.
- Computer science which has a prerequisite of at least algebra I and covers programming
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed
- Honors, advanced placement, and/or international baccalaureate courses
- Any college level mathematics course

Examples of unacceptable courses are:

- Pre-algebra
- General math
- Business math
- Accounting (Appropriate as academic elective)
- Consumer math

Note 1: When Algebra I content is extended beyond one year, only 1 Carnegie unit of the precollegiate curriculum is met.

Note 2: While the required three or four units of mathematics may be completed prior to the 12<sup>th</sup> grade, it is recommended that students take a mathematics course in twelfth grade to retain student proficiencies.

**Natural Science: (3 units required)**

To meet the precollegiate curriculum, at least two units must have laboratory work. Laboratory work may be in separate labs or embedded in classroom activities. Examples of acceptable courses are:

- Biology
- Chemistry
- Physics
- Earth, space, or geophysical science
- Physical science which is a prerequisite course to higher level science courses, especially chemistry and/or physics
- Integrated science course sequences that provide a foundation for higher level science. Students are expected to complete the entire sequence whenever possible.
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed
- Honors, advanced placement, and/or international baccalaureate courses
- Any college level natural science course

Examples of unacceptable courses are:

- General science
- Outdoor education
- Environmental studies
- Physical science when similar to general science

**Social Science: (3 units required)**

To meet the precollegiate curriculum, at least one unit must be U.S. history or world civilization. Examples of acceptable courses are:

- U.S. history
- World history
- World civilization
- Colorado history
- Civics
- Principles of democracy
- Geography
- Economics
- Psychology
- Sociology
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed
- Honors, advanced placement, and/or international baccalaureate courses
- Any college level social sciences course

Examples of unacceptable courses are:

- Family living
- Marriage and family
- Consumer education.

**Academic Electives:** (2 units required 2008; 2 units of academic electives and 2 units of foreign language required in 2010)

Acceptable courses include additional courses in English, mathematics, natural sciences and social sciences beyond the minimum units listed above, or foreign languages (beginning in spring 2008, 2 units of foreign languages must be from the same language), art, music, journalism, drama, computer science, honors, advanced placement, and international baccalaureate courses.

Starting with spring 2010 graduates, foreign language becomes a separate academic area and is included as part of academic electives only when a third or fourth year is completed (only two units of foreign languages need to be in the same language).

Except for the special requirement pertaining to foreign languages, students may “mix and match” academic electives if they choose (e.g., 1 unit of music; ½ unit of art; ½ unit of journalism, etc).

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

**PREPARED BY:       ANDREW BRECKEL III**

**I.       SUMMARY**

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

**II.      BACKGROUND**

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

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

**III.     ACTION**

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

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

- **“LEAD 415/515: Foundations of An Integrative Learning System Workshop,”** a one-year out-of-state instructional program to be offered in Rhode Island, Tennessee, Maryland, and other possible locations throughout the United States and its overseas possessions with Department of Defense organizations.
- **“LEAD 498/598 CO5, Making Connections: Relationships in Learning,”** a one-year out-of-state instructional program to be offered in Virginia and other possible locations throughout the United States and its overseas possessions with Department of Defense organizations.

Metropolitan State College of Denver Board of Trustees has submitted a request for an out-of-state instructional program to be delivered by Metropolitan State College of Denver.

- **BIO 488C In Darwin’s Footsteps: Evolution, Biodiversity and Conservation in the Galapagos.**  
The dates for this course are May 15-24, 2004, in Galapagos, Ecuador.

The Board of Trustees of Adams State College has submitted a request for an out-of-state instructional program to be delivered by Adams State College.

- **ED 589: Writing Strategies for Teachers**  
The dates for this course are March 11-12, 2004, in Billings, Montana.

**Appendix A**

**STATUTORY AUTHORITY**

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

**TOPIC: FTE – SERVICE AREA EXEMPTIONS**

**PREPARED BY: ANDREW BRECKEL III**

**I. SUMMARY**

This agenda item presents approved service area exemptions that allow community colleges, local district colleges, and area vocational schools to provide short-term access to a certificate or degree program not available in another institution’s defined service area. The FTE can be claimed for state support.

C.R.S. 23-1-109 limits state support eligibility to credit hours offered within the geographic boundaries of the campus. The geographic service areas for community colleges, as defined in the CCHE policy, Section I, Part N - *Service Areas of Colorado Public Institutions of Higher Education*, and apply to two-year colleges, area vocational schools (AVS), Adams State College (ASC), and Mesa State College (MSC).

The Commission recognizes that the FTE Policy may not address every possible circumstance. Institutions may request an exemption from the Commission when encountering a circumstance that the policy does not explicitly address (e.g., no other institution is approved to offer this degree within the service area). Exemptions approved by the CCHE staff and entered into the public record do not alter or establish the state policy, but only apply to the guest institution for the particular circumstance for a specified period of time.

The CCHE staff approved the following service area exemption. No further action is needed.

<b>GUEST INSTITUTION</b>	<b>HOST INSTITUTION</b>	<b>PROGRAM</b>	<b>FTE</b>	<b>TIME PERIOD</b>
ACC	CCD	Electronics Engineering Technology	6	FY 2004

**TOPIC:** CCHE – CAPITAL ASSETS QUARTERLY REPORTS (WAIVERS, CASH, SB 92-202, AND OTHER PROJECTS; 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 for SB 92-202 projects, grant waivers from program planning for projects costing \$500,000 or less, and authorize cash-funded projects within Commission guidelines and statutory authority. Delegated authority extends to lease approval.

This report outlines actions taken on program plan waivers and cash and SB 92-202 projects from the latter part of the fourth quarter of 2003 through most of the first quarter of 2004. [Attachment A](#) (on waivers, cash and SB 92-202 projects, and other projects) also includes one program plan amendment and two supplemental appropriations, because all but the supplemental appropriation for the Colorado State University (CSU) Regional Biocontainment Laboratory represent plans to undertake larger projects with cash funds. CSU sought an emergency appropriation for the laboratory so that it could use cash funds it already has to begin design work thereby moving the completion date forward approximately four months.

[Attachment B](#), the lease report, covers a slightly different span of time, from November 26, 2003, through March 16, 2004. The Commission received a report on all leases that the CCHE staff approved between November 26, 2002, and November 25, 2003, in the annual *Capital Construction Program 2003* report. The annual lease report included some leases that were inadvertently left off the last lease report given to the Commission on November 6, 2003.

## **II. BACKGROUND**

Statutes and CCHE policy permit CCHE to waive program planning requirements for capital construction projects costing \$500,000 or less, regardless of the source of funding. Discretionary waivers are granted for projects costing up to \$1 million and for special-purpose projects where information other than a program plan is more relevant. Although the CCHE staff can waive the program plan requirement, it must prioritize waiver requests seeking state funding with all other projects.

The CCHE staff grants cash-spending authority to projects costing \$250,000-\$500,000 that will use only cash or federal funds. The CCHE's approval is not required for cash or

federally-funded capital projects costing less than \$250,000. However, institutions must report their expenditures to the CCHE once a year, as required by the passage of SB 02-209. No capital construction project using state capital construction funds, regardless of size, may proceed without Commission and legislative approval. Generally, institutions submit the significant financial information 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 approval of a cash-funded or SB 92-202 project, or whether additional information is needed.

SB 92-202 projects are those 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 projects. Under the CCHE's policy, staff may approve all SB 92-202 projects internally regardless of cost—unless the CCHE staff refers them to the Commission because of policy issues.

In 1999, the Attorney General's office recommended that the CCHE redraft its review and approval policies to conform to the statutory requirement to review all higher education leases. The Commission approved such a policy in 2000. [Attachment B](#) simply summarizes for the Commission the general lease information, including the general lease categories and dollars being allocated through operating budgets for leases.

### **III. STAFF ANALYSIS**

The projects outlined in [Attachment A](#) are only those that the Commission has not acted on during the time period.

Among the projects is a program plan amendment from the University of Colorado at Colorado Springs (UCCS) to expand its parking garage (now under construction) to include space for the Student Health Center, in addition for space for the Department of Public Safety already provided for in the original program plan. The parking garage expansion will allow UCCS to relocate the Student Health Center to the central part of the campus closer to the majority of academic and student residence halls. The Student Health Center is housed in the recently acquired and renovated University Hall, which is about a mile away. The project also makes improvements to the parking garage structure to permit the university to add up to two levels to the parking garage at a later time.

Parking needs are also addressed through the Front Range Community College – Westminster Campus project to improve and expand parking and parking circulation and the University of Colorado Health Sciences Center (UCHSC) – 9<sup>th</sup> and Colorado project to make badly needed structural repairs to the parking garage, as well as plans by Colorado State University (CSU) to acquire land adjacent to the Main Campus for future construction of a student parking lot.

The UCHSC has two cash-funded projects for its Fitzsimons campus on the list. One is Phase 3 of the Barbara Davis Center, in which two additional floors added during Phase 2 will be finished for the Autoimmunity and Immunotherapeutic Center. The other is for Infrastructure, Phase 8, which will demolish two buildings for later location of a parking garage (now under the CCHE's review), and pay for security improvements and for the UCHSC share of improvements along Colfax Avenue. Utilities to serve Academic Office Facility – West will be designed (but not constructed), among other items, during Infrastructure, Phase 8.

In another University of Colorado project – the University of Colorado at Boulder Space Technology Research Center Addition – a three-story addition will be added to the Laboratory for Atmospheric and Space Physics (LASP) in the University of Colorado Research Park. The addition is needed to allow the LASP to carry out contracts it has already received from the National Aeronautics and Space Administration.

Several property acquisitions or ground leases are included in the list for this time period, besides CSU's proposed acquisition of land adjacent to Main Campus. In another, CSU will permit the federal Center for Disease Control to enter into a ground lease for a little more than 18 acres for a building addition at the Foothills Campus. Another will allow UCHSC to purchase some land through payments that The Children's Hospital will make. The acquisition will be made for The Children's Hospital, one of the UCHSC affiliates.

On the leases, the CCHE staff did not attempt to obtain an average cost per square foot for each institution or system for this quarterly report. The square-foot averages can be extremely misleading due to the inclusion of agricultural leases expressed as square acres, leases that run for less than 12 months but which the database calculates on an annual cost basis, and leases that are really more for services than for space. The CCHE staff is revising its lease application form so that partial-year leases, leases of acres, and leases structured to not include square footages will be excluded from the overall institutional calculations.

No formal action is required. The report is submitted for information only.

## Appendix A

### STATUTORY AUTHORITY

#### **C.R.S. 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.

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

(5)(a) The commission shall approve plans for any capital construction project at any institution, including a community college, regardless of the source of funds; except that the commission need not approve plans for any capital construction project at a local district college or area vocational school or for any capital construction project described in subsection (9) or (10) of this section that is estimated to require total expenditures of two hundred fifty thousand dollars or less.

(5)(b) The commission may except from the requirements for program and physical planning any project that shall require less than five hundred thousand dollars of state moneys.

(8) Any acquisition or utilization of real property by a state-supported institution of higher education which is conditional upon or requires expenditures of state-controlled funds or federal funds shall be subject to the approval of the commission, whether acquisition is by lease, lease-purchase, purchase, gift, or otherwise.

(9)(a) The commission shall review and approve any plan for a capital construction project that is estimated to require total expenditures exceeding two hundred fifty thousand dollars and that is to be 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, as provided in sections 23-5-102, 23-5-103, 23-5-112, 23-20-124, 23-31-129, and 23-41-117 and section 24-75-303 (3), C.R.S. Any such plan for a capital construction project that is estimated to require total expenditures of two hundred fifty thousand dollars or less shall not be subject to review or approval by the commission.

(10) The commission shall review and approve any plan for a capital construction project that is estimated to require total expenditures exceeding two hundred fifty thousand dollars and that is to be constructed solely from cash funds held by the institution other than those funds specified in

paragraph (a) of subsection (9) of this section and operated and maintained from such cash funds or from state moneys appropriated for such purpose, or both. Any plan for any such capital construction project that is estimated to require total expenditures of two hundred fifty thousand dollars or less shall not be subject to review or approval by the commission.

(11) Each institution shall submit to the commission on or before September 1 of each year a list and description of each project for which an expenditure was made during the immediately preceding fiscal year that was not subject to review by the commission pursuant to subsections (9) and (10) of this section. The commission shall submit a compilation of such projects to the capital development committee on or before December 1 of each year.

**CCHE Approvals of Program Plan Waivers, Cash-Funded, SB 92-202, and Other Projects, First Quarter 2004  
(October 21, 2003 through March 8, 2004)**

Approval Date	Project	Type	Institution	Total Project Cost	Funding Sources	Gross Square Feet	Notes
12-Jan-04	Livestock Facilities	Waiver	NJC	\$270,000	CFE	13,500	\$200,000, gift; \$70,000, cash reserves
26-Jan-04	Lowry Campus Gymnasium Repair	Waiver	Lowry	\$350,000	CFE	NA	\$205,269 from an insurance settlement, the rest from Colorado Community College System Reserves
30-Jan-04	Westminster Parking Lot	SB02-202	FRCC	\$3,000,000	CFE	NA	
4-Feb-04	Larimer Campus Installation of a New Heating, Ventilation, and Exhaust System in the Existing Welding Facility	Waiver	FRCC	\$350,000	CFE	NA	
<b>COLORADO COMMUNITY COLLEGE SYSTEM TOTALS</b>				<b>\$3,970,000</b>		<b>13,500</b>	
15-Jan-04	Regional Museum	Waiver	CHS	\$374,800	CFE	NA	
<b>COLORADO HISTORICAL SOCIETY TOTALS</b>				<b>\$374,800</b>			
3-Nov-04	Regional Biocontainment Laboratory	Supplemental Appropriation	CSU	\$1,500,000	CFE	NA	
8-Jan-04	Engineering Research Center Lab and Office Remodel for Extreme Ultraviolet Science and Technology	Waiver	CSU	\$350,000	CFE	2,524	
8-Jan-04	Student Recreation Center Improvements	Waiver	CSU	\$400,000	CFE	14,650	
9-Feb-04	Land Acquisition - Main Campus Addition	Waiver	CSU	\$275,000	CFE	52,969	Two parcels totaling 1.216 acres
24-Feb-04	Ground Lease to Center for Disease Control for Laboratory Expansion	Waiver	CSU	\$0		796,103	No cost to Colorado State University; square footage is for 18.276 acres at the Foothills Campus the university intends to lease to the Center for Disease Control for 50 years.
27-Feb-04	MALDI/TOF/TOF Mass Spectrometer	Waiver	CSU	\$499,950	CFE	NA	Funding from insurance proceeds from 1997 flood

**CCHE Approvals of Program Plan Waivers, Cash-Funded, SB 92-202, and Other Projects, First Quarter 2004  
(October 21, 2003 through March 8, 2004)**

Approval Date	Project	Type	Institution	Total Project Cost	Funding Sources	Gross Square Feet	Notes
27-Feb-04	Chrystallography and Organic Chemistry Lab Remodels	Waiver	CSU	\$270,000	CFE	4,720	Funding from insurance proceeds from 1997 flood
12-Jan-04	Occhiato University Center Improvements	Waiver	CSU-P	\$270,000	CFE	117,300	Funding from refinancing of revenue bond
12-Jan-04	Belmont Resident Hall Improvements	Waiver	CSU-P	\$448,000	CFE	130,573	Funding from refinancing of revenue bond
<b>COLORADO STATE UNIVERISTY SYSTEM TOTALS</b>				<b>\$4,012,950</b>		<b>1,118,839</b>	
7-Jan-04	Residence Hall Renovations - Pinon Hall and Mary Raitt Hall	Supplemental Appropriations	MSC	\$465,000	CFE	NA	This is an addition to \$1,552,946 Cash Funds Exempt appropriated for project in SB-03-258.
<b>MESA STATE COLLEGE TOTALS</b>				<b>\$465,000</b>			
19-Nov-04	Building 500 Renovation Phase III	Cash	UCHSC	\$9,000,376	CFE	58,000	
1-Dec-04	Science/Engineering Building, Phase 1	Cash	UCCS	\$24,369,322	CFE	70,000	
8-Jan-04	Tissue Engineering & Biomaterials Laboratory	Waiver	UCB	\$450,000	CFE	11,175	
8-Jan-04	Williams Village Apartments Renovations	Waiver	UCB	\$350,000	CFE	UKN	
12-Jan-04	Infrastructure, Phase 8	Cash	UCHSC	\$4,977,346	CFE	NA	
12-Jan-04	Barbara Davis Center, Phase 3	Cash	UCHSC	\$6,442,374	CFE	46,000	
12-Jan-04	PS-1 Parking Structure Structural Repairs at 9th and Colorado	Waiver	UCHSC	\$490,000	CFE	43,180	Project also includes improvements to 100 linear feet.

**CCHE Approvals of Program Plan Waivers, Cash-Funded, SB 92-202, and Other Projects, First Quarter 2004  
(October 21, 2003 through March 8, 2004)**

<b>Approval Date</b>	<b>Project</b>	<b>Type</b>	<b>Institution</b>	<b>Total Project Cost</b>	<b>Funding Sources</b>	<b>Gross Square Feet</b>	<b>Notes</b>
12-Jan-04	Building Demolition of Five Buildings at Fitzsimons	Waiver	UCHSC	\$450,000	CFE	NA	
12-Feb-04	Laboratory for Atmospheric and Space Physics (LASP) Space Technology Research Center Addition	Cash	UCB	\$13,022,000	CFE	46,300	
25-Feb-04	Proposed Acquisition of 14.5846 Acres	Waiver	UCHSC	\$0		635,305	No cost to UCHSC; The Children's Hospital to make payments for land
8-Mar-04	Parking Garage and Public Safety Facility	Program Plan Amendment	UCCS	\$802,000	CFE	2,430	Approval of amendment will increase size of parking garage to 162,430 gsf and cost to \$6,802,000.
<b>UNIVERSITY OF COLORADO SYSTEM TOTALS</b>				<b>\$60,353,418</b>		<b>912,390</b>	

**CCHE ACTIONS ON LEASES, NOVEMBER 26, 2003, THROUGH MARCH 15, 2004**

Institution	Lease Status	Date of Approval of Last Action	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	18-Aug-03	Approximately 28 acres of farm land located 10 miles south and 1 mile west of Platner in Washington County	Special Use	\$2,800.00	135,520	\$0.02	Renewal	01-Sep-03	31-Aug-05
Colorado State University	Approved and Notification sent	30-Jun-03	2860 Circle Drive South, Suite 2105, Colorado Springs	Office	\$5,418.96	448	\$12.10	Renewal	01-Jul-03	30-Jun-04
Colorado State University	Approved and Notification sent	15-Mar-04	201-202 Jasper Avenue, Granby	Office	\$20,062.00	3,142	\$6.39	Renewal	16-Apr-04	15-Apr-09
Colorado State University	Approved and Notification sent	09-Mar-04	48 Maiden Basin Drive, Gardiner, MT	Residential	\$14,232.00	854	\$16.67	New	15-Apr-04	14-Oct-04
Colorado State University	Approved and Notification sent	26-Feb-04	Trumbull #11, 7910 South Highway 67, Sedalia	Residential	\$4,800.00	1,040	\$4.62	Renewal	01-Mar-04	28-Feb-05
Front Range Community College - Larimer Campus	Approved and Notification sent	15-Mar-04	500 Manford Avenue, Estes Park	Classrooms	\$1,500.00	3,600	\$0.42	Renewal	01-Jul-04	30-Jun-05
Front Range Community College - Larimer Campus	Approved and Notification sent	15-Mar-04	565 N. Cleveland Avenue, Loveland	Classrooms	\$7,620.00	2,003	\$3.80	Renewal	01-Jul-04	30-Jun-05
Front Range Community College - Westminster Campus	Approved and Notification sent	17-Nov-03	1931 East Bridge Street, Brighton	Classrooms	\$4,520.00	565	\$8.00	New	01-Jan-04	31-May-05
Front Range Community College - Westminster Campus	Approved and Notification sent	17-Nov-03	1931 East Bridge Street, Brighton	Classrooms	\$26,240.00	3,280	\$8.00	Renewal	01-Jun-04	31-May-05

**CCHE ACTIONS ON LEASES, NOVEMBER 26, 2003, THROUGH MARCH 15, 2004**

Institution	Lease Status	Date of Approval of Last Action	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
University of Colorado Health Sciences Center-9th\Co	Approved and Notification sent	04-Nov-03	5250-5350 Leetsdale Drive, Denver	Labs	\$103,744.00	6,484	\$16.00	Renewal	01-Dec-03	30-Nov-05
University of Colorado Health Sciences Center-9th\Co	Approved and Notification sent	08-Jan-04	P.O. Box H, Pine Ridge, SD	Office	\$600.00	630	\$0.95	Renewal	01-Dec-03	31-May-04
University of Colorado Health Sciences Center-9th\Co	Approved and Notification sent	08-Jan-04	12635 E Montview Blvd., Suite 128, Aurora	Office	\$9,120.00	198	\$46.06	New	08-Oct-03	30-Jun-05
University of Northern Colorado	Approved and Notification sent	19-Nov-03	Student Achievement Resource Center, 14188 E. Briarwood Ave., Centennial	Classrooms	\$4,500.00	-		New	02-Jun-03	13-May-05
University of Northern Colorado	Approved and Notification sent	01-Oct-03	315 W. 11th Street, Pueblo	Classrooms	\$2,550.00	-		New	25-Aug-03	24-Aug-05