CCHE Agenda March 4, 2004 Otero Junior College La Junta, Colorado 10:00 a.m.

<u>L</u> Approval of Minutes (February 5, 2004 Meeting)

II. Reports

- <u>A.</u> <u>B.</u> Chair's Report – Baker
- Commissioners' Reports
- Advisory Committee Reports
- Public Comment

III. Consent Items

- <u>A.</u> Proposal to Offer a Special Education, Generalist Degree Program at Metropolitan State College of Denver - Dobbs
- <u>B.</u> Grant Proposal Recommendations for the CCHE/TAG Expenditures - Cozzens/Hum

IV. Action Items

- Centennial Scholar Program: Merit Aid Policy Changes Required for Implementation -<u>A.</u> Lindner/Mullen (20 minutes)
- Revisions to Policy and Procedures for the Discontinuance of Academic Degrees with <u>B.</u> Low Program Demand – Futhey (10 minutes)
- Exemptions to the 120 Credit Hour Statutory Requirement for Baccalaureate Programs -<u>C.</u> Futhey (30 minutes)

٧. Items for Discussion and Possible Action

- <u>A.</u> Resolution of Support for the Continuation of the Legislative Capital Development Committee – Johnson (10 minutes)
- <u>B.</u> Colorado State University at Pueblo Proposed Sale of Walking Stick Property -Hoffman/Johnson (30 minutes)

VI. Written Reports for Possible Discussion

- FTE Exemption: Approval for State-Supported Instruction for Teleweb Courses at <u>A.</u> Colorado Mountain College - Mullen
- CCHE Task Force Alternative Methods of Funding Capital Construction and Controlled <u>B.</u> Maintenance – Johnson

Otero Junior College Campus Map and Directions



Coming from the Denver, Colorado Springs, or Pueblo areas:

- Take I-25 SOUTH until you get to Pueblo
- About three miles into Pueblo, take the Hwy 50 EAST exit (Exit 100A)
- Follow Hwy 50 East for 60 miles until you get to La Junta. You will travel through the towns of Fowler, Manzanola, Rocky Ford, and Swink
- Once you get to La Junta, turn right (south) at Colorado Avenue (third stoplight)
- Follow Colorado up to 18th street. The college is at 1802 Colorado Avenue
- Turn right at Western Avenue and continue to a large parking lot which is east of the Student Center

COLORADO COMMISSION ON HIGHER EDUCATION

February 5, 2004 University of Colorado Health Sciences Center Fitzsimons Campus Aurora, Colorado

MINUTES

Commissioners

Present: Judith Altenberg; Raymond T. Baker, Chair; Terrance L. Farina, Vice Chair; Richard

L. Garcia; Pres Montoya (via telephone); Greg C. Stevinson; and James M. Stewart

(via telephone).

Advisory Committee

Present: Wayne Artis and Ryan McMaken.

Commission Staff

Present: Timothy E. Foster, Executive Director; Carol Futhey; Diane Linder; Lucille Montoya;

Bridget Mullen; and Richard Schweigert.

I. <u>Call to Order</u>

Chair Ray Baker called the regular meeting of the Colorado Commission on Higher Education to order at 10 a.m. in the Nighthorse Campbell Native Health Building at the University of Colorado Health Sciences Center, Fitzsimons Campus in Aurora, Colorado.

<u>Action</u>: Commissioner Garcia moved approval of the minutes of the January 9, 2004, Commission meeting. Commissioner Altenberg seconded the motion, and the motion carried unanimously.

II. Reports

A. Chair's Report

The Chair, Ray Baker, reported that Commissioners Quamme, Vollbracht, and Weaver were excused absent.

Chair Baker introduced Dr. Elizabeth Hoffman, President of the University of Colorado, and thanked her for hosting the February Commission meeting. Dr. Hoffman briefly welcomed the Commission and the higher education community to the Fitzsimons Campus. In her brief presentation Dr. Hoffman pointed out that the Ben Nighthorse Campbell building is largely funded through grants from the federal government and is a wonderful building that reflects many themes of Native American culture. She thanked the Commission for their tremendous support for the construction of this campus. The approvals have been essential to moving this process forward both of our program plans but also of the certificates of participation last year.

Jay Gershen, Executive Vice Chancellor of the UCHSC Fitzsimons campus, spoke on behalf of Chancellor Shore. He welcomed the Commission to the Fitzsimons campus and stated that the support that CCHE has given and guidance with regard to developing their master plan and approvals of the various structures is very much appreciated.

B. Commissioners' Reports

Chair Baker reported that a Capital Development Committee meeting is scheduled for next week and he will be more than happy to bring the results of the meeting to the Commission.

C. Advisory Committee Reports

None

D. Public Comment

Mr. George Walker reported that it was Black studies month and spoke about his concern for the people of color at the University of Colorado. Mr. Walker's main concern related to the fiscal crisis in higher education and its impact on affirmative action.

E. Presentation on Support for Higher Education (S.H.E)

Mr. Sergio Gonzales, one of the Chairs for the newly founded Support for Higher Education (S.H.E.), which includes the University of Colorado, Colorado State University, Metropolitan State College of Denver, and Community College of Denver, made a brief presentation on what students are doing about higher education in Colorado and their concern over the lack of funding that has been given to higher education in the last few years. Mr. Gonzales is also the Intercampus Student Forum Chair, representing the University of Colorado System.

S.H.E. is a coalition of student governments from the University of Colorado System and other Colorado public institutions of higher education that have come together to ensure economic access to higher education in years to come.

Mr. Gonzales made an announcement inviting everyone to a rally that is to be held on February 6, 2004, at 1 p.m. at the state capitol. He encouraged everyone to attend to voice support for higher education.

Commissioner Baker asked Mr. Gonzales if there has been any activity directed to the Governor's Opportunity Scholarship Program. Mr. Gonzales indicated that the goal of the campaign was not directed toward the GOS program or development of enterprise status.

III. Consent Items

None

IV. Action Items

A. 2004 Report on Newly Approved Degree Programs

Dr. Carol Futhey requested Commission approval on transferring seven programs from the responsibility of the Commission to their respective governing boards. The agenda item documents that of the 34 programs that have been implemented since 1998, most are at the baccalaureate level and primarily from the CU System.

The agenda item focused on nine programs specifically requiring Commission action: seven programs were recommended for full program approval. Two programs, with the concurrence of the representatives from the CSU and CU governing boards, were recommended for provisional status: the Ph.D. in Clinical Science and the Bachelor of Science in Environmental Engineering. The criteria used to make that determination are a comparison of the projected number of majors and graduates that are included when a program proposal is submitted to the Commission with the actual that has evolved over the last five years.

Executive Director Tim Foster stated that, for purposes of assisting some of the new Commissioners, CCHE's approach is not one of second-guessing what institutions offer, but forcing their hand when students don't take these majors and then the number of program graduates drops off. Mr. Foster asked Dr. Futhey to describe what happens if these programs are not successful and yet continue to enroll students. The evaluation of low demand is a process that goes hand-in-glove with what the Commission just did in terms of initially approving them.

Dr. Futhey responded that once the responsibility shifts to the governing board, the Commission monitors on a more limited basis for low demand programs. What will be presented in April are recommendations on programs that passed the five-year point and do not demonstrate necessary student demand based on graduates. The numbers for that report are a comparison of actual graduates with statewide benchmarks by degree level (e.g., at the baccalaureate level, there are 10 awards per year or 20 over a three-year period). If the actual number of graduates is below the benchmark, CCHE staff recommend that a program be placed on the low demand list, and if the number of graduates does not improve, staff may recommend possible discontinuation. The process is a way of tracking demand on a long-term basis.

Staff Recommendation

That the Commission approve full degree status for the following programs:

- University of Colorado Boulder B.S., Environmental Engineering
- University of Colorado Boulder B.A., Women's Studies
- University of Colorado Colorado Springs B.S., Mechanical Engineering
- University of Colorado Colorado Springs M.S., Mechanical Engineering
- University of Colorado Denver B.S., Psychology
- University of Colorado Health Sciences Center Pharm.D. Pharmacy
- Colorado State University M.S., Cell and Molecular Biology

<u>Action</u>: Commissioner Altenberg moved approval of the staff recommendation. Commissioner Garcia seconded the motion and the motion carried unanimously.

B. <u>2004-2005 Student Financial Aid Budget Parameters</u>

Diane Lindner reported that the 2004-2005 Student Financial Aid Budget Parameters establishes student budget parameters for the year 2004-2005 and is an annual agenda item. It assists the financial aid offices throughout the state, especially those who participate in state-funded financial aid in setting their cost of attendance. It also meets federal requirements that cost of attendance be set consistently for students. There are two components to determine financial aid need. The cost of attendance includes the tuition and fees at the institution along with the budget parameters.

Staff Recommendation

That the Commission approve the 2004-2005 Student Financial Aid Budget Parameters.

<u>Action</u>: Commissioner Farina moved approval of the staff recommendation. Commissioner Altenberg seconded the motion and the motion carried unanimously.

V. Items for Discussion and Possible Action

A. New Merit Aid Distribution Method

Diane Lindner and Bridget Mullen presented a policy change to the state-funded merit aid for consideration by the Commission. The proposed changes, under the umbrella of a Centennial Scholarship, include ratcheting up the existing eligibility requirements to a 3.75 GPA for a first-time award and a 3.5 GPA for award renewal. Philosophically, the Commission has been committed to providing increased access to postsecondary education; one important way that goal has been achieved is by funding need-based aid that opens access for the lowest income students in the state. The vast majority of the funding for financial aid in Colorado goes to need-based aid and in fact about 26,000 students received need-based aid in FY 2003. From a policy perspective, merit aid is an important component of the state's financial aid policy. Students who work hard and have high academic achievement should be rewarded for that work and achievement.

Commissioner Farina questioned raising the eligibility criteria next year to a 3.75 GPA, asking if there was a projection on whether all the money would be spent.

Ms. Mullen responded that waiting until FY 2005-2006 to implement the increased eligibility requirements would assure a smooth transition given that institutions have already started to recruit and package students for the fall. The recommended allocation process includes a five-year phase-in of 20 percent of the money each year to allow current recipients to complete their program under the existing merit policy. That phase-in avoids a sudden reallocation of dollars to all the schools in a given year.

The proposed change to the merit aid policy also includes a revised allocation methodology. The formula proposed for four-year institutions would be based on an institution's proportionate share of resident undergraduate full-time equivalents. The two-year schools and the area vocational schools would maintain their 2004 allocation allowing them flexibility to serve a more non-traditional student population. To mitigate some of the fluctuations that occur in a formula/allocation change, staff recommended that no institution would receive more than a ten percent loss in funding in one year.

Graduate student funding would be included only if the state appropriation is funded at the

2003 level. If the appropriation remains at the reduced level, graduate students would not participate in merit scholarships. Effective immediately, all students receiving merit aid must be Colorado residents.

Ryan McMaken, CCHE Advisor, commented there is ample evidence showing that when top students are recruited to a school, the other students are going to be brought up academically as well. It is optimal to have bright students in each class because they set the example for the rest of the students.

Wayne Artis, CCHE Advisor, asked how the change in the policy would affect the distribution of merit-based aid among the various sectors of higher education. Would there be any significant change?

Ms. Mullen stated that for a few institutions there may be some change but any reductions in aid will be capped at a 10 percent annually for the five-year phase-in period. Those institutions that are graduate heavy, assuming that we get no new funds for merit would be at a disadvantage. At the same time, schools that are primarily undergraduate and have traditionally been under-funded in merit (typically small, rural institutions) would benefit. There would not be a significant shift in dollars in any given year.

Jack Burns, Vice President for Academic Affairs & Research, University of Colorado System, asked for a point of clarification. He thought there was a possible inconsistency that may be unfair to transfer students. A recent high school graduate entering as a freshman must be admitted with a HS GPA of 3.75 to be eligible for a Centennial Scholar award and then must maintain a college GPA of 3.5 for renewal according to the policy recommendation. On the other hand, if transfer students must come into the college they are transferring into with a college GPA of 3.75 for eligibility for a merit award, it seems inconsistent with the general policy of having continuing Centennial Scholars meet a 3.5 GPA.

Ms. Mullen stated that the recommended policy is not targeting transfer students. The semester any student is initially awarded, they must have a 3.75 GPA.

Dr. Burns asked the Commission to clarify the transfer student language to make sure it is uniform across the board and that if someone coming in from one college to another maintains a 3.5 GPA, they would be entitled at both institutions.

Ms. Lindner commented that we could clarify it now but there is a full year prior to implementation and this is one of probably several areas to be worked out. Staff must present policy changes to the Commission prior to implementation of any policy change. Most of these administrative questions can be detailed in policy or guideline development. The financial aid advisory committee, composed of financial aid directors from every system, has been working with the Commission on development of the new policy and will be involved as implementation is planned. This is another piece that the Commission will want to discuss. The intent is that any student with a first time award enters with a 3.75 GPA and then maintains a 3.5 GPA to renew the award. There may be some flexibility if they already have an award.

Mr. McRyan agreed that we would like to see better clarification on that.

Executive Director Foster indicated that staff would bring the CCHE policy changes to the next Commission meeting.

Jay Helman, President of Western State College, commented that he agreed with the policy direction of merit dollars going to the most meritorious students. He expressed concern on the impact it would have on the smaller colleges but was happy to see that the formula would use FTE as opposed to other methods previously discussed.

<u>Action</u>: Commissioner Stewart moved approval of the staff recommended merit aid changes to increase the eligibility requirements and change the allocation methodology. Commissioner Altenberg seconded the motion and the motion carried unanimously.

VII. Written Reports for Possible Discussion

A. Report on Out-of-State Instruction

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

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

- "Stepping Up to the Challenge of Intermittent Claudication," described herein as an out-of-state instructional program to be presented in Ft. Lauderdale, FL, Anaheim, CA, and Rosemont, IL on April 3, May 14, and June 18, 2004.
- "Choosing the Right Analgesic for Your Patients," described herein as an out-of-state instructional program presented in Ft. Lauderdale, FL, Anaheim, CA, and Rosemont, IL on April 2, May 14, and June 16–19, 2004.

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.

- "SPED 491/591 Rewards Training of Trainers for Building Local Capacity Workshop," described herein as a one-year out-of-state instructional program to be offered in Portland, Oregon from June 14–15, 2004, Orlando, Florida from June 17–18, 2004, and San Diego, California from June 21–22, 2004.
- "CURR 4051/5051 LETRS: Language Essentials for Teachers of Reading and Spelling The Speech Sounds of English: Phonemes and How to Teach Them," described herein as a one-year out-of-state instructional program to be offered from the Spring 2004 semester through the Spring 2005 semester in California, Oregon and other requested locations.
- "CURR 4052/5052 LETRS: Language Essentials for Teachers of Reading and Spelling Teaching Phonics, Word Study, and the Alphabetic Principle," described herein as a one-year out-of-state instructional program to be offered from the Spring 2004 semester through the Spring 2005 semester in California, Oregon and other requested locations.
- "CURR 4053/5053 LETRS: Language Essentials for Teachers of Reading and Spelling The Mighty Word: Building Vocabulary and Oral Language," described herein as a one-year out-of-state instructional program to be offered from the Spring 2004 semester through the Spring 2005 semester in California, Oregon and other requested locations.
- "CURR 4054/5054 LETRS: Language Essentials for Teachers of Reading and Spelling Getting Up to Speed: Developing Fluency," described herein as a one-year out-of-state instructional program to be offered from the Spring 2004 semester through the Spring 2005 semester in California, Oregon and other requested locations.
- "CURR 4055/5055 LETRS: Language Essentials for Teachers of Reading and

Spelling Digging for Meaning: Teaching Text Comprehension," described herein as a one-year out-of-state instructional program to be offered from the Spring 2004 semester through the Spring 2005 semester in California, Oregon and other requested locations.

- "CURR 4057/5057 Step Up to Writing: Basic, Practical and Helpful Writing Instruction, Day One thru Day Four," described herein as a one-year out-of-state instructional program to be offered throughout the United States, with primary focus in Colorado, Washington, California, Wyoming, New York, Virginia, and Utah. Heaviest months are August, October, January, March, and May. Pending approval, this program is slated to being June 14, 2004.
- "CURR 4058/5058 Step Up to Writing: Basic, Practical and Helpful Writing Instruction, Day One and Day Two," described herein as a one-year out-of-state instructional program to be offered throughout the United States, with primary focus in Colorado, Washington, California, Wyoming, New York, Virginia, and Utah. Heaviest months are August, October, January, March, and May. Pending approval, this program is slated to being June 14, 2004.
- "CURR 4059/5059 Step Up to Writing: Basic, Practical and Helpful Writing Instruction, Day Three and Day Four," described herein as a one-year out-of-state instructional program to be offered throughout the United States, with primary focus in Colorado, Washington, California, Wyoming, New York, Virginia, and Utah. Heaviest months are August, October, January, March, and May. Pending approval, this program is slated to being June 14, 2004.

B. FTE – Service Area Exemptions

The Commission accepted the report on FTE service area exemptions approved by the Executive Director.

C. Financial Statement Review

Mr. Richard Schweigert presented an update on the Commission's continuing efforts to review financial statements for the various institutions. Mr. Schweigert introduced Mr. Steve Golding, Vice President for Budget and Finance for the CU System, who presented an outline of CU's most current financial report of their four institutions.

No action was required, nor taken.

D. 2004 No Child Left Behind Grants

The Commission accepted the report on grants awarded by CCHE through Title II (Part A) of the No Child Left Behind (NCLB) Act of 2001, Improving Teacher Quality, which is a federal program focusing on preparing, training, and recruiting high-quality teachers.

<u>Action</u>: Commissioner Altenberg moved adjournment of the meeting. Commissioner Garcia seconded the motion and the motion carried unanimously. The meeting adjourned at 11:50 a.m.

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.

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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: RAYMOND T. BAKER

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.

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Consent

TOPIC: PROPOSAL TO OFFER A SPECIAL EDUCATION, GENERALIST

DEGREE PROGRAM AT METROPOLITAN STATE COLLEGE OF

DENVER

PREPARED BY: VALERIE J. DOBBS

I. <u>SUMMARY</u>

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 (<u>Attachment A</u>). CCHE staff recommend approval for a B.A. in Special Education, Generalist at Metropolitan State College of Denver.

II. <u>BACKGROUND</u>

The following section is summarized from the MSCD proposal for a Generalist License in Special Education Bachelor of Arts degree program.

This proposal was developed in response to the CDE change in special education licensure from Teacher I: Moderate Needs to Generalist. MSCD currently has two moderate needs teacher licensure programs: Undergraduate and post baccalaureate for students who already hold degrees. Both of these licensure programs have been revised to meet the new Colorado Performance-Based Generalist standards. Students who complete the requirements for the Generalist license at MSCD would possess the knowledge and performance competencies to address the diverse needs of children and adolescents with mild to severe disabilities from kindergarten through grade twelve. As these pupils demonstrate considerable variation in the manifestation of disabilities, program graduates will receive preparation in developmental issues and instructional techniques for all age levels and disabilities.

The program proposal alignment to the Performance-Based Standards for Colorado Teachers, the Colorado Model Content Standards (1997), the Licensure Standards for the Special Education, Generalist, and the National Council for Accreditation of Teacher Education/Council for Exceptional Children (NCATE/CEC)* standards are outlined in the overview of the program proposal. (Attachment B)

III. STAFF ANALYSIS

This degree proposal is in response to changes in licensure rules adopted by the SBE in fall 2003. There is no change in the way that CCHE Teacher Education Policy program requirements are applied to these curricular changes. The original degree plan was approved by the Commission in March 2002.

Required Program Elements

Five of the seven program elements remain the same: four-year completion, comprehensive admissions system, ongoing advising and counseling program, a minimum of 800 hours of field experience aligned with course content, and a comprehensive assessment system. The remaining two elements have been adjusted due to the licensure rule changes: content knowledge and skills required for licensure.

Course Content and Skills Required for Licensure

The Special Education Unit of CDE reviewed the program proposal for content knowledge and skills required for licensure by reviewing the program proposal and course syllabi. The following is from the review document of that unit:

The committee would like it recognized that a major strength of the MSCD proposed program is that graduates of the program will have been trained in both general and special education. Research in the field clearly indicates that an educator with a solid background in general education and methods, as well as special education preparation, is able to address exceptional learning needs more completely and with greater understanding than a teacher trained in only one area.

CDE Program Recommendation

It has been determined by CDE that the MSCD program does meet teacher preparation content standards requirements for the Special Education Generalist.

Field Experience

The field experience elements are well integrated into the education content coursework. After an initial sequence of foundation coursework, field experiences are aligned with course content and aligned to content and performance standards. Early field experiences accumulate 254 hours of teacher candidate classroom experience prior to the 640 hours of formal student teaching in the final semester.

IV. 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.

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Appendix A

STATUTORY AUTHORITY

C.R.S. 23-1-107(1), The commission shall review and approve, consistent with the institutional role and mission and statewide education needs, the proposal for any new program before its establishment in any institution. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum that would lead to a new vocational or academic degree. The commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines that define programs and procedures for approval of new academic or vocational program offerings.

Colorado Department of Education Review of the Metropolitan State College, Denver Proposal for Special Education Generalist

The Metropolitan State College, Denver (hereinafter: Metro or MSCD) proposal was reviewed for consistency and alignment with the special education licensure standards. The clear and thorough manner in which the proposal was presented and the work that the MSCD Education Department put into the document, is greatly appreciated.

The comments are listed in three areas: general observations; observations regarding specific courses; and a review of the matrix illustrating the Colorado Performance-Based Special Education Generalist Standards.

Upon reviewing the syllabi, the committee determined the program **does meet** the necessary standards for content. The committee would like it recognized that a major strength of the MSCD proposed program is that graduates of the program will have been trained in both general and special education. Research in the field clearly indicates that an educator with a solid background in general education and methods, as well as special education preparation, is able to address exceptional learning needs more completely and with greater understanding than a teacher trained in only one area.

PROGRAM RECOMMENDATION:

It has been determined by CDE that the MSCD program does meet teacher preparation content standards requirements for the Special Education Generalist. We are hopeful that the program will be approved without further delay.

Annotations are in bold and underlined.

1. General Observations:

- Curriculum, instruction, and assessment should be bound together throughout the entire program, with information about and instruction in those areas embedded in most courses. Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met. The areas of curriculum, instruction, and assessment are addressed in nearly every course in the program.
- Standards-based instruction and assessment, state and district assessment information, CSAP-A, and/or the expanded benchmark process requirements have been met. The areas of standards-based instruction and assessment are adequately and appropriately addressed throughout the program.
- The Metro program does use terminology and practices that are accepted, endorsed, and used by the Council for Exceptional Children and that appear in most current texts in the field. The specific performance-based learning objectives for each

- course are comprehensive; there is a link between them and the course content as reflected in the syllabus.
- The MSCD program does address twice-exceptional as a content area in the program. Determination of eligibility is covered in courses 3600 and 4050.

II. <u>Observations Regarding Specific Courses, Course Content, and Missing Components:</u>

- Reading instruction is addressed in the program, with a course specifically focused on reading instruction: SED 4200 is reading.
- Math instruction is addressed in SED 3800, SED 4430, SED 4440, SED 4900, SED 4500, MTH 1610, and MTH 1620.
- The program does meet the content standard for Special Education Generalist concerning Learning Disabilities instruction, with SED 4200, addressing Learning Disabilities and reading.
- Evaluation and Program Planning (4050) indicates the assessments candidates will be taught to administer as well as focusing on how assessment guides instructional planning.
- SED 3650 includes information about analyzing, critically reviewing, and applying research-based information as well as school based teams (*e.g.*, pre-referral, child study, etc.).

SED 3650 would be a good course in which to talk about gifted-talented (g/t) curriculum, complexity in-depth and to address the critical thinking components of g/t curriculum and accelerated alternatives for twice-exceptional students. Similarly, SED 4250 is a course that could be enhanced with a component specific to twice-exceptional. This is not a requirement based on the standards, but an observation by a committee member.

III. Course Matrix:

3.13 (1) Knowledge of Literacy

3.13 (1) (A) – (D): RDG 3110, SED 3800, SED 4200

- ✓ RDG 3110 was reviewed and addresses the standard.
- ✓ SED 3800 -- The standard is addressed substantially in several courses, including SED 3800.
- ✓ SED 4200 –Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met.

3.13 (1) (E): SED 3650

✓ SED 3650 Upon reviewing the syllabi, it is clear that SED 3650 includes substantial coverage of content standards.

3.13 (2) Knowledge of Mathematics

- 3.13 (2) (A): Math 1610, Math 2620, SED 3800
- ✓ Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met. This standard is addressed in SED 4430, 4440, 4900, and 4500.

3.13. (3) Knowledge of Standards and Assessment

- 3.13 (3) (A)-(E): SED 3650, SED 4050, SED 4200
- ✓ Upon reviewing the syllabi, it is clear that SED 3650 does provides adequate and appropriate coverage of content standards.
- ✓ SED 4050: The content addresses a variety of informal and formal assessment tools and the use of assessment to plan instruction. Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met.
- 3.13 (3) (D): SED 3650, SED 4050, SED 4490, SED 4500
- ✓ SED 4490 and 4500 are intended to provide students in the program with opportunities to demonstrate ability. Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met.
- 3.13 (3) (F): SED 3650
- ✓ In the view of the committee, Curriculum, Collaboration and Transition should incorporate an ongoing thread related to standards-based assessment.
- ✓ The standard is not reflected in the syllabus for this course.
- 3.13 (3) (G): SED 4050, SED 4430/4440, SED 4490/4500
- ✓ Upon reviewing the syllabi, it is the view of the committee that that Standards' requirements have been met. These topics are covered in courses in the elementary sequence that students pursuing the Special Education Generalist will take.
- 3.13 (3) (H): SED 3650
- ✓ Does not talk about Colorado accreditation requirements and school district priorities and objectives.
- ✓ This is a committee comment, but not a requirement.

3.13 (4): Knowledge of Content

3.13 (4) (A): SED 3650

- ✓ As mentioned earlier, this would be a good place to address gifted and talented curriculum and twice-exceptional student needs.
- ✓ This is a committee comment, but not a requirement.
- 3.13 (4) (D) (I): SED 3650, SED 3600, SED 3800, SED 4200
- ✓ Standards' requirements have been met.

3.13 (5) Knowledge of Classroom and Instructional Management

- 3.13 (5) The behavior management piece is addressed fairly well, and upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met.
- 3.13 (5) (A): SED 4250, SED 3750
- ✓ Curriculum and Instruction do not appear to be addressed in 4250. It is not clear how the match between learner academic needs and appropriate classroom management strategies is taught.
- ✓ SED 3750 appears to focus only on emotional disorders; the need for appropriate management strategies is not confined to those with affective needs and emotional disabilities
- ✓ There is no course outline included in the SED 3750 materials, so it is difficult to tell whether some of the standards are covered.
- 3.13 (5) (B) (I-VI): SED 4250, 3750
- ✓ Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met.
- 3.13 (5) (C): SED 4250, SED 3750
- ✓ Standard not reflected in syllabi.
- 3.13 (5) (E): SED 4250, SED 3750
- ✓ Standard not reflected in syllabi.
- 3.13 (5) (G): SED 4050, SED 4430/4440, SED 4900/4500
- ✓ Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met.

3.13 (6) Knowledge of Individualization of Instruction

- 3.13 (6) (A-B): SED 3650
- ✓ Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met, and addressed in SED 4050, 3800, 4900, 4500.

- 3.13 (6) (C): SED 3600, SED 3650
- ✓ Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met.
- 3.13 (6) (D): SED 2200, SED 3600, SED 3650
- ✓ Upon reviewing the syllabi, it is the view of the committee that Standards' requirements have been met, and addressed in SED 4430, 4440, 4900, 4500.
- 3.13 (6) (E): SED 3650
- Standards-driven IEPs are not listed. The current expectation and assumption is that the process of creating and implementing standards-driven IEPs will be incorporated throughout course work in the program. The committee recognizes that this may not be clear from the state standard as written and hope that the universities will respond to the intent of the standard (6)(E)(I-II). ("Standards-driven" is not mentioned in the standard, so this is only a comment.)

3.13 (7) – Knowledge of Technology

✓ This standard is addressed well in the program

3.13 (8) – Democracy, Education Governance, and Careers in Teaching

- 3.13 (8) (A-D): SED 2200, SED 3600, SED 4250, etc.
- ✓ A number of areas in this standard are not reflected in the syllabi including: (8)(A), (8)(C)(III-VI), and (8)(D)

METROPOLITAN STATE COLLEGE OF DENVER Proposal for a Generalist License in Special Education

This proposal was developed in response to the Colorado CCHE/CDE change in special education licensure from Teacher I: Moderate Needs to the Generalist. MSCD currently has two moderate needs teacher licensure programs: (1) the undergraduate with the special education major and (2) the post baccalaureate for students who hold degrees. Both of these current licensure programs have been revised to meet the new Colorado Performance-Based Generalist standards. Within this new proposed Generalist licensure program, curricular emphasis has been given to communication, literacy, mathematics, assessment, instruction/adaptation, collaboration and transition. Students who complete the requirements for the Generalist license at MSCD would possess the knowledge and performance competencies to address the diverse needs of children and adolescents with mild to severe disabilities from kindergarten through grade twelve. As these pupils demonstrate considerable variation in the manifestation of disabilities, program graduates will receive preparation in developmental issues and instructional techniques for all age levels and disabilities.

Program Goals

Program goals for the proposed major in Special Education would be based on the Performance-Based Standards for Colorado Teachers (2000), the Colorado Model Content Standards (1997), the proposed Licensure Standards for the Special Education Generalist (2003), NCATE/CEC standards (2000), and the International Society for Technology in Education-National Educational Technology Standards for Teachers. In addition, the proposed major would address the core standards for the Exceptional Needs Specialist set forth by National Board for Professional Teaching Standards (1997). The philosophical context for the standards for the Exceptional Needs Specialist suggests that there are critical aspects of practice that separate exemplary teachers from average teachers. The special education faculty supports the premise that teacher preparation programs should strive for excellence in all areas of training as opposed to the general goal of competence. Therefore, the MSCD special education programs would address the following as preparation goals for all preservice teachers in this area:

- 1) Teachers must be knowledgeable about literacy development in reading, writing, speaking, viewing, and listening; teachers will demonstrate ability to plan and organize reading instruction based on ongoing assessment.
- 2) Teachers must be knowledgeable about mathematics and mathematics instruction; teacher will demonstrate ability to plan and organize mathematics instruction based on ongoing assessment.
- 3) Teachers must be knowledgeable about strategies, planning practices, assessment techniques and appropriate accommodations to ensure student learning in a standards-based curriculum; and they must demonstrate ability to design and implement these procedures.

- 4) Teachers must be knowledgeable in the content areas of civics, economics, geography, history, science, music, visual arts, and physical education; and demonstrate ability to apply this knowledge to enrich and extend student learning.
- 5) Teachers must be knowledgeable about effective classroom practices and instructional management; and demonstrate ability to work collaboratively within learning communities to ensure successful education environments.
- 6) Teachers must be knowledgeable of the needs and experiences of children and adolescents based on cultural, community, ethnicity, economics, linguistics, and exceptionalities; and demonstrate ability to adapt and differentiate instruction based on individual student need.
- 7) Teachers must be knowledgeable and skilled in the use of technology; and demonstrate ability to apply technology to support and enhance student learning.
- 8) Teachers must be knowledgeable about the school's role in teaching and perpetuating our democratic system; and demonstrate ability to model and articulate the democratic idea to students.
- 9) Teachers must be knowledgeable about child and adolescent development; and demonstrate commitment to students and their learning needs.
- 10) Teachers must be knowledgeable about decision-making within diverse educational contexts; and demonstrate systematic thinking about their practice and the ability to learn from experience.

Relationship of Proposed Program to Institutional Role and Mission and Institutional Planning and Priorities

According to the College's founding statute, Metropolitan State College of Denver is a comprehensive baccalaureate institution that offers a variety of liberal arts and sciences, technical and educational programs. Clearly it is within MSCD's statutory mission to offer a major program to prepare special education teachers to fill a community need. MSCD's self-adopted mission is as follows:

The mission of MSCD is to provide a high quality, accessible, enriching education that prepares students for successful careers, postgraduate education, and life-long learning in a multicultural, global, and technological society. The college fulfills its mission by working in partnership with the community at large and by fostering an atmosphere of scholarly inquiry, creative activity, and mutual respect within a diverse campus community.

The special education Generalist licensure program contributes to MSCD's role and mission by providing a needed teacher preparation program that meets the community needs of a diverse society. The special education program will be designed to prepare teachers to become skilled decision makers in diverse educational contexts. In order to fulfill this objective, special education faculty and cooperating teachers will serve as role models by teaching and demonstrating learning theories and preferred practices in a variety of diverse educational environments. As an urban institution, MSCD is committed to teacher preparation that fosters

variations in beliefs, traditions, and values within society. The special education faculty believe that preparation for good decision making cannot be accomplished without knowledge of the direct effects of the cultural and environmental milieu on the child, adolescent and family. Thus, it is imperative that programmatic goals provide focus to the diversity that awaits teachers in all types of classrooms.

Description of the Generalist Curriculum

Courses and Credit Hours Required for Licensure

The two MSCD Generalist programs (i.e., the special education major and the post baccalaureate programs) will share one professional sequence of courses that will prepare students to meet the educational needs of children and adolescents with mild to severe disabilities. Post baccalaureate students must also take PSY 1800 Educational Psychology and MTH 1610 Integrated Mathematics as program pre or corequisites. The total number of semester hours (exclusive of prerequisites) for the post baccalaureate Generalist sequence is 48 credits (See Appendix I). All special education majors would take a General Studies program (38 credit hours), nine hours of speech and language disorders, six additional special education hours, and an education concentration (elementary or secondary) to meet the 120 degree requirements for graduation (see Appendix I). The education concentrations would provide teacher preparation for effective instruction within the context of an inclusionary program. Since the majority of students with disabilities receive most of their instruction in the mainstream, it has long been recognized that special education teachers need to be well versed in the general professional education curriculum to meet the needs of these children and adolescents (Marozas & May, 1988; Kauffman & Hallahan, 1993; Brenner, 1998).

The special education curriculum is organized into sequences of course work that provide students with guidance in program planning. They are comprised of course clusters that students may take in any order; however, students may not select courses from a higher numbered sequence until the courses in the previous sequence are successfully taken. Program plans for the MSCD Special Education Major and the MSCD Special Education Post Baccalaureate programs are provided in Appendix I. Course descriptions are provided in Appendix II and course syllabi are provided in Appendix III.

Special Education Licensure Sequence for Generalist Program

Sequence I Courses

SED 2200	3	Diversity, Disability and Education
RDG 3110	3	Foundations of Literacy Instruction in Grades P-6
SED 3600	3	The Exceptional Learner in the Classroom
SED 3650	<u>3</u>	Curriculum, Collaboration & Transitions
	12	

Sequence II Courses

SED 3700	3	Medical & Educational Aspects of Disabilities (15 hour lab)
SED 3750	3	Assessment, Methods & Assistive Technology for Severe Disabilities (30)
SED 3800	<u>3</u>	Instruction and Standards: Elementary/Secondary (30 hour lab)
	9	(75 field experience hours)

Sequence III	Course	<u>es</u>
SED 4050	3	Evaluation and Program Planning: Moderate Needs (15 hour lab)
SED 4200	3	Language Development and Reading Disabilities (30 hour lab)
SED 4250	3	Effective Behavioral Support Systems
SED 4300	<u>3</u>	Assessment & Interventions for Emotional/Behavior Disorders (30 hour lab)
	12	(75 field experience hours)
Sequence IV		
SED 4430	3	Assessment, Instruction & Collaboration Practicum: Elementary (104 hours) OR
SED 4440	3 3	Assessment, Instruction & Collaboration Practicum: Secondary (104 hours)
	3	(104 field experience hours)
* <u>*Sequence</u>	V Cour	ses
SED 4490	6	Special Education Student Teaching & Seminar: Elementary
		AND
EDU 4190	6	Elementary Education Student Teaching & Seminar
		OR
SED 4490	12	Special Education Student Teaching and Seminar: Elementary
		OR
SED 4500	12	Special Education Student Teaching & Seminar: Secondary
		OR
SED 4490	6	Special Education Student Teaching & Seminar: Elementary
		AND
SED 4500	<u>6</u>	Special Education Student Teaching & Seminar: Secondary
	12	(640 Field Experience Hours)
TOTAL	48	(894 field experience hours)

Matrix of Colorado Performance-Based Generalist Standards by MSCD Professional Sequence Courses

The following matrix illustrates how the proposed MSCD Generalist licensure program meets all Colorado Performance-Based Generalist standards. Individual standards are addressed with the specific courses listed in the matrix. Additionally, it should be noted that all students take an educational psychology class and three to six hours of math content as prerequisites to the special education licensure program.

3.13 **SPECIAL EDUCATION GENERALIST LICENSE**. TO BE LICENSED AS A SPECIAL EDUCATION GENERALIST, TEACHING STUDENTS AGES 5-21, AN APPLICANT SHALL HAVE COMPLETED A BACHELOR'S OR HIGHER DEGREE FROM A FOUR-YEAR ACCREDITED INSTITUTION OF HIGHER EDUCATION; AN APPROVED PROGRAM FOR THE PREPARATION OF SPECIAL EDUCATION GENERALISTS; AND HAVE DEMONSTRATED THE COMPETENCIES SPECIFIED BELOW.

3.13 (1) **STANDARD ONE: KNOWLEDGE OF LITERACY**. THE SPECIAL EDUCATION GENERALIST SHALL BE KNOWLEDGEABLE ABOUT STUDENT LITERACY DEVELOPMENT IN READING, WRITING, SPEAKING, VIEWING, AND LISTENING. **THE SPECIAL EDUCATION GENERALIST HAS DEMONSTRATED THE ABILITY TO**:

3.13 (1) (A) PLAN AND ORGANIZE READING INSTRUCTION BASED ON	RDG 3110
ONGOING ASSESSMENT.	SED 3800
3.13 (1) (A) (I) USE KNOWLEDGE OF TYPICAL AND ATYPICAL	SED 4200
LANGUAGE AND COGNITIVE DEVELOPMENT TO GU IDE THE CHOICE	
OF INSTRUCTIONAL APPROACHES TO MEET THE NEEDS OF SPECIFIC	
LEARNERS.	
VELOP PHONOLOGICAL AND LINGUISTIC SKILLS RELATED TO	
READING INCLUDING: PHONEMIC AWARENESS; CONCEPTS ABOUT	
PRINT; SYSTEMATIC EXPLICIT PHONICS; OTHER WORD	
IDENTIFICATION STRATEGIES; AND SPELLING: INSTRUCTION.	
3.13 (1) (C) DEVELOP READING COMPREHENSION SKILLS, INCLUDING,	RDG 3110
BUT NOT LIMITED TO: COMPREHENSION STRATEGIES WITHIN A	SED 3800
VARIETY OF GENRE; LITERARY RESPONSE AND ANALYSIS; CONTENT	SED 4200
AREA LITERACY; AND PROMOTION OF STUDENT INDEPENDENT	SLD 4200
READING.	
3.13 (1) (D) SUPPORT READING BY INCREASING THE ORAL AND WRITTEN	RDG 3110
LANGUAGE SKILLS OF STUDENTS, INCLUDING ORAL ENGLISH	SED 3800
PROFICIENCY; SOUND WRITING PRACTICES, CORRECT USE OF	SED 3800 SED 4200
LANGUAGE, PUNCTUATION, CAPITALIZATION, THE PROPER	SED 4200
APPLICATIONS OF STANDARD ENGLISH, SENTENCE STRUCTURE, AND	
SPELLING; AN UNDERSTANDING OF THE RELATIONSHIPS BETWEEN	
,	
READING, WRITING, AND ORAL LANGUAGE; AND AN EXPANDED	
VOCABULARY.	
3.13 (1) (D) (I) DESIGN INSTRUCTION BASED ON THE UNIQUE	
STRENGTHS AND NEEDS OF STUDENTS WITH DISABILITIES, IN	
RELATIONSHIP TO THEIR ACQUISITION OF READING AND WRITING	
SKILLS.	
3.13 (1) (D) (II) APPLY A VARIETY OF EFFECTIVE RESEARCH-BASED	
INSTRUCTIONAL STRATEGIES AND CURRICULAR APPROACHES IN	
THE TEACHING OF READING AND WRITING SKILLS.	
3.13 (1) (D) (III) MATCH APPROPRIATE INSTRUCTIONAL STRATEGIES	
TO STUDENT NEEDS IN THE THEIR ACQUISITION OF THE REQUIRED	
CONTENT AREAS OF READING AND WRITING.	
3.13 (1) (E) UTILIZE COLORADO MODEL CONTENT STANDARDS IN	SED 3650
READING AND WRITING, FOR THE IMPROVEMENT OF INSTRUCTION.	
3.13 (2) STANDARD TWO: KNOWLEDGE OF MATHEMATICS . THE SPECIAL	
GENERALIST SHALL BE KNOWLEDGEABLE ABOUT MATHEMATICS AND M	
INSTRUCTION. THE SPECIAL EDUCATION GENERALIST HAS DEMONSTI	RATED THE ABILITY
TO:	1
3.13 (2) (A) ASSIST CONTENT-AREA TEACHERS IN DEVELOPING IN	MATH 1610
STUDENTS AN UNDERSTANDING OF THE USE OF NUMBER SYSTEMS,	MATH 2620
NUMBER SENSE, GEOMETRY, MEASUREMENT, STATISTICS,	SED 3800
PROBABILITY, MATHEMATICAL FUNCTIONS, AND THE USE OF	
VARIABLES.	
3.13 (3) STANDARD THREE: KNOWLEDGE OF STANDARDS AND ASSESSM	IENT. THE SPECIAL
EDUCATION GENERALIST SHALL BE KNOWLEDGEABLE ABOUT STRATEG	IES, PLANNING
PRACTICES, ASSESSMENT TECHNIQUES, AND APPROPRIATE ACCOMMODA	
STUDENT LEARNING IN A STANDARDS-BASED CURRICULUM. THE SPECIAL	AL EDUCATION
GENERALIST HAS DEMONSTRATED THE ABILITY TO:	
3.13 (3) (A) DESIGN SHORT AND LONG-RANGE STANDARDS-BASED	SED 3650
INSTRUCTIONAL PLANS.	
3.13 (3) (B) DEVELOP VALID AND RELIABLE ASSESSMENT TOOLS FOR	SED 4050
THE CLASSROOM.	
	1

3.13 (3) (C) DEVELOP AND UTILIZE VARIETY OF INFORMAL AND FORMAL	SED 4050
ASSESSMENTS, INCLUDING RUBRICS.	SED 4200
3.13 (3) (C) (I) DEVELOP AND UTILIZE ADAPTED	
ASSESSMENT OF STUDENT PERFORMANCE.	
3.13 (3) (C) (II) UNDERSTAND THE APPROPRIATE USE OF, AND BE	
ABLE TO INFORM ABOUT THE STRENGTHS AND LIMITATIONS OF, A	
VARIETY OF FORMAL AND INFORMAL ASSESSMENT INSTRUMENTS;	
AND ABLE TO SELECT AND USE THESE TOOLS IN SCREENING, PRE-	
REFERRAL, REFERRAL, AND DETERMINATION OF ELIGIBILITY FOR	
SPECIAL EDUCATION, AS WELL AS, TO GUIDE INSTRUCTION.	
3.13 (3) (D) ASSESS, COMPARE, AND CONTRAST THE EFFECTS OF	SED 3650
VARIOUS TEACHING STRATEGIES ON INDIVIDUAL STUDENT	SED 4050
PERFORMANCE RELATIVE TO CONTENT STANDARDS.	SED 4490/4500
3.13 (3) (D) (I) LINK APPROPRIATE ADAPTATIONS ~ OF	
INSTRUCTIONAL STRATEGIES AND ASSESSMENTS TO INDIVIDUAL	
NEEDS OF LEARNERS BASED ON EVALUATION OF NEEDS.	
3.13 (3) (E) USE ASSESSMENT DATA IN THE PLANNING OF STANDARDS-	SED 4050
BASED INSTRUCTION.	
3.13 (3) (E) (I) APPLY SCORES, INCLUDING GRADE SCORE VERSUS	
STANDARD SCORE, PERCENTILE RANKS, AGE/GRADE EQUIVALENTS,	
AND STANINES TO, AND INTERPRET THEM FOR APPROPRIATE	
SITUATIONS.	
3.13 (3) (F) PROVIDE EFFECTIVE VERBAL AND WRITTEN FEEDBACK TO	SED 3650
SHAPE IMPROVEMENT IN STUDENT PERFORMANCE ON CONTENT	
STANDARDS.	
3.13 (3) (G) PREPARE STUDENTS FOR THE COLORADO STUDENT	SED 4050
ASSESSMENT PROGRAM (CSAP), THE THIRD GRADE LITERACY	SED 4430/4440
ASSESSMENT, AND OTHER ASSESSMENTS OF EDUCATIONAL	SED 4490/4500
ACHIEVEMENT.	
3.13 (3) (H) ENSURE THAT INSTRUCTION IS CONSISTENT WITH	SED 3650
COLORADO MODEL CONTENT STANDARDS; COLORADO	
ACCREDITATION REQUIREMENTS, AND SCHOOL DISTRICT PRIORITIES	
AND OBJECTIVES.	
3.13 (4) STANDARD FOUR: KNOWLEDGE OF CONTENT. THE SPECIAL EDU	JCATION GENERALIST
IS KNOWLEDGEABLE ABOUT THE BASIC CONCEPTS INVOLVED IN THE TE	ACHING OF CIVICS,
ECONOMICS, FOREIGN LANGUAGE, GEOGRAPHY, HISTORY, SCIENCE, MUS	SIC, VISUAL ARTS, AND
PHYSICAL EDUCATION, IN ORDER TO ASSIST THE GENERAL CLASSROOM	TEACHER WITH THE
ACCOMMODATIONS NECESSARY FOR STUDENTS TO LEARN IN THOSE CO.	
SPECIAL EDUCATION GENERALIST HAS DEMONSTRATED THE ABILITY	
3.13 (4) (A) ANALYZE, CRITICALLY REVIEW, AND APPLY RESEARCH-	SED 3650
BASED INFORMATION IN CONSULTATION WITH OTHER	
PROFESSIONALS.	
3.13 (4) (B) COLLABORATE WITH OTHER SCHOOL PROFESSIONALS,	SED 3650
FAMILIES, AND STUDENTS TO ASSIST LEARNERS WITH GAINING	
ACCESS TO AND IN THE MEETING OF STUDENT CONTENT STANDARDS.	
	li

3.13 (4) (C) ASSIST IN THE ACCOMMODATION OF CONTENT ACQUISITION THROUGH AN UNDERSTANDING OF THE CONCEPTS INVOLVED IN THE COLORADO MODEL CONTENT STANDARDS. 3.13 (4) (C) (I) IDENTIFY THE UNIQUE STRENGTHS AND NEEDS OF	SED 3650
INDIVIDUALS WITH DISABILITIES, IN RELATIONSHIP TO ACQUISITION OF CONTENT, SKILLS, AND KNOWLEDGE.	
3.13 (4) (C) (II) APPLY A VARIETY OF APPROACHES TO ASSIST IN THE	
ACCOMMODATION OF THE TEACHING OF CONTENT AREAS AND THE SUPPORT OF STUDENTS IN MEETING STUDENT CONTENT STANDARDS.	
3.13 (4) (C) (III) ASSIST CONTENT-AREA TEACHERS IN ADAPTING AND MODIFYING CURRICULUM AND INSTRUCTION TO HELP STUDENTS	
MEET COLORADO STUDENT CONTENT STANDARDS.	
3.13 (4) (C) (IV) ASSIST IN THE DESIGN AND IMPLEMENTATION OF	
INSTRUCTION TO MEET THE NEEDS OF LEARNERS FROM A VARIETY OF CULTURES AND SOCIO- ECONOMIC BACKGROUNDS.	
3.13 (4) (D) ASSIST OTHER EDUCATORS IN THE ENRICHMENT AND	SED 3650
ENHANCEMENT OF CONTENT KNOWLEDGE, TO EXTEND AND ENHANCE	SED 3600
STUDENT LEARNING. 3.13 (4) (D) (I) LOCATE, ANALYZE, SELECT, AND APPLY RESEARCH-	SED 3800 SED 4200
BASED BEST PRACTICES FOR EFFECTIVE TEACHING AND LEARNING.	
3.13 (4) (E) ASSIST THE GENERAL CLASSROOM TEACHER WITH THE	SED 3650
INTEGRATION OF LITERACY AND MATHEMATICS INTO CONTENT AREA INSTRUCTION.	SED 3800
3.13 (5) STANDARD FIVE: KNOWLEDGE OF CLASSROOM AND INSTRUCT	IONAL
MANAGEMENT. THE SPECIAL EDUCATION GENERALIST IS KNOWLEDGEA	
CLASSROOM PRACTICE TO SUCCESSFULLY MANAGE TIME, COMMUNICAT KEEPING PROCEDURES THAT WILL SUPPORT AND INCREASE STUDENT LE	T
EDUCATION GENERALIST HAS DEMONSTRATED THE ABILITY TO:	ARNING. THE SPECIAL
3.13 (5) (A) CREATE A LEARNING ENVIRONMENT CHARACTERIZED BY	SED 4250
APPROPRIATE STUDENT BEHAVIOR, EFFICIENT USE OF TIME, AND THE	SED 4300
DISCIPLINED ACQUISITION OF KNOWLEDGE, SKILLS, AND UNDERSTANDING.	
3.13 (5) (A) (I) CREATE A SAFE AND PRODUCTIVE LEARNING	
ENVIRONMENT THAT RESPONDS TO THE PHYSICAL, SOCIAL,	
COGNITIVE, ACADEMIC, LINGUISTIC, CULTURAL, AND FUNCTIONAL NEEDS OF INDIVIDUAL LEARNERS.	
3.13 (5) (A) (II) PROVIDE INFORMATION TO GENERAL CLASSROOM	
TEACHERS ABOUT EFFECTIVE CLASSROOM MANAGEMENT	
PRACTICES AND ORGANIZATIONAL TECHNIQUES THAT ADDRESS	
THE NEEDS OF GROUPS OF STUDENTS. 3.13 (5) (A) (III) DESIGN INDIVIDUALIZED MANAGEMENT AND	
ORGANIZATIONAL TECHNIQUES FOR STUDENTS WITH DIFFERING	
NEEDS.	
3.13 (5) (A) (IV) EVALUATE SPECIFIC LEARNER'S	
ACADEMIC NEEDS AND MATCH STUDENT STRENGTHS TO APPROPRIATE CURRICULUM AND	
INSTRUCTION, AND TO AN ENVIRONMENT	
ORGANIZED TO PROVIDE FOR OPTIMAL	
LEARNING.	
3.13 (5) (A) (V) DEVELOP BEHAVIOR PLANS THAT INCORPORATE	
RESEARCH-BASED INSTRUCTIONAL STRATEGIES INTO THE	
TEACHING ABOUT AND ACQUISITION OF PROBLEM SOLVING, CONFLICT RESOLUTION, AND SOCIAL INTERACTION SKILLS.	
3.13 (5) (A) (VI) CREATE CONDITIONS AND TEACH SKILLS THAT	
ENGAGE STUDENTS AS ACTIVE PARTICIPANTS IN THEIR OWN	
EDUCATIONAL PLANNING, INCLUDING GOAL SETTING AND GOAL	
ATTAINMENT.	

3.13 (5) (B) APPLY SOUND DISCIPLINARY PRACTICES IN THE	SED 4250
CLASSROOM.	SED 4300
3.13 (5) (B) (I) MAINTAIN ADEQUATE AND APPROPRIATE DATA ON	
STUDENT BEHAVIOR TO DETERMINE IF IT IS A MANIFESTATION OF	
A DISABILITY, AND ON ANY IMPLICATIONS IT MAY HAVE WITHIN	
THE EXPULSION PROCESS.	
3.13 (5) (B) (II) MATCH CLASSROOM MANAGEMENT AND	
ORGANIZATIONAL TECHNIQUES TO THE NEEDS OF GROUPS OF	
STUDENTS.	
3.13 (5) (B) (III) APPLY EFFECTIVE RESEARCH-BASED CLASSROOM	
MANAGEMENT AND ORGANIZATIONAL TECHNIQUES, INCLUDING	
THE IMPLEMENTATION OF BEHAVIOR SUPPORT SYSTEMS.	
3.13 (5) (B) (IV) CONDUCT AND INTERPRET FUNCTIONAL	
BEHAVIORAL ASSESSMENTS.	
3.13 (5) (B) (V) DEVELOP AND IMPLEMENT COLLABORATIVE	
BEHAVIOR SUPPORT PLANS TOGETHER WITH OTHER TEAM	
MEMBERS, STUDENTS, AND PARENTS.	
3.13 (5) (B) (VI) INTERPRET, DESIGN, AND IMPLEMENT APPROPRIATE	
BEHAVIORAL SUPPORT SYSTEMS BASED ON DATA DRAWN FROM	
FUNCTIONAL BEHAVIORAL ASSESSMENTS.	
3.13 (5) (C) APPLY APPROPRIATE INTERVENTION STRATEGIES AND	SED 4250
PRACTICES TO ENSURE THAT AN EFFECTIVE LEARNING ENVIRONMENT	SED 4300
IS MAINTAINED.	
3.13 (5) (C) (I) PROVIDE INFORMATION TO	
GENERAL CLASSROOM TEACHERS ABOUT HOW	
TO EVALUATE AND MATCH SPECIFIC LEARNER	
NEEDS AND STRENGTHS WITH APPROPRIATE	
CURRICULUM AND INSTRUCTION STRATEGIES, TO	
OPTIMIZE STUDENT ENGAGEMENT AND	
LEARNING.	
3.13 (5) (C) (II) IMPLEMENT A VARIETY OF EFFECTIVE RESEARCH-	
BASED INSTRUCTIONAL STRATEGIES AND EXPLAIN THE	
REASONING AND PURPOSE BEHIND SPECIFIC TEACHING	
STRATEGIES.	
3.13 (5) (D) RAISE THE ACADEMIC PERFORMANCE LEVEL OF A GROUP OF	SED 4490/4500
STUDENTS, OVER TIME, TO A HIGHER LEVEL.	
3.13 (5) (E) UNDERSTAND THE COGNITIVE PROCESSES ASSOCIATED	SED 4250
WITH VARIOUS KINDS OF LEARNING (E.G. INCLUDING, BUT NOT	SED 4230 SED 4300
LIMITED TO CRITICAL AND CREATIVE THINKING, PROBLEM-	7JUU
· · · · · · · · · · · · · · · · · · ·	
STRUCTURING AND PROBLEM-SOLVING, INVENTION, MEMORIZATION,	
AND RECALL) AND PROVIDE STRATEGIES TO ADDRESS TO THEM SO	
THAT STUDENTS CAN BE ASSISTED IN ACQUIRING MASTERY OF	
CONTENT STANDARDS.	
3.13 (5) (E) (I) INTEGRATE AND APPLY INFORMATION RELATED TO	
THE COGNITIVE, COMMUNICATION, PHYSICAL, CULTURAL, SOCIAL,	
EDUCATIONAL, SELF- DETERMINATION, TRANSITIONAL, AND	
EMOTIONAL NEEDS OF ALL STUDENTS, INCLUDING THOSE WITH	
DISABILITIES.	
3.13 (5) (F) WORK IN COOPERATION WITH LIBRARY MEDIA AND OTHER	SED 3650
RESOURCE SPECIALISTS TO INSTRUCT STUDENTS ON HOW TO GAIN	
ACCESS TO, RETRIEVE, ANALYZE, SYNTHESIZE, AND EVALUATE	
INFORMATION, IN ORDER TO INTEGRATE INFORMATION-GATHERING	
LITERACY SKILLS INTO THE CURRICULUM TO ENHANCE STANDARDS-	
BASED LEARNING ACTIVITIES.	GED 4050
3.13 (5) (G) ACCURATELY DOCUMENT AND REPORT ONGOING STUDENT	SED 4050
ACHIEVEMENT.	SED 4430/4440
	SED 4900/4500

3.13 (5) (H) COMMUNICATE WITH PARENTS AND GUARDIANS	SED 3600
EFFECTIVELY IN ORDER TO INVOLVE THEM AS PARTICIPANTS AND	SED 3650
PARTNERS IN STUDENT LEARNING.	SED 4430/4440
3.13 (5) (H) (I) PROVIDE INFORMATION ABOUT RESOURCES AND	SED 4490/4500
ASSIST FAMILIES IN HELPING TO SUPPORT THE ACADEMIC	SLD 4470/4300
PROGRESS OF THE LEARNER FROM WITHIN THE HOME	
ENVIRONMENT, INCLUDING ADDRESSING CULTURAL AND	
LINGUISTIC DIVERSITY, SOCIO-ECONOMICS, AND OTHER LIFE	
CIRCUMSTANCES.	
3.13 (5) (I) COMMUNICATE ABOUT A VARIETY OF ASSESSMENT RESULTS,	SED 4050
AND THEIR IMPLICATIONS FOR AND TO STUDENTS, PARENTS,	SED 3650
GUARDIANS, PROFESSIONALS, ADMINISTRATORS, AND THE	
COMMUNITY.	
3.13 (5) (I) (I) INTERPRET AND COMMUNICATE, ORALLY AND IN	
WRITING, ASSESSMENT RESULTS FOR A VARIETY OF AUDIENCES,	
INCLUDING STUDENTS AND THEIR PARENTS.	
3.13 (5) (I) (II) ASSIST STUDENTS IN APPLYING THEIR ACQUIRED	
KNOWLEDGE AND SKILLS TO HOME, COMMUNITY, AND WORK-LIFE.	
3.13 (5) (I) (III) ASSIST STUDENTS WITH THEIR TRANSITION FROM	
ONE SETTING OR LEVEL TO ANOTHER, IN COLLABORATION WITH	
FAMILY, EDUCATORS, OTHER PROFESSIONALS, AND COMMUNITY	
REPRESENTATIVES.	
3.13 (5) (I) (IV) IDENTIFY AND UTILIZE RESOURCES AND STRATEGIES	
THAT PROMOTE EFFECTIVE PARTNERSHIPS BETWEEN INDIVIDUALS,	
FAMILIES, SCHOOL, AND COMMUNITY.	
3.13 (6) STANDARD SIX: KNOWLEDGE OF INDIVIDUALIZATION OF INST	RUCTION. THE
SPECIAL EDUCATION GENERALIST IS RESPONSIVE TO THE NEEDS AND EX	
BRING TO THE CLASSROOM, INCLUDING THOSE BASED ON CULTURE, CO.	
ECONOMICS, LINGUISTICS, AND INNATE LEARNING ABILITIES. THE SPECI	
GENERALIST IS KNOWLEDGEABLE ABOUT LEARNING EXCEPTIONALITIES	
THAT AFFECT THE RATE AND EXTENT OF STUDENT LEARNING, AND IS AI	
ADAPTATION OF INSTRUCTION FOR ALL LEARNERS. THE SPECIAL EDUC	
HAS DEMONSTRATED THE ABILITY TO:	THOIL GENERALIST
3.13 (6) (A) EMPLOY A VARIETY OF TEACHING TECHNIQUES TO MATCH	SED 3650
	SED 3030
THE INTELLECTUAL, EMOTIONAL, AND SOCIAL LEVEL OF EACH	
STUDENT, AND CHOOSE ALTERNATIVE TEACHING STRATEGIES AND	
MATERIALS TO ACHIEVE DIFFERENT CURRICULAR PURPOSES.	
3.13 (6) (A) (I) ANALYZE THE UNIQUE STRENGTHS AND NEEDS OF	
INDIVIDUALS WITH DISABILITIES IN RELATIONSHIP TO THE	
LEARNING PROCESS AND LIFE EXPERIENCE, AND TO PLAN FOR	
APPROPRIATE STUDENT OUTCOMES.	
3.13 (6) (A) (II) INCORPORATE AND UTILIZE STRATEGIES THAT	
CONSIDER THE INFLUENCE OF DIVERSITY ON ASSESSMENT,	
ELIGIBILITY, PROGRAMMING, AND PLACEMENT OF INDIVIDUALS	
WITH EXCEPTIONAL LEARNING NEEDS.	
3.13 (6) (B) ASSIST IN THE DESIGN AND/OR MODIFICATION OF	SED 3650
STANDARDS-BASED INSTRUCTION IN RESPONSE TO INDICATED	
STUDENT NEED, INCLUDING THAT OF EXCEPTIONAL LEARNERS AND	
ENGLISH-LANGUAGE ACQUISITION LEARNERS.	
3.13 (6) (B) (I) COLLABORATE WITH OTHER	
PROFESSIONALS TO DEVELOP AND PROVIDE	
APPROPRIATE CURRICULUM AND INSTRUCTION	
TO MEET THE UNIQUE NEEDS OF STUDENTS WITH	
DISABILITIES.	
3.13 (6) (B) (II) COLLABORATE WITH OTHER PROFESSIONALS TO	
DEVELOP SERVICES THAT MEET THE NEEDS OF LEARNERS AND FAMILIES FROM A VARIETY OF CULTURES.	
THE BANGLES BROWN A VARIETY OF CHITTIRES	i

3.13 (6) (C) UTILIZE KNOWLEDGE AND UNDERSTANDING OF	SED 3600
EDUCATIONAL DISABILITIES AND GIFTEDNESS AND THEIR	SED 3650
EFFECTS ON STUDENT LEARNING TO INDIVIDUALIZE	
INSTRUCTION.	
3.13 (6) (C) (I) ASSIST IN THE DEVELOPMENT OF PLANS FOR	
STUDENTS' TRANSITION TO POST-SCHOOL AND WORK-LIFE,	
3.13 (6) (D) KNOW AND FOLLOW AFFECTING PROCEDURES SPECIFIED IN	SED 2200
STATE, FEDERAL AND LOCAL REGULATION AND POLICY.	SED 2200 SED 3600
3.13 (6) (D) (I) IMPLEMENT PRE-REFERRAL INTERVENTIONS TO	SED 3650
DETERMINE WHETHER OR NOT A STUDENT IS BEST SERVED IN	SLD 3030
SPECIAL OR GENERAL EDUCATION, AS DETERMINED BY THE	
SPECIAL EDUCATION ASSESSMENT PROCESS.	
3.13 (6) (D) (II) BE KNOWLEDGEABLE ABOUT THE HISTORY AND	
FOUNDATIONS OF FEDERAL, STATE, AND LOCAL POLICY AND	
LEGAL REQUIREMENTS THAT PROVIDE THE BASIS FOR SPECIAL	
EDUCATION PRACTICE.	
3.13 (6) (D) (III) COMMUNICATE TO A VARIETY OF AUDIENCES ABOUT	
THE PROCEDURAL SAFEGUARDS INHERENT IN DUE PROCESS	
RIGHTS, AS RELATED TO ASSESSMENT, ELIGIBILITY, AND	
PLACEMENT.	
3.13 (6) (D) (IV) COMMUNICATE TO A VARIETY OF AUDIENCES	
ABOUT THE RIGHTS AND RESPONSIBILITIES OF PARENTS,	
STUDENTS, TEACHERS, OTHER PROFESSIONALS, AND SCHOOLS, AS	
RELATED TO INDIVIDUALS WITH DISABILITIES.	
3.13 (6) (D) (V) MAKE ETHICAL DECISIONS, AS RELATED TO IDENTIFICATION, ASSESSMENT, AND SERVICE DELIVERY FOR	
STUDENTS IN SPECIAL EDUCATION.	
3.13 (6) (D) (VI) COORDINATE, SCHEDULE, AND SUPERVISE	
PARAEDUCATORS TO ENSURE THAT STUDENTS' INDIVIDUAL	
EDUCATION PROGRAMS ARE IMPLEMENTED.	
3.13 (6) (E) DEVELOP AND IMPLEMENT INDIVIDUALIZED EDUCATION	SED 3650
PLANS.	
3.13 (6) (E) (I) DEVELOP AND IMPLEMENT INDIVIDUAL EDUCATION,	
BEHAVIOR, TRANSITION, AND OTHER MANDATED PLANS, IN	
COLLABORATION WITH PARENTS, STUDENTS, AND OTHER	
EDUCATION PROFESSIONALS.	
3.13 (6) (E) (II) WRITE MEASURABLE GOALS, OBJECTIVES, AND	
ADAPTATIONS, BASED ON STUDENT NEED.	
3.13 (6) (F) COLLECT DATA ON INDIVIDUAL STUDENT ACHIEVEMENT	SED 3600
AND APPLY TO INDIVIDUALIZED EDUCATION PLANS.	SED 3750
3.13 (6) (F) (I) ASSESS AND REPORT PROGRESS IN ATTAINMENT OF ANNUAL GOALS AND OBJECTIVES AND MAKE APPROPRIATE	SED 4050
MODIFICATIONS TO STUDENT PLANS.	
3.13 (6) (G) CONSULT WITH OTHER PROFESSIONALS ON STRATEGIES	SED 3600
WHICH CAN BE APPLIED WHEN A MEDICAL CONDITION OR	SED 3000 SED 3700
MEDICATION MUST BE CONSIDERED IN THE DEVELOPMENT OF AN	SED 3760 SED 3750
INDIVIDUAL EDUCATION PLAN BECAUSE OF THE CURRENT OR	
POTENTIAL EFFECT EITHER OR BOTH MAY HAVE ON A STUDENT'S	
LEARNING AND/OR BEHAVIOR.	
3.13 (7) STANDARD SEVEN: KNOWLEDGE OF TECHNOLOGY. THE SPECIA	L EDUCATION
GENERALIST IS SKILLED IN TECHNOLOGY AND ITS INSTRUCTIONAL APPL	
KNOWLEDGEABLE ABOUT THE USE OF TECHNOLOGY IN SUPPORT OF INS	
ENHANCEMENT OF STUDENT LEARNING. THE SPECIAL EDUCATION GEN	ERALIST HAS
DEMONSTRATED THE ABILITY TO:	
3.13 (7) (A) CONSULT WITH THE GENERAL CLASSROOM TEACHER ABOUT	SED 4200
THE USES OF TECHNOLOGY IN CONJUNCTION WITH THE DELIVERY OF	SED 3750
STANDARDS-BASED INSTRUCTION, TO STUDENTS.	

3.13 (7) (B) USE TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT.	SED 3600
3.13 (7) (B) (I) UTILIZE THE EXPERTISE OF OTHER	SED 4490/4500
SKILLED/TRAINED PROFESSIONALS IN	SED 3700
DEVELOPING USES FOR TECHNOLOGY IN	SED 3750
SUPPORT OF COMMUNICATION.	
3.13 (7) (B) (II) USE CURRENT EDUCATIONAL AND ASSISTIVE TECHNOLOGIES TO MEET THE INSTRUCTIONAL NEEDS OF	
STUDENTS WITH DISABILITIES.	
3.13 (7) (C) UTILIZE TECHNOLOGY TO MANAGE INDIVIDUAL EDUCATION	SED 3650
PLANS AND TO COMMUNICATE RELEVANT INFORMATION.	SED 3030 SED 3700
3.13 (7) (D) APPLY TECHNOLOGY TO DATA-DRIVEN ASSESSMENTS OF	SED 3700 SED 4050
LEARNING.	SED 4030 SED 4430/4440
EE/ARTHO.	SED 4490/4500
3.13 (7) (E) INSTRUCT STUDENTS IN BASIC TECHNOLOGY SKILLS.	SED 3750
3.13 (7) (E) (I) ENSURE THAT STUDENTS WITH DISABILITIES RECEIVE	222 0.00
NEEDED INSTRUCTION AND SUPPORT IN THE AREAS OF	
TECHNOLOGY, INCLUDING ASSISTIVE TECHNOLOGIES.	
3.13 (8) STANDARD EIGHT: DEMOCRACY, EDUCATIONAL GOVERNANCE	E AND CAREERS IN
TEACHING. THE SPECIAL EDUCATION GENERALIST RECOGNIZES THE SCI	
TEACHING AND PERPETUATING OUR DEMOCRATIC SYSTEM. THE SPECIAL	LEDUCATION
GENERALIST UNDERSTANDS THE RELATIONSHIPS BETWEEN THE VARIOU	IS GOVERNMENTAL
ENTITIES WHICH CREATE LAWS, RULES, REGULATIONS, AND POLICIES TH	
EDUCATIONAL PRACTICES. THE SPECIAL EDUCATION GENERALIST HAS	S DEMONSTRATED
THE ABILITY TO:	
3.13 (8) (A) MODEL AND ARTICULATE THE DEMOCRATIC IDEAL TO	SED 2200
STUDENTS, INCLUDING:	
3.13 (8) (A) (I) THE SCHOOL'S ROLE IN DEVELOPING PRODUCTIVE	
CITIZENS.	
3.13 (8) (A) (II) THE SCHOOL'S ROLE IN TEACHING AND	
PERPETUATING THE PRINCIPLES OF A DEMOCRATIC REPUBLIC.	GED 2200
3.13 (8) (B) MODEL, AND DEVELOP ON THE PART OF THE STUDENTS,	SED 2200 SED 3600
POSITIVE BEHAVIOR AND RESPECT FOR THE RIGHTS OF OTHERS, AND OTHER ACCEPTED STANDARDS NECESSARY FOR PERSONAL, FAMILY	SED 3600 SED 4250
AND COMMUNITY WELL-BEING.	SED 4230
3.13 (8) (C) UNDERSTAND AND RESPOND TO INFLUENCES ON	SED 3600
EDUCATIONAL PRACTICE INCLUDING:	SED 3000 SED 2200
3.13 (8) (C) (I) FEDERAL AND STATE CONSTITUTIONAL PROVISIONS.	220 2200
3.13 (8) (C) (II) FEDERAL AND STATE EXECUTIVE, LEGISLATIVE AND	
LEGAL INFLUENCES.	
3.13 (8) (C) (III) THE ROLES OF THE GOVERNOR, LEGISLATURE AND	
THE STATE BOARD OF EDUCATION.	
3.13 (8) (C) (IV) LOCAL BOARDS OF EDUCATION AND SCHOOL	
DISTRICT ADMINISTRATION POLICIES, AND THOSE OF BOARDS OF	
COOPERATIVE EDUCATIONAL SERVICES.	
3.13 (8) (C) (V) NON-TRADITIONAL AND NON-PUBLIC	
SCHOOLS, INCLUDING CHARTER SCHOOLS,	
PRIVATE SCHOOLS, AND HOME SCHOOLING.	
3.13 (8) (C) (VI) PUBLIC SECTOR INPUT FROM BUSINESS, ADVOCACY	
GROUPS, AND THE PUBLIC.	
3.13 (8) (D) PROMOTE TEACHING AS A WORTHY CAREER AND DESCRIBE	SED 2200
VARIOUS CAREER PATHS IN EDUCATION, INCLUDING LOCAL, STATE,	SED 4430/4440
NATIONAL, AND INTERNATIONAL OPTIONS, HIGHER EDUCATION,	SED 4490/4500
PUBLIC AND PRIVATE EDUCATION.	
3.13 (8) (E) SELF-EVALUATE PERFORMANCE AND MAKE USE OF	Portfolio
PROFESSIONAL DEVELOPMENT OPTIONS WHICH CAN IMPROVE THAT	SED 2200
PERFORMANCE.	SED 4430/4440
	SED 4490/4500

Description of Program Design and Planned Methods of Delivery

The MSCD special education programs would focus on delivering content with the casebased curriculum approach to teacher preparation. The current special education program has received national recognition as an innovative program developed to address special education personnel shortages. The MSCD case-based curriculum was cited as an example "of how databased practices, creativity, and rigor can be combined in the development of exemplary special education professionals" (Rosenberg, 1999, p. 183). In an effort to bridge the gap between theory and practice, the special education major curriculum would emphasize the need for students to apply knowledge to typical classroom challenges and dilemmas within the framework of decision-making. Since the unifying theme for all teacher education programs at MSCD is "teacher as decision maker in diverse context," it was recognized that this thematic concept or model should be integral to the case-based curriculum. Conceptually, the decision maker theme would serve as the umbrella concept that would influence the objectives of the special education major while case methods would serve as the instructional vehicle for the program (Anderson & Baker, 1999). Decision cases would be used in every class to teach students the skills of reflective thinking and problem solving within the context of diversity. This approach would involve the use of a variety of case techniques, such as case discussions, case experiences, case commentaries, and case literatures to offer students the opportunity to practice problem solving in simulated classrooms. The use of the case-based curriculum would be extended to practical settings in partner and professional development schools where case analysis and interventions would be practiced and refined to meet performance based goals of preparation. As previously indicated, a minimum of 894 hours of field experience is required.

Courses in the special education programs would be provided in traditional, field experience, on-line, hybrid (combination of traditional and on-line), and extended campus classes. Providing the curriculum in a variety of different course formats will increase accessibility to the program for traditional and nontraditional students.

Admission & Exit Program Requirements

There are two levels of admission to all teacher education programs at MSCD, provisional and formal. Students are provisionally admitted when they take their first education course. At that time they are assigned an advisor. Prospective special education students have from the time they are provisionally admitted until the end of the third week of their second semester of education course work to submit the documentation needed for formal admission into the program.

To be formally admitted, s<u>tudents</u> must complete an application for admission and the following:

1. PRAXIS II or PLACE content exam:

a. All Post Baccalaureate students must pass the appropriate content exam (PRAXIS II/PLACE) to gain formal admission to the Teacher Education Program. The successful completion (passing) of this content exam will serve as the indicator of content knowledge in the area of licensure being sought. The candidate must then successfully complete the appropriate professional education sequence and meet all other stated requirements for

- admission to and exit from the program and to apply for licensure with the State of Colorado. Candidates seeking Special Education licensure must pass the Elementary PRAXIS II test # 0014.
- b. ALL candidates (degree seeking or post baccalaureate) must pass the appropriate content exam (PRAXIS II /PLACE) prior to student teaching. **Note:** Advisors are strongly encouraged to review the candidate's test results and transcript. If there are glaring gaps in content or poor scores on an exam subtest, some additional coursework in the weak or lacking content area should be recommended.

2. Academic Admission criteria for Teacher Education:

- a. Speech 1010: All candidates must have a "B" or better in Speech 1010 (or its equivalent) or pass the oral competency exam given at MSCD to gain admission to TED.
- b. Basic Skills in Reading and Writing: Degree seeking students must successfully complete ENG 1010 and ENG 1020 (or their equivalencies). Remember, MSCD allows a CLEP exam score of 50 or above for ENG 1010 (see page 47 of current catalog). The college does not allow CLEP credit for ENG 1020. Post Bac students' reading and writing skills are considered successfully met by their awarded bachelor's degree. (refer to current college catalog, page 257)
- c. Math: All students must meet the prerequisites for MTH 1610 which are:
 - ✓ A score of 24 or higher on the ACT math test, or
 - ✓ A score of 560 or higher on the SAT math test, or
 - ✓ A score of 72 or higher on Accuplacer test (*replaces the score of 9 on Assessment Test*) and have taken 2 years of high school algebra or
 - ✓ Successful completion of a college level math course in Intermediate Algebra or higher.

Note: At this time, the only approved equivalent course for MATH 1610 and MATH 2620 is MATH 155 and 156 from the Community Colleges of Colorado. There may be a set of math courses, that when combined would meet Standard 2 of the CPBS, however, those skills or knowledge have not yet been determined at MSCD. Therefore, MATH 1610 (or its equivalent) remains as is for the exit criteria from teacher education.

3. Academic EXIT criteria for Teacher Ed for ALL candidates:

- a. Candidates must demonstrate successful completion of the following courses or their equivalencies:
 - i. ENG 1010 and ENG 1020 (note Post Bac exception)
 - ii. Speech 1010 or its equivalent (passing Oral Competency exam for Post-Bac candidates who do not have the Speech 1010 or equivalent course)
 - iii. Math 1610 or its equivalent
- b. Special education candidates will probably need to pass a Generalist Place or Praxis exit exam; however, at this time such a test does not exist.

- c. Professional Education Coursework including Student Teaching or Internship
- 4. Level 1, 2 and 3 coursework
 - a. Each program area has designated specific courses that serve as Level 1, 2 or 3. Students may not enroll in Level 2 courses without having been formally admitted to the Teacher Education Program. This leveling of courses provides the "gates" and monitoring needed for our overall program assessment plan. Level 3 is student teaching and candidates must complete Level 2 courses and pass the content exam before being admitted to student teaching at Level 3.

Special Education Program Faculty

Altemueller, Lisa, Assistant Professor of Special Education, B.A., University of North Carolina at Chapel Hill, M.E., Appalachian State University, Ed.D., University of Northern Colorado.

Bettermann, L. Associate Professor of Special Education, B.A., Concordia Teacher's College; M.Ed., Northern Illinois University; Ed.D., Northern Illinois University.

Anderson, Peggy L., Professor of Special Education, B.S., University of Florida; M.Ed., The Citadel; Ph.D., University of Denver.

Reid, Melanie, Assistant Professor of Special Education; B.A., University of Florida; Ed.D., University of Northern Colorado.

Warnecke, Delores, Instructor, Northwest Missouri State College, B.S.; University of Northern Colorado, M.Ed.

Wisniewski, Lech A., Associate Professor of Special Education, B.Ed., University of Toledo; M.Ed., Bowling Green State University; Ph.D., University of Missouri-Columbia.

Program Quality Assurance

Professional Accreditation and Licensure Goals

The current MSCD special education program, **Teacher I: Moderate Needs**, was accredited by the Council for Exceptional Children/NCATE on the first review. No program weaknesses were identified. It is anticipated that the proposed special education major program will also pass accreditation standards as the curriculum was developed in adherence to the following standards:

- 1) Performance-Based Standards for Colorado Teachers;
- 2) Colorado Model Content Standards;
- 3) Proposed Colorado Licensure Standards for the Special Education Generalist;
- 4) CEC/NCATE International Standards for the Preparation and Certification of Special Education Teachers.

In addition to the traditional and performance-based assessments for course work, all students will develop portfolios, edited collections of teacher candidates, evidence of professional growth and reflections representing progress through the entire professional education program. The portfolio will include student artifacts from the following areas: content, learning (methods), assessment, democratic ideal, diversity, and communication. Throughout the education program, teacher candidates will assemble the items of evidence that best represent growth toward each of these standards and will place the evidence in the appropriate portfolio section. Portfolios show candidate's progress toward their personal goals, MSCD's program goals, and Colorado standards for teacher; all of which will reflect the quality of work students have accomplished to achieve recommendation for licensure from MSCD.

Broad special education program assessment will also be accomplished through the first and third year teaching survey that is conducted by the Colorado Department of Education. The results of this study will be forwarded to MSCD and reviewed by the faculty. The MSCD Office of Clinical Services also collects assessment data on program review from all students who complete teacher education programs. The Special Education Advisory Council, an external board will assist in the review of this assessment data and offer recommendations for program modification.

References

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Kauffman, J.M., & Hallahan, D.P., (1993). Toward a comprehensive delivery system for special education. In John J. Goodland and Thomas C. Lovitt (Eds)., <u>Integrating general and special education</u>. New York: Macmillan Publishing.

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Rosenberg, M. S. (1999). Program descriptions. <u>The Journal of Teacher Education and Special Education</u>, 22, 183.

Special Education Major Program Plan Special Education Post Baccalaureate Program Plan

METROPOLITAN STATE COLLEGE OF DENVER SPECIAL EDUCATION MAJOR PROGRAM PLAN

Advisor:

Student #:				Concentration:				
General Studies								
Elementary (38 credit hours)	Y	Grade	Adv	lv *Secondary (38 credit hours) Yr		Grade	Adv	
ENG 1010-3 Freshman Composition: The Essay				ENG 1010-3 Freshman Composition: The Essay				
ENG 1020-3 Freshman Composition: Analysis, Research & Documentation				ENG 1020-3 Freshman Composition: Analysis & Documentation				
MTH 1610-4 Integrated Math I				MTH 1610-4 Integrated Math I				
MTH 2620-4 Integrated Math II				MTH 2620-4 Integrated Math II				
SPE 1010-3 Public Speaking				SPE 1010-3 Public Speaking				
ART/MUS 2040-3 Integrated Art & Music ENG 346-3 Children's Literature				6 hours of arts and letters				
HIS 1210-3 American History to 1865 or HIS 1220-3 American History Since 1865				3 hours of history				
SCI 2610-3 Integrated Science I SCI 2620-3 Integrated Science II				6 hours of natural science				
GEG 1920-3 Geography Concepts PSC 1010-3 American Government				6 hours of social science				

Elementary Education Concentration

PSY 1800-4 Developmental Education Psychology

EDT 3610-2 Applications of Educational Technology

RDG 4000-3 Literacy Instruction in Grades K-6

EDU 4100-3 Integrated Language Arts and Social Studies:K-6

EDU 4105-1 Integrated Language Arts and Social Studies Field Experience: K-6

EDU 4120-3 Integrated Methods of Teaching Science, Health & Math:K-6

EDU 4125-1 Integrated Methods of Teaching Science, Health & Math Field Experience

Total Credit Hours = 17

Secondary Education Concentration

EDS 3120-3 Field Experiences in Multicultural Urban Secondary Schools

EDS 3200-3 Educational Psychology Applied to Teaching

EDT 3610-2 Applications of Educational Technology

EDS 3210-3 Standards-Based Curriculum, Assessment & Classroom Management

EDS 3220-2 Field Experience in Standards-Based Curriculum, Assessment

^{*} Special Education majors with a secondary concentration must take the general studies that are specified by their content area.

SPECIAL EDUCATION MAJOR

Special Education Core Classes Substitute Course Semester Title & Number College Cr. Hrs. Yr. Grade Advisor **Sequence I Courses** SPE 1500-3 Intro to Communication Disorders SED 2200-3 Diversity, Disability & Education SED 2700-3 Social/Emotional Development & Disorders SPE 2890-3 Language Acquisition SED 3600-3 Exceptional Learner in the Classroom RDG 3110-3 Foundations of Literacy Instruction in Grades P-6 SED 3650-3 Curriculum, Collaboration & Transitions **Sequence II Courses** SPE 3590-3 Classroom Intervention for **Communication Disorders** SED 3700-3 Medical & Educational Aspects of Disabilities SED 3750-3 Assessment, Methods & Assistive Technology for Severe Disabilities SED 3800-3 Differentiated Instruction **Sequence III Courses** SED 4050-3 Evaluation & Planning: Moderate Needs SED 4200-3 Language Development & Reading Disabilities SED 4250-3 Effective Behavioral Support Systems SED 4300-3 Assessment & Interventions for Emotional/Behavior Disorders **Sequence IV Courses** SED 4400-2 Issues in Special Education SED 4430-3 Assessment & Instruction Practicum: Elementary SED 4440-3 Assessment & Instruction Practicum: Secondary **Sequence V Courses** SED 4490-6 Special Education Student Teaching & Seminar: Elementary **OR** SED 4500-6 Special Education Student Teaching & Seminar: Secondary This is to verify that I will have satisfied all licensure requirements, excluding student teaching, prior to the semester of student teaching. CURRENT SEMESTER: _ YEAR: SIGNATURE OF STUDENT: _____ _____DATE: _____ Based on my review, this student is eligible to apply for student teaching.

Credit Hour Requirement for Special Education B.A. Degree

SIGNATURE OF EDUCATION ADVISOR:

_____DATE: _____

Generalist with Elementary Concentration

General Studies 38 hours
Elementary Concentration 17 hours
Special Education Core 65 hours
Total 120 hours

Student Name: __

Generalist with Secondary Concentration

General Studies 38 hours
Secondary Concentration 13 hours
Special Education Core 65 hours
Electives 4 hours
Total 120 hours

METROPOLITAN STATE COLLEGE OF DENVER Special Education Generalist POST-BACCALAUREATE PROGRAM PLAN

Special Education Advisor:						
Student ID: Student Phone:						
Date:						
THE STUDENT HAS COMPLETED A DEGRE	F PROGRAM A	Т				
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(Transonpt documenting completion to on me_	· <i>)</i>					
	Substitute Course		Semester			
	Title & Number	College	Cr. Hrs.	Yr.	Grade	Advisor
PSY 1800-4 Developmental Educational Pysch OR		J				
					ļ	
EDS 3200-3 Educational Psychology					ļ	
MTH 1610-4 Math Concepts for Teachers I OR					ļ	
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MTH 1620-4 Math Concepts for Teachers II						
min rozo i man concepto for roadnoto ii						
Sequence I Courses						
•					ļ	
SED 2200-3 Diversity, Disability & Education						
SED 3600-3 Exceptional Learner in the Classroom						
RDG 3110-3 Foundations of Literacy Instruction: P-6						
SED 3650-3 Curriculum, Collaboration & Transition						
Saguenes II Caurasa						
Sequence II Courses					ļ	
SED 3700-3 Medical & Educational Aspects of					ļ	
Disabilities						
OFD 0750 0 A					ļ	
SED 3750-3 Assessment, Methods & Assistive					ļ	
Devices for Severe Needs						
SED 3800-3 Differentiated Instruction						
Sequence III Courses					ļ	
SED 4050-3 Evaluation & Planning: Moderate Needs						
SED 4200-3 Language Development & Reading					ļ	
Disabilities						
SED 4250-3 Effective Behavioral Support Systems						
SED 4300-3 Assessment & Interventions for						
Emotional/Behavior Disorders						
Sequence IV Courses SED 4430-3 Assessment & Instruction Practicum:					ļ	
Elementary OR					ļ	
SED 4440-3 Assessment & Instruction Practicum:						
Secondary					ļ	
secondary						
Sequence V Courses						
SED 4490-12 Special Education Student Teaching &						
Seminar: Elementary OR						
SED 4500-12 Special Education Student Teaching &						
Seminar: Secondary]	

Special Education Credit Hour Requirements for Post Baccalaureate Generalist Licensure Program = 48 Semester Hours (plus developmental psychology and math prerequisites)

this is to verify that I will have satisfied all teacher licensure requirements, existed teaching.	cluding student teaching, prior to the semester of
CURRENT SEMESTER:	YEAR:
SIGNATURE OF STUDENT:	DATE:
Based on my review, this student is eligible to apply for student teaching. SIGNATURE OF EDUCATION ADVISOR:	DATE:

Generalist Course Descriptions

Sequence I Courses

SED 2200-3 Diversity, Disability & Education

This course provides an overview of the philosophical, historical, and sociological foundations of general and special education, with an emphasis on the multicultural perspectives. Educational approaches for meeting the needs of ethnically diverse learners, as well as students with disabilities that have linguistic and cultural differences are emphasized.

SED 2700-3 Social/Emotional Development & Disorders

This course provides an overview of the major concepts and historical antecedents of special education services for children and youth with social, emotional and behavioral difficulties. Teacher candidates will develop an understanding of basic concepts related to the social, emotional and behavioral development of children and youth, and the concepts related to disordered behavior.

RDG 3110-3 Foundations of Literacy Instruction in Grades P-6

This course builds the knowledge base of prospective teachers and includes the research and theoretical foundation of P-6 developmental reading programs. It stresses the environmental, cognitive, and language factors influencing the acquisition and development of literacy with emphasis on phonological awareness and graphophonemics. In this course, preservice teachers fain a current knowledge base which will enable them to select instructional techniques, materials, assessment instruments that will facilitate the literacy development of diverse learners.

SED 3600-3 Exceptional Learner in the Classroom

This course provides a survey of various exceptionalities ranging from moderate to severe. Information about child abuse and medical conditions, and their possible effects on student learning and behavior is provided. Teacher candidates are introduced to the special education processes, including the development of individualized education plans from a general education teacher perspective. Principles of universal design for curriculum accessibility are addressed.

SED 3650-3 Curriculum, Collaboration & Transitions

This course provides an overview of the Colorado Model Content Standards for purposes of preparing special educators to address this curriculum in remedial and inclusive environments. Standards for language arts, physical education, social studies, science, mathematics, and the arts will be examined. Lesson planning, IEP development, and adaptations/accommodations will be emphasized in reference to team teaching with general education partners.

SED 3700-3 Medical & Educational Aspects of Disabilities

This course provides an overview of the multidisciplinary needs of individuals with physical, communicative, cognitive and sensory disabilities. Emphasis is given to explaining how medical needs impact educational experiences. Principles of Universal Design for Learning (UDL) will be addressed. Teacher candidates must complete a 15-hour field experience in an assigned public school that provides services for students with severe disabilities.

SED 3750-3 Assessment, Methods & Assistive Technology for Severe Disabilities

This course is designed to introduce pre-service teachers to PK-12 students with severe disabilities and the field of assistive device technologies. The course first provides essential competencies in designing and developing educational interventions for students with severe and profound disabilities. The course defines the entitlement group, presents current philosophical rationales, presents assessment models, reviews educational programs, discusses the role of the family and culture whereby individuals with severe disabilities school, work, live, and recreate in their home communities. The course explores strategies that foster a student's meaningful participation within heterogeneous classrooms and builds a foundation for preparing students with severe disabilities for active and meaningful participation in the communities in which they live, work, and recreate. Specifically, we will explore positive ways of approaching behavior, strategies and materials for supporting student communication, curriculum, instruction, and assessing student needs.

SED 3800-3 Differentiated Instruction for Students with Disabilities

This course is designed to teach methods and adaptations for literacy and mathematics instruction for students with disabilities in a variety of classroom settings. Focus will be given to differentiated instruction to address the individual education plan (IEP) goals of students with moderate to severe needs. A minimum 30-hour, supervised field-based experience is required. A component of the teacher work sample is produced to demonstrate developing skills.

SED 4050-3 Evaluation and Program Planning: Moderate Needs

This course focuses on making informed decisions on the selection, use, and interpretation of formal and informal instruments for the assessment of students with moderate disabilities. Teacher-candidates must complete a 15-hour field-experience in an assigned public school, and will complete a series of assigned assessments.

SED 4200-3 Language Development and Reading Disabilities

The nature, diagnosis and treatment of language disorders will be surveyed in reference to reading disabilities. This course will emphasize language development and the remediation of reading problems associated with learning disabilities. Principles of Universal Design for Learning (UDL) will be addressed. This class includes 30 hours of clinical experience in an assigned school setting

SED 4250-3 Effective Behavioral Support Systems

This course is designed to introduce the management process in the classroom from a decision-making perspective. The use of systematic behavioral assessments, functional behavior assessment plans, and intervention strategies such as social skill development are emphasized. Teacher candidates are prepared to apply Universal Design for Learning (UDL) principles and management decisions in diverse contexts in both general and special education classes.

SED 4300-3 Assessment & Interventions for Emotional/Behavior Disorders

This course is designed for teacher candidates to learn how to select, adapt, and use instructional interventions and strategies with students with emotional and behavioral disorders (E/BD) in a variety of settings. Students are required to apply knowledge and skills in a 30-hour field-based experience. Theoretical approaches, screening/identification, educational placement considerations, and assessment and evaluation issues will be addressed. In addition, specific

categories of disordered behavior such as bipolar, depression, anxiety, oppositional defiant disorders, schizophrenia, and childhood psychosis will be discussed.

SED 4430-3 Assessment, Instruction & Collaboration Practicum: Elementary

This course is designed to provide teacher candidates with a carefully planned, supervised elementary level practicum in a special education setting for children with exceptional needs. Several components of the teacher work sample are produced to demonstrate developing skills. The required biweekly seminars are designed to address assigned topics and activities that are linked to the practicum. Prerequisites for this class are: SED 3600, SED 3650, SED 3800, SED 4050, and SED 4250.

SED 4440-3 Assessment, Instruction & Collaboration Practicum: Secondary

This course is designed to provide teacher candidates with a carefully planned, supervised secondary level practicum in a special education setting for adolescents with exceptional needs. Several components of the teacher work sample are produced to demonstrate developing skills. The required biweekly seminars are designed to address assigned topics and activities that are linked to the practicum. Prerequisites for this class are: SED 3600, SED 3650, SED 3800, SED 4050, and SED 4250.

SED 4490-6 to 12 Special Education Student Teaching & Seminar: Elementary

This course is a full-time special education student teaching experience in an accredited elementary public or private school that provides teacher candidates responsibility for teaching learners with disabilities. A minimum of 8 weeks is required for 6 credits, and a minimum of 16 weeks is required for 12 credits. College supervisors provide regularly scheduled observations and seminars, and guidance on the development of the teacher work sample.

SED 4500-6 to 12 Special Education Student Teaching & Seminar: Secondary

This course is a full-time special education student teaching experience in an accredited secondary public or private school that provides teacher candidates responsibility for teaching learners with disabilities. A minimum of 8 weeks is required for 6 credits, and a minimum of 16 weeks is required for 12 credits. College supervisors provide regularly scheduled observations and guidance on the development of the teacher work sample.

TOPIC: GRANT PROPOSAL RECOMMENDATIONS FOR THE CCHE/TAG

EXPENDITURES

PREPARED BY: MIDGE COZZENS¹ AND RICK HUM

I. <u>SUMMARY</u>

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.

II. <u>BACKGROUND</u>

The CCHE Technology Advancement Group (CCHE-TAG) was established in 1999 when the Colorado Advanced Technology Institute programs were transferred into the Department of Higher Education. Historically, there had been approximately \$3.5 million a year to fund advanced technology programs. With the state revenue shortfalls, the General Fund contributions to CCHE-TAG were eliminated. The Advanced Technology Fund was established in fiscal year 2001, funded from the Waste Tire Fund for Waste Diversion and Recycling. The Advanced Technology Funds were broadened statutorily in 2003, and CIT made a commitment to match funds with their industry funds.

CCHE and CIT now have a contract that encumbers all available funds in the Advanced Technology Fund toward the grants that are solicited, reviewed and administered by CIT and its outside reviewers. The contract requires CCHE approval of the grants that will be funded through the CIT grants process. These are the first grants to be funded using this mechanism. CIT is providing not only matching funds through grants but also is doing all grant solicitation, evaluation and administration without compensation.

The amount currently available in the Advanced Technology Fund is \$430,277. The amount necessary to fund the recommended grants is \$418, 275. The balance of \$12,002 can be applied to the next round of CIT grants due in April 2004. Statutes require that at least 20 percent of Advanced Technology Funds go to waste diversion and recycling concepts. The Colorado School of Mines (CSM) Research and Education project in support of biobased products meets that requirement.

¹ President and Chief Executive Officer, Colorado Institute of Technology

III. STAFF ANALYSIS

Unprecedented growth in the technology industry within Colorado occurred over the last decade and spurred rapid economic development. According to the 2002 State Technology & Science Index, Colorado ranks second, after Massachusetts and before California, as the best-positioned state to succeed in the technology-led information age. Thus, a vibrant research enterprise and a well-educated and qualified technology workforce remain essential ingredients for Colorado's recovery and increased economic growth.

The Colorado Commission on Higher Education's Technology Advancement Group's (TAG) mission is to establish Colorado as the acknowledged world leader in selected technologies and to bring together resources from businesses, higher education and the state to produce a local technology workforce that meets industry requirements.

The Colorado Institute of Technology (CIT) has been charged with administration of the Advance Technology Fund for the CCHE.

Program Description

One primary objective of this CIT/CCHE Call for Proposals in Research and Education is the development of new curricular opportunities in various technology areas for students at Colorado colleges and universities. Areas of particular interest to CIT are global telecommunications, enterprise systems, digital media, bioinformatics, and homeland security.

Proposed educational projects need to show:

- Improved student learning;
- Increased student interest in the subject matter and career fields;
- Increased career opportunities for program graduates;
- Participation by minorities and women;
- Collaboration with other higher education institutions, where possible:
- Improved opportunities for student projects and research; and
- Increased enrollment in affected courses/programs.

A second objective is the support of individuals and/or consortium of individuals who develop research projects and subsequent technology transfer. Areas of particular interest to CIT and CCHE in research are global telecommunications, enterprise systems, digital media, biotechnology, homeland security, environmental technology, waste diversion and recycling (TAG only), other advanced technologies, and subsequent technology transfer.

Proposed research projects need to show:

- Potential for product development that will go to market;
- Demonstrated interest by business and industry;
- Sustainability of the project after the one-year initial seed funding;
- Potential to increase economic development in Colorado; and
- National recognition.

All projects, whether research or education oriented, are start-up seed funding for one year only. It is expected that the project will be self-sustainable at the end of the year. Requests for additional funding must be made through a subsequent proposal submission cycle.

Fifty-one proposals were received by the Colorado Institute of Technology on October 31, 2003. Proposals were submitted by a two-year college, a private non-profit association, and a for-profit company. Four-year private and public colleges and universities submitted the remaining forty-eight. The proposals represent the following fields of industry:

- six biotechnology
- five digital media
- three enterprise systems
- seven homeland security
- one global telecommunications
- three health care and technology
- two renewable energy
- two technology transfer
- two instructional technology
- seventeen general engineering and computer science.

All proposals were reviewed by CIT convened panels composed of out-of-state experts from higher education research, business and industry. Eight of the proposals are predominantly research oriented, three are recommended to CCHE for TAG funding. The table in Attachment A shows the proposals that are funded by CIT and those that are proposed for CCHE-TAG funding. A summary of the three proposals for CCHE funding follows:

1. Dr. Colin Wolden, Colorado School of Mines: Accelerating Fuel Cell

Development through Research & Education

Dollars requested: \$66,904

Dollars awarded: \$56,904 – CCHE

\$10,000 - CIT

Ratings: Very Good, Very Good, and Very Good

Project Proposal: This is an integrated research and education project focused on helping Colorado mobilize to embrace the development of fuel-cell technology. Fuel cells were initially developed using hydrogen as a fuel. However, methanol offers several advantages over hydrogen in the areas of safety, storage, and transportation (particularly for portable power applications). Unfortunately, the efficiency of direct methanol fuel cells (DMFC) is inferior to hydrogen due to its relatively inefficient decomposition and unwanted trans-membrane diffusion. The research aspect of this proposal is to develop novel-oxide, thin-film structures to overcome these efficiency limitations. Tungsten oxide (WO₃), with its unique ability to conduct both protons and electrons, is the central component of these structures.

The principal investigator and his students have already developed plasma-enhanced chemical vapor deposition (PECVD) techniques to make WO₃ films that conduct protons, which is an order of magnitude faster than traditional vapor-deposited material. This expertise, in conjunction with electrochemical deposition, will be leveraged to develop novel, fuel-cell anodes, cathodes, and electrolytes to enable next-generation, fuel-cell technology. Tungsten oxide thin films coated with electrodeposited platinum-based nanoparticles will be examined as electrodes for DMFCs. Advanced PECVD techniques will be used to investigate alternative metal oxide electrolytes to facilitate the completion of a solid-state thin-film fuel cell.

Panel Summary: Of the three panelists who graded this proposal, all three rated it "very good." The overall consensus of the panel is that it should receive \$56,904 in funding by the CCHE and \$10,000 in funding from the CIT.

The panelists agreed that one of the strengths of this project is the proposed product development. The project's extremely strong research aspects and prior funding record also impressed the panelists. Because research into alternative fuel sources is an important area that merits further study, the panelists recommended it highly.

2. Dr. John Dorgan, Colorado School of Mines: Research & Education in Support of Biobased Products

Dollars requested: \$131,371

Dollars awarded: \$111,371 – CCHE

\$20,000 - CIT

Ratings: Very Good, Very Good, and Good

Project Proposal: The expected outcome of the project is a series of environmentally beneficial plastics with significantly improved properties. The new formulations of biobased plastics are developed, and the resulting blends are biodegradable and based on renewable resources. The project combines expertise

and resources from industry and academia. The work includes elements from biotechnology, homeland security, and environmental technology, as it works with the Penford Corporation, which is a multinational corporation headquartered in Colorado that serves as a research partner, and PolyNEW Incorporated, which is a small Colorado based start-up company. The project includes both a research and development component and a parallel academic track. It includes a diverse audience of students from chemical engineering, chemistry, engineering, and environmental engineering.

Panel Summary: The panel recommended funding \$111,371 from the CCHE and \$20,000 in funding from the CIT.

The panelists liked that this project develops new formulations of biobased plastics that are fully biodegradable and based on renewable resources. The use of combined resources from both academia and industry was another strength of the proposal. Additionally, this proposal demonstrates support from two Colorado-based companies, one of which is already focusing on more environmentally friendly plastic, and the program has already leveraged thirty to fifty percent of its cost share from its industry partners.

3. Dr. Anthony Maciejewski, Colorado State University: Center for Robustness in

Computer Science

Dollars Requested: \$299,617

Dollars Awarded: \$250,000 - CCHE

Ratings: Very Good, Very Good, and Very Good

to excellent

Project Proposal: The requested funding will support faculty, undergraduate students, and graduate students to establish a Center for Robustness in Computer Systems. The goal of this center is to bring researchers and practitioners from academia and industry together to investigate a holistic approach to the problem of robust computing system design, analysis, and implementation.

Distributed computing systems are becoming increasingly important to society, as computers become further embedded into everyday life. As this trend continues, the ability of distributed computing systems to withstand failure and degradation of their individual elements, while still providing critical services, becomes of paramount importance. Unfortunately, the likelihood that distributed computing systems will face such circumstances is increasing. The challenge facing industry and the technical community is to efficiently manage both computational and communication resources in this dynamic and unpredictable environment.

The proposed Center will bring together research in three key areas to focus on a holistic approach to this problem: robustness estimation, system state-of-health prediction to provide early warnings of impending system degradation and failure, and resource management algorithms capable of flexibly and rapidly responding to changing system conditions. Distributed approaches to resource management will be studied, in addition to centralized ones, to remove bottlenecks and potential single point-of-failure concerns inherent in centralized system designs.

The requested funding will be used to seed the development of the Center by supporting the continuation of research in the three core technology areas, establishing interdisciplinary and multi-institutional research teams, and pursuing funding opportunities from interested federal agencies. In addition, the project directors will work closely with Colorado's high-tech industry to refine the Center's charter and research directions.

Panel Summary: The panel recommended \$250,000 in funding from the CCHE.

Panelists acknowledge that the proposed Center on Robustness of Computer Systems will result in significant quality research that is vital to both government and industry. This project draws on existing research, leverages funds from federal, state, and institutional levels, and has a viable sustainability plan to seek future funding from the aforementioned sources and industry. The proposal also addressed the criteria for both research and education and includes strong cross linkages with other disciplines to target a diverse audience of students.

IV. 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

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Appendix A

STATUTORY AUTHORITY

23-1-106.5. Duties and powers of the commission with regard to advanced technology – fund created. (9) (a) There is hereby created in the state treasury the advanced technology fund. The fund shall consist of moneys transferred thereto pursuant to section 25-17-202 (3), C.R.S., any moneys available to the commission pursuant to subsection (4) of this section that the commission transmits to the state treasurer to be credited to the fund, and any moneys appropriated to the fund by the general assembly. All interest derived from the deposit and investment of moneys in the fund shall be credited to the fund. The moneys in the fund are hereby continuously appropriated to the commission for the purposes specified in paragraph (b) of this subsection (9). (b) The commission shall expend moneys in the advanced technology fund to provide research funding and technology transfer capital to individuals or public or private entities seeking to develop or implement projects for biotechnology and other advanced technology or for environmental research, research and development, and technology transfer programs in the state. The commission shall adopt a policy for the expenditure of such moneys which shall contain priorities and the criteria for providing research funding and technology transfer. (c) Notwithstanding any other provision of this subsection (9), on and after July 1, 2003, no less than twenty percent of any moneys available in the advanced technology fund pursuant to section 25-17-202 (3), C.R.S., shall be used solely to finance research, development, and technology transfer with regard to waste diversion and recycling strategies, and shall include research, development, and technology transfer regarding waste tires. (d) The commission shall biennially report to the general assembly about the status of financing the efforts described in paragraphs (b) and (c) of this subsection (9), including an assessment of the activities of individuals or entities receiving grants from the fund. (e) Notwithstanding any provision of this subsection (9) to the contrary, on March 5, 2003, the state treasurer shall deduct eight hundred eighty-six thousand one hundred eighty-nine dollars and fifty-one cents from the advanced technology fund and transfer such sum to the general fund.

23-73-106. Participation of public institutions of higher education and other state agencies with the institute. (1) Colorado public institutions of higher education and other state agencies, including but not be limited to the Colorado commission on higher education, the office of economic development, and the office of innovation and technology created in the office of the governor, pursuant to part 1 of article 37.5 of title 24, C.R.S., are hereby authorized to participate, contract, and enter into memoranda of understanding with the institute as follows: (a) For provision of in-kind services; (b) To receive grants for course development, faculty salaries, demonstration projects, research, student scholarships, internships, and assistantships; (c) To provide access to student information and records; (d) To share intellectual property rights and exchange technology; (e) To participate on advisory boards and committees; and (f) To participate in other ways in support of the mission of the institute.

Attachment A

Summary Chart of Recommendations to CIT and CCHE

			CCHE	
PI Name	Institution	CIT Funds	Funds	Proposal Title
Chris Koehler	UCB	\$250,000		C-SMARTS
Laurie Shroyer	UCHSC	\$225,000		Expansion Proposal For Clinical Science Program
Deborah Keyek- Franssen	UCB	\$150,000		Increasing the Number of Women in IT Fields
Keith Miller	DU	\$200,000		Certificate Program in Homeland Security
Tom Chen	CSU	\$221,064		An Integrative K-12 Training Program
CCHE/TAG	Projects			
Colin Wolden	CSM	\$10,000	\$56,904	Accelerating Fuel Cell Development through Research & Education
John Dorgan	CSM	\$20,000	\$111, 371	Research & Education in Support of Biobased Products
Anthony Maciejewski	CSU	\$ 0	\$250,000	Center for Robustness in Computer Science

Total: \$1,076,064 \$418,275

TOPIC: CENTENNIAL SCHOLAR PROGRAM: MERIT AID POLICY

CHANGES REQUIRED FOR IMPLEMENTATION

PREPARED BY: DIANE LINDNER AND BRIDGET MULLEN

I. <u>SUMMARY</u>

The purpose of this agenda item is to put Commission-adopted changes into a formal policy document (<u>Attachment A</u>), providing an early alert to institutions regarding new merit aid eligibility requirements and changes in funding methodology.

II. <u>BACKGROUND</u>

At its February 5 meeting, the Commission adopted higher standards for state merit award recipients. These standards include a 3.75 GPA for eligibility and a minimum cumulative GPA of 3.5 for renewal of the award. The Commission also adopted a change in the allocation of merit aid. These changes in eligibility and allocation method are effective for FY 2005-2006 and require a change in existing Commission policy.

III. STAFF ANALYSIS

Under the new policy, Centennial Scholar recipients must demonstrate academic excellence by achieving a cumulative 3.75 GPA when awarded and maintaining at least a 3.5 cumulative college GPA at the institution at which they are enrolled. Institutions may define more rigorous criteria, but all merit programs will require the minimum 3.75 college GPA as a qualifying criterion.

The policy is targeting the top 20 percent of students admitted or enrolled in Colorado's public institutions of higher education. The change is an opportunity for Colorado to provide an incentive and a reward for hard work and high achievement. The table below identifies the percent of students at the public four-year institutions that qualified for merit awards using the new criteria. The data show significant numbers of students who meet the qualifying GPA for a merit award.

Students	N Size	GPA < 3.50	GPA 3.50 - 3.74	GPA 3.75 >
Recent H.S. Graduates Admitted/Enrolled	20,312	53%	22%	26%
Currently Enrolled in a Public 4-Yr Institution	54,714	67%	10%	23%

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From a policy perspective, the proposed changes to merit-based financial aid reinforce the Commission's commitment to maintaining a strong financial aid system. It delegates the authority to the institutions for creating programs and procedures that best meet the needs of Colorado residents and to recruit those students whose hard work has led to high achievement.

IV. STAFF RECOMMENDATION

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

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Action

Appendix A

STATUTORY AUTHORITY

Statutory authority for the Centennial Scholars Program is contained in 23-3.3-501, C.R.S.

Scholarship and grant program – funding. The commission shall use a portion of any moneys remaining after meeting the requirements of parts 2 and 3 of this article to provide other programs of financial assistance based upon financial need, merit, talent, or other criteria established by the commission for students enrolled at institutions.

SECTION VI

PART F STATE-FUNDED STUDENT FINANCIAL AID POLICY

1.00 Introduction

This policy describes the goals, programs, student eligibility criteria for each program, and eligibility standards for institutions participating in Colorado's three primary state-funded student assistance programs:

- Need-based aid assists students who cannot otherwise afford to attend college.
 Colorado Student Grant and Colorado Graduate Grant programs are designed for students with demonstrated need.
- Merit-based aid recognizes and recruits <u>Colorado's most</u> outstanding students. <u>Colorado Undergraduate Merit and Colorado Graduate Fellowship The Centennial Scholars</u> programs are provided to recognizes outstanding academic achievement of <u>Colorado resident undergraduate</u> students. <u>The Colorado Graduate Scholars program recognizes Colorado resident graduate students with outstanding achievement.</u>
- Work-based aid allows students to earn funds to assist in attending eligible educational institutions. It is considered a form of "self-help" assistance, since the student is earning money to help meet educational costs. Employment may be in jobs at eligible Colorado educational institutions, non-profit organizations, governmental agencies, or for-profit organizations. While the majority of funds are reserved for undergraduate students with documented financial need (minimum of 70 percent), a limited number of students who wish to work their way through college may benefit from the work-study program without documenting need.

The state-funded entitlement programs (Native American Tuition Assistance Program, Dependents Tuition Assistance Program) and the federal matching requirement programs (Federal Loan Matching, Leveraging Educational Assistance Partnership Program) are statutorily mandated. and are referenced in Appendix A.

2.00 Statutory Authority

Statutory authority for the Colorado Student Grant, Colorado Graduate Grant, Centennial Scholars Colorado Undergraduate Merit, and Colorado Graduate Scholars Fellowship programs is contained in 23-3.3-501, C.R.S.

Scholarship and grant program – funding. The commission shall use a portion of any moneys remaining after meeting the requirements of parts 2 and 3 of this article to provide other programs of financial assistance based upon financial need, merit, talent, or other criteria established by the commission for students enrolled at institutions.

Statutory authority for the Colorado Work-Study Program is contained in 23-3.3-401, C.R.S.

Work-study program established – requirements. (1) The commission shall use a portion of any moneys remaining after meeting the requirements of parts 2 and 3 of this article to provide a work-study program of employment of qualifying students in good standing with the institution in which they are enrolled in positions that are directly under the control of the institution in which the student is enrolled or in positions with non-profit organizations, governmental agencies, or for-profit organizations with which the institution may execute student employment contracts.

- (2) Any in-state student who is enrolled or accepted for enrollment at an institution as an undergraduate may qualify for participation in the work-study program established pursuant to this section.
- (3) Funds appropriated to the commission may also be used by the commission in conjunction with and to supplement funds for current job opportunities or to supplement or match funds made available through any other public or private program for financial assistance. A sum not to exceed thirty percent of the funds allocated by the commission for the work-study program may be used to provide funding on a basis other than financial need. A sum of not less than seventy percent of such money shall be used for students demonstrating financial need.

Statutory authority for the Colorado Leveraging Educational Assistance Program and the Supplemental Leveraging Educational Assistance Program is contained in 23-3.5-101, C.R.S.

3.00 Goals, Principles and Terminology

3.01 Policy Goals for State-Supported Financial Aid

CCHE's Financial Aid Policy is designed to facilitate access for Colorado residents and provide academic incentives that promote <u>greater access and</u> academic achievement in college.

3.01.01 Need-Based Aid

The goal of need-based student financial aid is to provide financial resources to Colorado residents who otherwise would be unable to pursue postsecondary education.

3.01.02 Merit-Based Aid

The goal of Colorado's <u>Undergraduate Merit Award Centennial Scholars</u> Program is to recruit and retain undergraduate Colorado resident students <u>at Colorado colleges and universities</u> who demonstrate <u>high outstanding</u> levels of academic achievement.

Eligibility for the Centennial Scholars program is a 3.75 GPA as a recent Colorado high school graduate. A student in postsecondary education must have a minimum cumulative 3.75 GPA to be eligible as a first-time Centennial Scholar.

Renewal of the award will require a 3.5 GPA.

The goal of Colorado's Graduate Fellowship—Scholars Program is to recruit and retain highly qualified graduate students at Colorado colleges and universities by providing support as teaching or research fellows. The program will be considered unfunded in any year in which the legislative appropriation for merit-based aid is less than the FY 2003 level.

3.01.03 Work-Study Aid

The goal of Colorado's Work-Study Program is to allow Colorado undergraduate resident students to earn funds while enrolled in a Colorado institution of higher education.

3.02 Principles

The Financial Aid Policy is based on the following principles:

- 3.02.01 Financial aid policies and practices should maximize the amount of financial aid funds available for Colorado residents by using federal dollars as the initial funding base, and by taking into consideration federal tax credits.
- 3.02.02 Students have a responsibility to contribute toward their cost of education. Student responsibility may be demonstrated in several forms, such as a workstudy job, outside employment, and/or earning merit-based scholarships.
- 3.02.03 State financial aid need-based dollars should be directed toward the students with the least ability to pay the cost of higher education.
- 3.02.04 The state and the institutions are co-responsible for ensuring student access to higher education. The state's role is to provide leadership by defining the operating values, specifying the statewide goals, and allocating the funds. The institutions are responsible for creating policies and programs that meet the statewide policy goals by developing the procedures, administering the programs, and making the appropriate decisions to assist individual students in achieving their educational goals.

3.03 Terminology

<u>Award Year</u> begins July 1 and ends June 30. All funds appropriated for a particular fiscal year are awarded to students enrolled during the award year.

<u>Colorado Resident Student</u> is a student who is eligible for in-state tuition classification as defined in Title 23, Article 7, C.R.S. For financial aid purposes, the definition applies to public and non-public institutions.

<u>Cost of Attendance</u> is the cost of attending the institution, including tuition and fees, books and supplies, room and board, personal expenses and transportation costs. Each year, CCHE establishes parameters for living expenses that are used to establish each institutional cost of attendance.

<u>Dependent Student</u> is one who does not qualify as a self-supporting or independent student.

<u>Eligible Institution</u> is an educational institution operating in Colorado, which meets requirements, specified in 23-3.3-101, C.R.S., and can document that it has a governance structure and institutional capability to administer a student aid program. A change in ownership or control of an eligible proprietary institution terminates

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eligibility. A new application must be submitted by the owners <u>The owners must submit a new application</u>.

Eligible Program is a program of education or training which:

- Admits, as regular students, only persons having a certificate of graduation from a
 secondary school (high school graduates), the recognized equivalent of that
 certificate (GED), or persons beyond the age of compulsory school attendance in
 the State of Colorado who have been shown to have the ability to benefit from the
 education or training offered;
- Leads to an certificate, associate, bachelor, professional, or higher degree; or
- Is at least a two-year program which is acceptable for full credit toward a bachelors degree; or
- Is at least a one-year program leading to a certificate or a degree that prepares a student for gainful employment in a recognized occupation; or
- Is, for a proprietary institution or a postsecondary vocational institution, a program that provides at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours of undergraduate instruction offered during a minimum of 15 weeks of instruction, leading to a certificate or degree which prepares students for gainful employment in a recognized occupation.

<u>Eligible Student</u> is one who is enrolled in an eligible program as a "regular student." A "regular student" is defined as a student who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.

<u>Expected Family Contribution (EFC)</u> is the amount that the student's family is expected to contribute toward cost of attendance, usually based on the family's income and assets, as evaluated by the formula known as "Federal Needs Analysis Methodology" specified in federal law.

<u>Financial Need</u> is the difference between the student's budget and the student's and family's resources as evaluated by the formula known as "Federal Needs Analysis Methodology" specified in federal law.

First Professional Student is a student who is enrolled in the schools of professional veterinary medicine, law, dentistry or medicine (M.D. program only).

<u>Full-time Graduate Student</u> is a graduate student who is enrolled in at least nine semester or quarter hours per academic term.

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<u>Full-time Undergraduate Student</u> is an undergraduate student who at minimum is enrolled for:

- Twelve semester or quarter hours per regular academic term; or
- Twenty-four clock hours per week.

In determining an undergraduate student's enrollment status, credits earned in basic skills courses may only be included for the first two semesters if the student is full-time. This will be eliminated July 1, 2004.

<u>Graduate student</u> is a degree-seeking student who is in attendance at an institution of higher education and is enrolled in an academic program of instruction beyond the baccalaureate level. The term includes any portion of a program leading to either a degree beyond the baccalaureate degree, or a first-professional degree when at least three years of study at the pre-baccalaureate degree level are required for entrance into a program leading to such a degree. A student admitted as a special/provisional graduate student is eligible for financial aid for one term only.

<u>Half-time Graduate Student</u> is a graduate student who enrolls in four to eight semester or quarter hours per academic term.

Half-time Undergraduate Student is an undergraduate student who enrolls in:

- Six to eleven semester or quarter hours per regular academic term; or
- Twelve to twenty-three clock hours per week.

<u>Independent Student</u> is a student who meets the requirements for self-supporting or independent student status as defined in federal regulations and policy (Public Law 99-498 Section 480 - October 17, 1986).

<u>Professional Discretion Judgment</u> is the authority delegated to the Colorado financial aid administrators to exercise judgment in special circumstances when a student has substantively met the state eligibility parameters but circumstances beyond the student's control make the student technically ineligible for state financial aid. The state relies on the financial aid administrator to make such decisions that are in the best academic interest of the student. Because professional discretion provides limited flexibility to be exercised only in special circumstances, the financial aid administrator is solely responsible for ruling on the exception and documenting the decision.

<u>Professional Student</u> is a student who is enrolled in the schools of professional veterinary medicine, law, dentistry and medicine (M.D. program only).

Recent Colorado High School Graduate is a student who has graduated from a Colorado High School within two years of being admitted to/enrolled in any postsecondary institution. A recent graduate must be a Colorado resident.

<u>State-funded student assistance</u> refers to the state dollars appropriated to fund the following programs:

- Need-based Programs are the financial aid programs that use "expected family contribution" or income category as a necessary criterion in making the award, including:
 - Colorado Student Grant
 - Colorado Graduate Grant
 - Colorado Leveraging Educational Assistance Partnership (CLEAP) formerly known as Colorado Student Incentive Grant (CSIG)
- Non-need-based Funds are those programs that may be awarded on criteria that do not include "expected family contribution" or income category as a necessary criterion, including:
 - Colorado Undergraduate Merit
 - Colorado Graduate Fellowship
- Colorado Work-Study

Colorado also approves special appropriations for certain groups of individuals (e.g., Tuition Assistance Programs for Dependents of Deceased or Permanently Disabled Members of the Colorado National Guard, <u>Firefighters</u>, Law-Enforcement Personnel or POW/ MIA, Native American Tuition Assistance Program). These funds are referred to as categorical programs and have special criteria typically tied to funding.

<u>Undergraduate Student</u> is a <u>degree-seeking</u> student <u>(for the purpose of obtaining a postsecondary certificate, associate degree, or first baccalaureate degree)</u> who is enrolled at an eligible institution<u>.</u> for the purpose of obtaining a postsecondary certificate, associate degree, or first baccalaureate degree. The following limits apply to certain enrollment situations:

- Undergraduate students admitted as special students, and students enrolled exclusively in basic skills courses, are eligible for one term.
- Basic skills/remedial credits can be included in calculating a student's enrollment status up to the point where a student has attempted 30 total semester credit hours (remedial plus non-remedial). This will be eliminated July 1, 2004.
- Students concurrently enrolled in high school are not eligible for any program of state-funded student assistance, including students enrolled under the Postsecondary Options Act.
- Students are considered as undergraduate students when they are enrolled in study abroad, continuing education, technology-delivered courses, or consortium courses if:
 - The student is admitted to a degree or certificate program at the home institution.
 - The credits are applicable toward the program as if the credits were earned in regular courses at the home institution and the student's transcript at the home institution shows the individual classes taken.

- When the courses are offered by another institution, written agreements exist between the institutions describing the acceptance of the courses toward the program to which the student is admitted prior to that enrollment.

4.00 Institutional Eligibility

4.01 Eligible Institutions

Institutions eligible for undergraduate financial aid must meet the requirements specified in 23-3.3-101 C.R.S., and include the following:

- State-supported two- and four-year institutions;
- State local district colleges;
- State area vocational/technical schools:
- Non-public (not-for-profit and proprietary) colleges, universities, and vocational (proprietary) schools. For these institutions, eligibility is legally tied to ownership. A change in ownership or control of a non-public institution terminates eligibility. A new application must be submitted by the current owners The current owners must submit a new application.

Institutions eligible for graduate financial aid must meet the requirements specified in 23-3.3-101 C.R.S., and include the following:

- State-supported institutions offering graduate programs;
- Non-public colleges and universities offering graduate programs which have applied and been approved for participation by the Commission.

4.02 Application Process

The Commission accepts requests from institutions that wish to participate in state-funded financial aid programs each fall <u>for the following fiscal year</u>. To apply, the legal representative of the institution must submit an application (Appendix C) and attach evidence documenting that the institution <u>meets requirements of C.R.S. 23-3.3-101(3)</u>, including has:

- Operated two years in Colorado under the current ownership;
- Administered federal financial aid programs for the two years under the current ownership; and
- Participated in a federal audit of the financial aid operations and resolved any outstanding audit findings.

4.03 Maintenance of Eligibility

In order for an approved postsecondary education institution to maintain eligibility to administer state-funded student assistance programs to its students, the following minimum administrative standards must be met:

- Utilization of Colorado Student Aid funds consistent with policy;
- Timely and corrected submission of required reports to CCHE;

- Demonstration of compliance with policy guidelines set forth for administration of Colorado student aid funds:
- Performance of a financial audit every two years; and
- Resolution of audit concerns prior to the start of the following award year.

5.00 Student Eligibility

To be considered for a state-supported financial aid award, all students must meet the following requirements:

- Be a U.S. citizen, permanent resident, or eligible non-citizen based on federal Title IV eligibility requirements for federal student aid;
- Have registered for selective service, if required;
- Be in good standing and demonstrate academic progress according to the institution's published Standards of Satisfactory Academic Progress for financial aid purposes;
- Undergraduate students are eligible for state financial aid until they graduate, but not to exceed a maximum of 150% of the program's graduation requirements (credit hours), or the maximum defined by institutional policy, if more restrictive.

5.01 Student Eligibility for Need-Based Financial Aid Programs

Colorado funds two state need-based financial aid grant programs, the Colorado Student Grant Program and the Colorado Graduate Grant Program, for Colorado residents.

5.01.01 Colorado Student Grant

Colorado Student Grant is awarded annually. To be eligible to receive a Colorado Student Grant, the student must meet the following minimum eligibility requirements:

- Be an undergraduate student enrolled in an approved certificate or degree program;
- Be a Colorado resident;
- Be enrolled at least half-time (i.e., six credit hours per term);
- Show documented financial need through a valid Free Application for Federal Student Financial Assistance.

5.01.02 Colorado Graduate Grant

Colorado Graduate Grant is awarded annually. To be eligible to receive a Colorado Graduate Grant, the student must meet the need-based requirements in 5.01.03 and the following minimum eligibility requirements:

- Be a graduate student, enrolled in an approved degree program;
- Be a Colorado resident:

- Be enrolled at least half-time (i.e., four credit hours per term);
- Show documented financial need.

5.01.03 Eligibility Limits for Need-Based Grants

To ensure that state need-based dollars are directed to eligible Colorado resident students who have the least ability to pay for their education, CCHE policy defines three funding levels. Using Expected Family Contribution, the institution will award need-based dollars to Level 1 applicants. Level 2 applicants will be considered only after meeting the need of Level 1 applicants. Reasonable administrative practices, such as application deadlines, are recognized as realistic and appropriate. Institutions must fund Level 1 students before consideration is given to students in other levels.

Level 1: Students with the Least Ability to Pay

Students with an Expected Family Contribution (EFC) between zero and 150% of that required for a PELL grant. The minimum undergraduate award for this group of students is \$1,500 or the maximum amount of unmet need, whichever is less. The minimum grant is \$1,000 for 2003-2004 and 2004-2005 to allow the funds to be spread among more students, accommodating budget reductions at the state level. The minimum graduate award is \$1,000. The maximum award is \$5,000. Both the graduate and undergraduate grants can be pro-rated for part-time attendance.

Level 2: Students with Documented Need and Moderate Ability to Pay

Students with an EFC that is between 150% and 200% of that required for the minimum Pell grant award. Maximum award for this category of students is \$2,500, or the maximum amount of unmet need, whichever is less. The grant can be pro-rated for part-time attendance.

Level 3: Students with Documented Need and Average Ability to Pay

All other students who demonstrate financial need as calculated by the federal methodology. Maximum award for this category of students is \$500.

5.02 Student Eligibility for Merit-Based Financial Aid Programs

Colorado funds two state merit-based financial aid grant programs, Colorado Undergraduate MeritCentennial Scholars and Colorado Graduate FellowshipScholars. State-supported merit aid is awarded annually. Students must qualify for these competitive awards each year by meeting all criteria. Institutions may adopt other eligibility criteria, in accordance with their institutional role and mission. The policy minimum standards only imply that a student may be considered for a merit award. They do not guarantee an award.

5.02.01 Colorado Undergraduate Merit Centennial Scholars

To be eligible to receive a Colorado Undergraduate Merit Award Centennial Scholars Award, the student must meet the following minimum eligibility requirements:

- Be an undergraduate student enrolled as a degree or certificate seeking student:
- Be a Colorado resident;
- Continuing students must demonstrate academic excellence by achieving and maintaining at least a 3.0-5 cumulative college GPA at the institution in which they are enrolled;
- Transfer students who have not previously received a Centennial Scholar award and are applying for merit-based aid must demonstrate academic excellence by transferring into the institution with a 3.075 cumulative college GPA;
- prospective freshmen applying for merit-based aid must provide evidence of academic achievement, as defined by the institution, in one or more of the following areas:
 - high school GPA or high school rank from an accredited high school;
 standardized test scores;
 - competitive process or portfolio review.

While freshmen applicants may receive initial merit awards on these eriteria, renewal of merit aid is contingent upon achieving and maintaining a cumulative college GPA of 3.0 or better.

- Recent high school graduates graduating from a Colorado High School in May 2005 or after, must be a Colorado resident, meet the Commission's admissions standards and hold a minimum high school GPA of 3.75
- All other undergraduate students must initially qualify for the merit award with a minimum cumulative GPA of 3.75. Renewal of the award will require a 3.5 GPA.

5.02.02 Colorado Graduate FellowshipScholars

The Colorado Graduate FellowshipScholars is considered unfunded beginning in 2005-2006 if the Merit aid appropriation is under the FY 2003 level for any given year. To be eligible for a Colorado Graduate Fellowship, the student must meet the following minimum eligibility requirements:

- Be a Colorado resident effective July 1, 2004;
- Be a graduate student enrolled in an approved degree program;
- Be enrolled full-time (i.e., nine credit hours per term);
- Hold a 3.75 GPA to qualify for a first-time award;
- Hold a 3.5 cumulative GPA to maintain eligibility for their award.

5.03 Student Eligibility for Work-Based Financial Aid Program

In order to participate in the Colorado Work-Study Program, a student must meet the following eligibility requirements:

- Be an undergraduate student in an approved certificate or degree program;
- Be a Colorado resident;
- Be enrolled at least half-time in an eligible program, except during vacation periods between consecutive terms of enrollment;
- Show documented need. This criterion applies to at least 70 percent of work-based funds. The institution has the discretion to use up to 30 percent of work-based funds to award to students on a basis other than without regard to need.

5.04 Professional Discretion-Judgment

The state financial aid eligibility parameters are designed to apply to all financial aid recipients. This policy recognizes, however, that circumstances may exist in which the state financial aid parameters do not adequately address a particular student's situation. Financial aid administrators may exercise professional discretion on a case-by-case basis. The need for special treatment as well as the action taken must be adequately documented in the student's record.

6.00 Implementation of Colorado's Merit Policy

New requirements for administering the Centennial Scholars programs goes into effect July 1, 20002005 with the exception of residency requirements which go into effect July 1, 2004.

To assure a smooth transition for currently enrolled students, the following conditions will apply:

• Undergraduate students who were enrolled in the 1999-2000 2004-2005 academic year will maintain eligibility for merit-based programs under the financial aid

guidelines published in CCHE's Policy Manual on July 1, 1999 2000. These students may be awarded based on the following requirements:

- <u>Three</u> additional years for Fall <u>1999</u> <u>2005</u> Freshmen;
- Two additional years for Fall 1999-2005 Sophomores;
- One additional year for Fall 1999 2005 Juniors.

This statement does not preclude these students from receiving merit aid beyond this point if they meet the new merit-based requirements of a 3.75 GPA for first-time awards and a 3.5 GPA for continuing merit recipient students.

- Incoming undergraduate students may be considered for merit awards in the 20004-20015 year based on the July 1, 1999 2000, requirements, but must meet the new minimum criteria for any succeeding years.
- New requirements for all new and currently enrolled graduate students receiving merit-based aid go into effect on July 1, 20005.
- Institutional packaging policies established after July 1, 20005, must reflect the new policy criteria for awarding students in the 20045-20026 academic year. Students awarded financial aid for the 20004-20045 academic year may be awarded based on the July 1, 19992000, policy requirements.

The Commission will review Policies for State-Funded Student Assistance Programs – the goals and the outcomes - three years after the effective date.

Proposed Policy VI-F-13 March 4, 2004

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TOPIC: REVISIONS TO POLICY AND PROCEDURES FOR THE

DISCONTINUANCE OF ACADEMIC DEGREES WITH LOW

PROGRAM DEMAND

PREPARED BY: CAROL FUTHEY

I. <u>SUMMARY</u>

The Policy and Procedures for the Discontinuance of Academic Degrees with Low Program Demand specifies the Commission's expectations for academic programs with low program demand (i.e., those with low student enrollment and graduation). Governing boards are responsible for taking appropriate action, including program closure, for such academic degree programs.

Two updates to the current policy (<u>Attachment A</u>) are submitted for Commission consideration and action:

- 1) Addressing the number of programs that institutions may request to be exempt from discontinuation.
- 2) Clarifying the criteria that programs must meet in order for CCHE to return monitoring of program demand to its respective governing board.

Staff recommends Commission approval of the proposed policy revisions.

II. <u>BACKGROUND</u>

By statute C.R.S. 23-1-107 (2), the Colorado Commission on Higher Education has the responsibility to define criteria and ensure that governing boards discontinue those academic degree programs that do not satisfy state criteria.

III. STAFF ANALYSIS

Governing boards are responsible for examining low demand programs (i.e., those exhibiting low student demand) for possible exemption from the policy. In deciding whether or not to exempt a program, a governing board is expected to protect only those programs that clearly demonstrate that: A) student access (including on-line delivery) will be substantively affected in the state, and/or B) centrality of the program to the institution's statutory role and mission.

Annually, CCHE identifies low demand academic programs by compiling a three-year history of degrees conferred and noting those degree programs that fall below the following benchmarks:

- -- Baccalaureate degrees must graduate ten (10) students in the most recently reported year or a total of 20 students in the last three years.
- -- Masters degree programs must graduate three (3) students in the most recently reported year or a total of five (5) in the past three years.
- -- Doctoral degree programs must graduate at least one (1) student in the most recently reported year or a total of three (3) in the last three years.

Two areas were reviewed by staff in collaboration with representatives from governing boards and are in need of updating since the policy was adopted in August 2000:

A. Addressing the number of programs that institutions may request to be exempt from discontinuation.

When the Commission adopted the current policy and procedures, the CCHE was to review the number of program exemption limits in three years. Each institution may exempt no more than five (5) low-demand baccalaureate degree programs from closure and exemption designation and is designed primarily to support institutions with relatively low enrollment level (i.e., less than 5,000 undergraduate FTE). The exemption applies only to undergraduate programs, excluding programs that did not graduate at least three students in the past three years.

Exemptions are to be used with discretion, and CCHE staff concludes that the boards of larger institutions are complying with Commission intent to limit the number of exemptions to three or fewer exemptions. After review of governing board practice for the past three years, staff finds no reason to modify current language regarding program exemptions. See proposed deleted section in section I of the policy (Attachment A). Should on-going monitoring of exemptions indicate that an excessive number of programs are designated, the Commission reserves the right to review and update the appropriate number of exemptions.

B. Clarifying the criteria that programs must meet for CCHE to return monitoring of program demand to its respective governing board.

Confusion exists between CCHE and governing boards concerning the criteria a low demand program must meet if it becomes productive, and therefore, should be removed from the low demand list. Sections 4.04.04 and 4.04.05 (highlighted in Attachment A) have been added to the policy for clarification. Essentially, once a low demand program meets or exceeds CCHE's graduation benchmarks for two successive years, the program no longer requires CCHE monitoring and is removed from the low demand list.

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IV. 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.

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Appendix A

STATUTORY AUTHORITY

C.R.S. 23-1-107. Duties and powers of the commission with respect to program approval, review, reduction, and discontinuance.

- (1) The commission shall review and approve, consistent with the institutional role and mission and the statewide expectations and goals specified in section 23-13-104, the proposal for any new program before its establishment in any institution and transmit its decision to the institution within a reasonable time after receipt of such proposal. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum that would lead to a new vocational or academic degree. The commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines that define programs and procedures for approval of new academic or vocational program offerings.
- (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. In adopting the policies and criteria, the commission shall ensure that they conform to achievement of the statewide expectations and goals specified in section 23-13-104. The commission may 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 by commission policies.

SECTION I

PART G POLICY AND PROCEDURES FOR THE DISCONTINUANCE OF ACADEMIC DEGREES WITH LOW PROGRAM DEMAND

1.00 Introduction

This policy specifies the Commission's expectations for academic programs with low program demand, that is, those with low student enrollment and graduation. Governing boards are responsible for taking appropriate action, including program closure, for such academic degree programs. The policy does not limit the Commission's authority to act or conduct other studies of academic degree programs that might result in program closure.

The policy applies to baccalaureate and graduate degree programs. It complements the other Commission policies that pertain to academic degree approval, including CCHE Policy I-B: *POLICY AND PROCEDURES FOR THE APPROVAL OF NEWACADEMIC PROGRAMS IN STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION IN COLORADO*, and CCHE Policy I-C: *POLICIES AND PROCEDURES FOR THE REVIEW OF ACADEMIC PROGRAMS*, and CCHE Policy I-S: *POLICY AND PROCEDURES FOR THE ANNUAL FOLLOW-UP OF NEWLY APPROVED DEGREE PROGRAMS*.

The policy is effective immediately upon adoption. The Commission shall review its Policy and Procedures for the Discontinuance of Academic Degree Programs with Low Program Demand in August 2003, specifically the exemption limits.

2.00 Statutory Authority

By statute, the Colorado Commission on Higher Education has the responsibility to define criteria and ensure that governing boards discontinue those academic degree programs that do not satisfy state criteria. The statute (C.R.S. 23-1-107 (2)) reads:

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.
- d) 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.
- e) 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.
- f) The commission shall assure that each institution has an orderly process for the phaseout of the programs.

3.00 Goals, Principles, and Terminology

3.01 Policy Goals

The goals of CCHE's Discontinuance Policy include:

- To establish state criteria that guide the review and discontinuance of academic degree programs with low student enrollment and graduation.
- To ensure that higher education institutions have an appropriate program array that reflects state priorities and needs, specifically that the programs respond to the current market environment in Colorado.
- To reaffirm the governing boards' statutory responsibility to discontinue degree programs that fail to meet the adopted state criteria.
- To assure that enrolled students have a reasonable opportunity to complete the degree requirements of a discontinued program.
- To foster sound academic planning by linking planning, evaluation, and budgeting decisions.

3.02 Principles

The Policy and Procedures for the Discontinuance of Academic Degree Programs With Low Program Demand is based on the following principles:

- 1. A degree program consists of an approved curriculum that meets academic standards, leads to an academic degree, and is approved by the Colorado Commission on Higher Education.
- 2. The legislature specified three levels of access to degree programs: broad access to baccalaureate degree programs, limited access to masters' degree programs, and highly selective access to doctoral degree programs.
- 3. The Commission is accountable to the General Assembly and the taxpayers of Colorado for wise stewardship of state resources and protecting the rights of students who pursue degree programs in the public system of higher education.
- 4. The governing boards are accountable to the state and the public to review degree programs regularly and discontinue those that fail to meet the state criteria.
- 5. An appropriate degree program array may include offering a limited number of low enrollment programs that are central to an institution's role and mission.

3.03 Evaluation Criteria and Documentation

The governing boards may examine low demand programs (i.e., those that exhibit nonexistent or low student demand) for possible exemption under this policy. In exemption decisions, the role of the governing boards is to protect only those programs that clearly demonstrate that student access will be substantively impacted in the State. Therefore, the governing boards shall use the following criteria for exemption decisions:

- 3.03.01 <u>Centrality of the Program to the Institution's Role and Mission</u>. Based on clear evidence that a degree program is critical to the institution's statutory mission.
- 3.03.02 <u>Student Access</u>. If a student does not have access to the degree program at other institutions in Colorado, including access to on-line delivery of the degree program, student access is a valid rationale for exemption. In the context of this policy, convenience is insufficient to justify student access.

3.04 Definition of Policy Terms

<u>Academic year</u> is the period extending from the first day of summer term of a calendar year and ending on the last day of spring term of the succeeding year.

<u>Central to Role and Mission</u> means those degree programs that define an institution's statutory role and mission without which it ceases to operate as a research university, polytechnical college, liberal arts college, or community college. Usually, degree programs central to an institution's role and mission are those programs with the highest enrollment levels.

<u>Compatible with Role and Mission</u> in this policy context means those degree programs that support the institution in meeting its mission statement but are not by themselves indispensable.

<u>Discontinuance</u> refers to a governing board or Commission action to formally close a degree program.

<u>Graduation number</u> is defined as the number of degrees conferred under a specific program name during an academic year. A student that completes the graduation requirements of two different degrees will count in the graduation numbers of both degree programs.

<u>Phase-Out Period</u> is the time during which currently enrolled students may complete the degree graduation requirements for a discontinued program. Colorado statute limits this period to no more than four years for graduate and baccalaureate programs and no more than two years for associate degree programs. The phase-out period begins at the end of the academic year in which the discontinuance action occurs.

<u>Program Closure</u> is defined as the official date after which students may not enroll in the degree program and the institution may not confer a diploma bearing the program name. The official date of program closure is the last day of the degree program's allowable phase-out period.

<u>Program Need</u> is demonstrated by student demand and market demand. Student demand, the number of students who enroll and graduate from a program, shows whether a program attracts sufficient numbers to justify its existence. Market demand, the undersupply of qualified individuals by job title, shows the significance of the program to Colorado's market environment and the value of the program to the individual student.

4.00 Process and Procedures

4.01 Governing Board Policies

By October 15, 1997, governing boards will submit to the Commission their discontinuance policies. The policies will:

• Comply with the guidelines defined in this policy;

- Identify the governing board criteria that supplement the state criteria;
- Specify the governing board's discontinuance procedures;
- Specify the institution's responsibilities during the four-year phase-out period (Section 4.02).

The Commission may accept or ask the governing board to modify its policy. The governing boards shall resubmit any subsequent changes to board policies for Commission acceptance.

4.01.02 Statutory Responsibilities During the Phase-Out Period

The Commission shall exercise its statutory responsibility to establish an orderly process for the phase-out of degree programs through governing board policies. The governing board policy shall specify that the institution is accountable to implement the following process as soon as the governing board or the Commission acts to close a degree program. The governing board policy may specify additional procedures according to its bylaws and procedures.

- 4.01.02.01 Notify all affected students and faculty members that the program has been discontinued and will be phased-out and closed.
- 4.01.02.02 Cease admitting new or transfer students into a discontinued program and notify the admission office of this action.
- 4.01.02.03 Counsel students in the discontinued program into alternative programs when completion of the program prior to the final discontinuance date is not possible.
- 4.01.02.04 Ensure that an institution offers the required courses of the discontinued program to the greatest extent possible before the closure date so that currently enrolled students have a reasonable opportunity to complete the degree requirements.
- 4.01.02.05 Implement institutional reduction-in-force plans.

4.02 Commission Identification of Degree Programs for Examination

The Commission will notify the governing boards of low demand academic degree programs, that is, those programs that fail to meet the minimum enrollment and graduation standards specified in this policy. The group of degree programs will consist of those degree programs that are under the governing board review policies and not included in the Commission's annual follow-up of newly approved degree programs.

- 4.02.01 CCHE staff will identify low demand academic programs by compiling a threeyear history of degrees conferred and identify all degree programs that fall below the following parameters:
 - 4.02.01.01 Baccalaureate degrees must graduate ten (10) students in the most recently reported year or a total of 20 students in the last three years.
 - 4.02.01.02 Masters degree programs must graduate three (3) students in the most recently reported year or a total of five (5) in the past three years.
 - 4.02.01.03 Doctoral degree programs must graduate at least one (1) student in the most recently reported year or a total of three (3) in the last three years.
- 4.02.02 In November of each year CCHE staff will notify the governing boards of all degree programs that fail to meet the criteria specified in Section 4.02.01.

The Commission expects the governing boards to discontinue degree programs that fail to meet the graduation criteria for three consecutive years, unless compelling evidence exists.

4.03 Governing Board Examination and Action

The governing board will review the programs forwarded by the Commission according to its approved policies and procedures.

4.03.01 Governing Board Review

The governing board shall monitor all programs identified as low demand degree programs and intervene where necessary to assist the degree programs in meeting their program enrollment and graduation goals and the state productivity goals.

4.03.02 Governing Board Examination

The governing board shall examine the low demand degree programs that have performed below the specified productivity criteria for three consecutive years using the criteria specified in Section 3.03 of this policy.

In keeping with the Commission's undergraduate priority, each institution may exempt no more than five (5) low-demand baccalaureate degree programs from closure. The Commission intends this exemption privilege to offer certain baccalaureate degree programs that may have low demand but are central to the institution's role and mission or where access is not available elsewhere in the State. The exemption applies only to baccalaureate degree programs, but excludes

any degree program that did not graduate at least three students in the past three years.

The exemption privilege is designed primarily to support institutions with relatively low enrollment level (i.e., less than 5,000 undergraduate FTE).

In developing this policy, the Commission has empowered the governing boards to play a central role in ensuring that all its existing degree programs are market responsive and that exemptions are used with discretion. In exercising the exemption privilege, the Commission strongly encourages governing boards to ensure that large institutions limit their exemptions to three or fewer exemptions. If a governing board exempts more than three degree programs at a large institution, the Commission may review the exempted degree program data, including but not limited to, conducting a performance evaluation of the exempted degree programs and will share its findings with the governing board.

A degree program carries the exemption designation until the governing board acts to remove it. The governing board may replace a degree program on the exemption list with a new program. However, a low-demand degree program replaced by another is subject to immediate governing board review if it does not meet the program demand criteria specified in Section 4.02.01.

4.03.03 Governing Board Action

The point of governing board action occurs during the third year that a program graduates fewer than the minimal number of students specified in this policy. The governing board will vote whether to discontinue the degree program under examination.

4.03.04 Governing Board Report

By March 31 of each year, the governing board shall inform the Commission of the degree programs it discontinued, the degree programs it exempted, and any appeals for extensions. Any low demand degree program that is not on the governing board's discontinued, exempted or appeal list will be closed without further Commission action.

4.04 Action on Appeals for Extensions and Exemptions

At its April meeting, the Commission will review appeals filed by the governing board for low-demand degree programs that the governing board did not discontinue.

4.04.01 CCHE staff shall evaluate the appeals for one- or two-year extensions for low demand degree programs not discontinued by the governing boards, examining

the probability that the program can meet its graduation goals. CCHE staff may request additional information from the governing board staff.

- 4.04.02 No more than five exemptions are permitted under this policy. If a governing board chooses to submit more than the maximum number of exemptions allowed under policy, the Commission shall determine which programs are exempt.
- 4.04.03 CCHE staff will prepare a recommendation. The Commission will act on the staff recommendations at a Commission meeting. Prior to the Commission action, the governing board filing an appeal will have an opportunity to testify before the Commission.

If the Commission denies an appeal, the Commission in effect is voting to discontinue the degree program. No formal action by the Commission or the governing board is required to discontinue the degree program.

- 4.04.04 If an academic program meets the relevant CCHE benchmark in years two and three following its identification as low demand, the program will be removed from the low demand list. As outlined in 4.04.03, CCHE staff will prepare a recommendation for Commission action to remove the program from the low demand list.
- 4.04.05 If an academic program meets the relevant CCHE benchmark in the third year following its identification as low demand, the program shall be placed on probation for an additional (fourth) year. If the program fails to meet the appropriate CCHE benchmark in the fourth year, the program will be discontinued according to the process outlined in section 5.00.

5.00 Implementation of Governing Board or Commission Discontinuance

Under this policy, a degree program may be closed either by governing board or Commission action. The only difference between the two actions is the formal notification process. All other guidelines apply regardless of which board initiated the action. Each discontinued program will enter a phase-out period, followed by full discontinuance.

5.01 Program Discontinuance by Governing Board Action

When a governing board discontinues a degree program, it shall notify the Commission of its action by letter and the final date it intends to confer degrees in the program. A governing board may choose to close a program sooner than the date allowed under statute, but it may not exceed the four-year statutory limitation.

It shall also notify the institution that it is responsible to implement immediately the phase-out procedures specified **in statute and** the governing board's discontinuance policy.

5.02 Program Discontinuance by Commission Action

The Commission shall notify a governing board if it has discontinued a degree program. The governing board shall carry out the Commission's decision immediately in accordance with the statutory limits.

5.03 Notification of Discontinuance to Other Agencies and Organizations.

The Commission shall notify the appropriate accrediting and credentialing agencies, including WICHE and the Colorado Department of Education, of discontinued degree programs.

6.00 Commission Responsibilities

- 6.01 Monitoring of Discontinued Degree Programs During the Phase-Out Period.
 - 6.01.01 CCHE will monitor the enrollment data submitted to the Commission to determine if the institution is following its governing board's policies regarding admission to discontinued programs.
 - 6.01.02 CCHE staff will alert the governing board staff if its institutions are ignoring the governing board's discontinuance policies. The governing board staff is responsible for resolving the situation, including informing the institution of potential consequences for failing to follow the phase-out plan specified in policy.
 - 6.01.03 The Commission may choose to table new degree program proposals submitted by institutions that are not in compliance with CCHE's or a governing board's discontinuance policies.
- 6.02 Monitoring of Discontinued Degree Programs After the Closure Date
 - 6.02.01 CCHE will monitor the enrollment and graduation of students in discontinued degree programs. It will use the SURDS data, submitted to the Commission and verified by the institution, to detect whether an institution is operating a discontinued program beyond its closure date.
 - 6.02.02 If an institution operates a discontinued program beyond its closure date, the governing board is liable for the cost of the FTE generated by the discontinued program. The cost of an FTE for this policy shall be the institution's average General Fund per resident FTE cost (Format 30 Report) times the total FTE

required to meet the degree requirements. The board will return this amount to the state through an enrollment adjustment in the next funding period.

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TOPIC: EXEMPTIONS TO THE 120 CREDIT HOUR STATUTORY

REQUIREMENT FOR BACCALAUREATE PROGRAMS

PREPARED BY: CAROL FUTHEY

I. <u>SUMMARY</u>

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 "King Bill" was passed in 2001, 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 the "King Bill" in 2001, 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.

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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

								Field of St	•						
Institution		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 &
CO Sch of Mines	CrHr		139.5	142.5	138.5	147.5	145.5	141.5	138.5	141.5	145.5	133.5	137.5	138.5	137.5
CO Scii of Milies	SS*	\$52,765		\$50,345	\$37,938	\$40,800	143.3	\$48,053	\$52,051			\$53,117		\$54,964	
Calif Poly UnivSLO	CrHr	 	134.7	128.7	131.7			134	134.7				124		124
Carnegie Mellon Univ	CrHr SS*		124.3 \$43,250	120 \$56,167	124.3			126.7 \$50,050	127.3 \$53,500				131 \$57,510	133	120 \$58,167
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 SS*	126 \$49,375	125 \$44,000	123 \$50,000	120 \$44,000			124 \$52,737	121.7 \$48,666				120	120	123 \$56,961
Michigan Tech Univ	CrHr SS*		130 \$40,811	128 \$47,593	131 \$39,499	138		128 \$47,884	128 \$47,340	130 \$43,833			128 \$38,200	128	123 \$45,792
Montana Tech Univ	CrHr SS*		136 \$46,145	136	136 \$40,177	136 \$42,000	128	136 \$50,400	136 \$48,212	136 \$42,650	\$55,344		120 \$38,180		120 \$48,333
New Mex Inst of Mining & Tech	CrHr	136	132	130	133			134	134	132	134		130		132
So Dak Sch of Mines	CrHr	136	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 SS*		128 \$42,411	130 \$54,727				128 \$50,719			129 \$56,922		128 \$42,513	128 \$34,654	130 \$52,642
Texas Tech Univ	CrHr SS*	125 \$52,808	136 \$42,400	126 \$47,600				128 \$48,430			136 \$59,000	126	131	126	124 \$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 SS*	129	128 \$50,000	128 \$49,833	128			128 \$50,128					120	120	128 \$56,722
Univ of Illinois	CrHr SS*	129	133 \$42,024	128 \$52,224				132 \$49,860	128 \$45,516			128	120		130 \$51,252
Univ of MO at Rolla	CrHr	128	128	128	128	138		128	128	128	136		133	120	127
Univ of Oklahoma	CrHr SS*		134 \$42,880	127 \$48,044	\$36,167	127		124 \$44,876			127 \$61,813	129	124	124 \$39,798	123 \$46,000
Univ of Tulsa	CrHr	131		124				130			137	127	125	124	124
Univ of Wyo	CrHı	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
Inst Avg (excl CSM) NACE** Averages	CrHr SS*		130.1 \$41,046	128.4 \$49,926	129	133.7	128	128.8 \$49,088	129.7	131.4	132.6	127.7	124.5	123.7 \$40,596	125 \$48,656

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

^{*}Average starting salary for baccalaureate graduates.

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.

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 are summarized in Table 2.

Table 2. CREDIT HOUR SUMMARY FOR COLORADO SCHOOL OF MINES, FY 2003

	Program Cr Hr	Cumul	ative Credit I	Hours for CSM	A Baccalaureat	e Graduates
ProgramCode	Requirement	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
Total		517	149.6	129.5	211.5	11.4221

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 chose 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.

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 July 1, 2004 and must

guarantee that students will be able to complete program requirements in four years.

• 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,

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Metropolitan State College of Denver, and the University of Northern Colorado now require 120 hours.

C. <u>Implementation Schedule</u>

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.

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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.

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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.

			Total Credit Hour	
Institution	Award	Program Name	Requirement	Notes
Adams State Colle	ge			
·	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	Interdiscplinary Sudies	120	
	BA	Mathematics	120	
	BS	Mathematics	120	
	BA	Music	120	
	BA	Psychology	120	
	BA	Sociology	120	
	BA	Spanish	120	
	BA	Speech-Theatre	120	
Colorado School of				
	BS	Chemical Engineering	135.5	1,2
	BS	Chemistry	137.5	1,3
	BS	Economics	138.5	1
	BS	EngineeringCivil Specialty	139.5	1,2
	BS	EngineeringElectrical Specialty	142.5	1,2
	BS	EngineeringEnvironmental Specialty	138.5	1,2
	BS	EngineeringMechanical Specialty	141.5	1,2
	BS	Geological Engineering	147.5	1,2
	BS	Geophysical Engineering	145.5	1,2
	BS	Mathematical & Computer Sciences	137.5	1,4
	BS	Metallurgical & Materials Engineering	138.5	1,2
	BS	Mining Engineering	141.5	1,2
	BS BS	Petroleum Engineering Engineering Physics	145.5 133.5	1,2 1,2
		Engineering Physics	10010	1,2
Colorado State Uni	iversity BS	Agricultural Business	120	
	BS	Agricultural Economics	120	
	BS	Animal Science	120	
	BA		120	
		Anthropology Apparel and Merchandising	120	
	BS BA	Art	120	
	BFA	Art	120	
	BS	Bioagricultural Sciences	120	
	BS	Biochemistry	120	
	BS	Biological Science	120	
	BS	Bioresource and Agricultural Engineering	129	
	BS	Botany	120	
	BS	Business Administration	120	
	BS	Chemical Engineering	130	
	BS	Chemistry	120	
	BS	Civil Engineering	129	
	BS	Computer Engineering	131	
	BS	Computer Science	120	
	BS	Construction Management	120	
	BS	Consumer and Family Studies	120	
	BA	Economics	120	
	BS	Electrical Engineering	132	
	RS	Engineering Science	136	
	BS BA	Engineering Science English	136 120	

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

			Total Credit Hour	
Institution	Award	Program Name	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	
	BS	Landscape Architecture	135	
	BS	Landscape Horticulture	135 120	
	BA	Languages, Literatures, and Cultures	120	
	BA BA	Liberal Arts	120	
	BS BS	Mathematics	120 120	
	BS BS	Mathematics Mechanical Engineering	120 130	
	BS BS		130 120	
		Microbiology Music		
	BA BM	Music Music	120 120	
	BM BS	Music Natural Resource Recreation and Tourism	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	
	ca.	2000gy	1 <i>2</i> U	
Colorado State Univ	•			
	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	
	BSCET	Civil Engineering Technology	124	
	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 BA/BS		120 120	
		History Industrial Engineering		
	BSIEN	Industrial Engineering	120	
	BS DA/DC	Liberal Studies*	120	
	BA/BS	Mass Communication	120	
	BA/BS	Mathematics	120	
	BSMET	Mechanical Engineering Technology	124	
	BA/BS	Music	120	
	BSN	Nursing	120	
	BS	Physics	120	
		•		
	BA/BS	Political Science	120	

Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC INSTITUTIONS (EVOLUDING TEXT COLORADO PUBLIC TOTAL COLORADO PUBLICA PORTA PORTA COLORADO PUBLICA PORTA PO 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	
ort Lewis College				
ort Etwis Contege	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 Adminisration-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	
Iesa State College				
S	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	

			Total Credit Hour		
Institution	Award	Program Name	Requirement	Notes	
Mesa (cont.)	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		120		
	BA	Sociology - Criminology Sociology - Human Services	120		
Actuonalitan State (Collogo of Do	200			
Ietropolitan State	-		120		
	BS	Accounting			
	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		
	BS	Civil Engineering Technology	128-129		
	BS	Computer Information Systems	120		
	BS	Computer Science	120		
	BS	Criminal Justice & Criminology	120		
	BA	Economics	120		
	BS	Electrical Engineering Technology	128		
	BA	English	120		
	BS	Environmental Science	120		
	BS	Finance	120		
	BS	Health Care Management	120		
		<u>e</u>			
	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		
	DS	muustiai Besign	120		

			Total Credit Hour	
Institution	Award	Program Name	Requirement Notes	
Metro (cont.)	BA/BS	Land Use	120	
	BA	Leisure Studies	120	
	BS	Management	120	
	BS	Marketing	120	
	BA/BS	Mathematics	120	
	BS	Mechanical Engineering Technology	128-129	
	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 BA	Sociology Special Education	120 120	
	BA BA	Special Education Speech Communication	120	
	BS	Surveying & Mapping	120 129	
	BS	Technical Communications	129	
	BA/BFA	Theatre	120	
			120	
University of Color	ado-Boulder' BS	Aerospace Engineering Sciences	130	
	BA	American Studies	120	
	BA	Anthropology	120	
	BS	Applied Mathematics	128	
	BS	Architectural Engineering	128	
	B.A.MUS	Arts in Music	120	
	BA	Asian Studies	120	
	BA	Astronomy	120	
	BA	Biochemistry	120	
	BS	Business Administration	120	
	BS	Chemical Engineering	129	
	BA	Chemistry	120	
	BA	Chinese	120	
	BS	Civil Engineering	128	
	BA	Classics	120	
	BA	Communication	120	
	BS	Computer Science	128	
	BA/BFA	Dance	120	
	BA	Distributed Studies	120	
	BA	Economics	120	
	BS BS	Electrical & Computer Engineering Electrical Engineering	128 128	
	BS	Engineering Physics	128	
	BA	English	120	
	B.ENVD	Environmental Design	120	
	BS	Environmental Engineering	128	
	BA	Environmental Studies	120	
	BA	Environmental, Population, & Organismic Biology	120	
	BA	Ethnic Studies	120	
		Film Studies	120	
		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	
	BA BS BA	Japanese Journalism Kinesiology	120 120 120	

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Attachment A. CREDIT HOUR REQUIREMENTS FOR BACCALAUREATE PROGRAMS AT COLORADO PUBLIC

INSTITUTIONS (EXCLUDING TEACHER BREAK ATTACK) INSTITUTIONS (EXCLUDING TEACHER PREPARATION)

Institution A ward Program Name Requirement Notes UCB (cont.) BA BA BBA BBA BBA BBA BBA BBA BBA BBA B				Total Credit Hour	
BAS Mechanical Engineering 128 BAS Mechanical Celludar, and Developmental Biology 120 BAM Music 124 See note BA Philosophy 120 120 BA Physics 120 120 BA Physical Science 120 120 BA Religious Studies 120 120 BA Religious Studies 120 120 BA Resident Studies 120 120 BA Resident Studies 120 120 BA Resident Studies 120 120 BAB Resident Studies 120 120 BAB Allical Health 120 120 120 BAB Bab Allical Health 120	Institution	Award	Program Name		Notes
BAS Mechanical Engineering 128 BAS Mechanical Celludar, and Developmental Biology 120 BAM Music 124 See note BA Philosophy 120 120 BA Physics 120 120 BA Physical Science 120 120 BA Religious Studies 120 120 BA Religious Studies 120 120 BA Resident Studies 120 120 BA Resident Studies 120 120 BA Resident Studies 120 120 BAB Resident Studies 120 120 BAB Allical Health 120 120 120 BAB Bab Allical Health 120	UCB (cont.)	RA	Linguistics	120	
BS Mechanical Engineering 128 BA Molecular, Callular, and Developmental Biology 120 BA Philosophy 120 BA Phylisics 120 BA Phylisical Science 120 BA Phylical Science 120 BA Phylical Science 120 BA Religious Studies 120 BA Religious Studies 120 BA Religious Studies 120 BA Spunish 120 BA Spunish 120 BA Speech, Language, and Hearing Sciences 120 BA Speech, Language, and Hearing Sciences 120 BA Speech, Language, and Hearing Sciences 120 BA Phister 120 BA Authoropology 120 University of Colorado-Colorado-Speech 120 BA Balies Balies 120 BA Balies Balies 120 BA Balies Balies 120	C C2 (COLU)				
BAM Music 120 BAM Philosophy 120 BAA Physics 120 BAA Physics 120 BAA Physics 120 BAA Physichology 120 BAA Religious Studies 120 BAA Sociology 120 BABA Physics Studies 120 BABA Speech, Language, and Hearing Sciences 120 BABBABA Thear 120 BABBABA Anthropology 120 BABBABA Anthropology 120 BABABA Anthropology 120 BABABA Anthropology 120 BABABA Computer Science 120 BABABA Computer Science 128 BABABABA Anthropology					
B.M. Music 124 See note BAA Philosophy 120 BAA Phylicate Science 120 BAA Phylical Science 120 BAA Psychology 120 BAA Religious Studies 120 BAA Religious Studies 120 BAA Spanish 120 BAA Spenk, Janguage, and Hearing Sciences 120 BAA Spenk, Janguage, and Hearing Sciences 120 BAA Spenk, Janguage, and Hearing Sciences 120 BAA Shank 120 BAA Shank 120 BAA Authropology 120 BAA Authropology 120 BAB Biology 120 BAB Biology 120 BAB Biology 120 BAB Biomission 120 BAB Distributed Studies 120 BAB Distributed Studies 120 BAB Dis					
BA Philosophy 120 BA Physics 120 BA Physics Science 120 BA Reychology 120 BA Revision Studies 120 BA Revision Studies 120 BA Spanish 120 BA Spanish 120 BABA Phoretre 120 BABA All Fourth Indicates 120 BABA Women's Studies 120 University of Colorado-Colorado Springs 120 BA Aller Health 120 BA Anthropology 120 BA Anthropology 120 BA Chemistry 120 BA Chemistry 120 BA Chemistry 120 BA Communication 120 BA Computer Science 128 BA Distributed Studies 120 BA Beloritrial Engineering 128 BA <					See note
BA Physics 120 BA Psychology 120 BA Psychology 120 BA Religious Studies 120 BA Russian Studies 120 BA Scology 120 BA Spanish 120 BA Spech, Language, and Hearing Sciences 120 BA BA Women's Studies 120 University of Colorado-Colorado Springs BB Allied Health 120 BA Allied Health 120 BA Bala Antiropology 120 BA BA Bloogy 120 BA BA Bloogy 120 BA Communication 120 BA Computer Engineering 128 BA Distributed Studies 120 BA Distributed Studies 120 BA Electrical Engineering 128 BA Electrical Engineering 128 BA<					222
BA Political Science 120 BA Reybeology 120 BA Robigs Stadies 120 BA Rosian Studies 120 BA Rosian Studies 120 BA Spanish 120 BABA BA Spanish 120 BABA BA Women's Studies 120 BABA BA Women's Studies 120 University of Colorado-Coorado-Springs BA Allied Health 120 BA Anthropology 120 BA BA Biology 120 BAB Ba Miled Health 120 BAB Ba Sciences Administration 120 BAB Ba Sciences Administration 120 BABA Biostrapited Studies 120 BAB A Biostributed Studies <td></td> <td></td> <td>* *</td> <td></td> <td></td>			* *		
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BA Communication 120 BS Computer Science and Engineering 128 BA Economics 120 BS Electrical Engineering 128 BA English 120 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 History 120 BA Individually Structured Major 120 BS Mathematics 120 BS Mechanical Engineering 136		BS	Chemistry	120	
BSComputer Science and Engineering128BAEconomics120BSElectrical Engineering128BAEnglish120BAEnglish Writing Program120BAFine Arts120BFAFine Arts120BAFrench120BAGeography120BAHistory120BAIndividually Structured Major120BSMathematics120BSMechanical Engineering136		BS	Civil Engineering	136	
BA Economics 120 BS Electrical Engineering 128 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 BS Mechanical Engineering 136		BA	Communication	120	
BS Electrical Engineering 128 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 BS Mechanical Engineering 136		BS	Computer Science and Engineering	128	
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 BS Mechanical Engineering 136		BA		120	
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 BS Mechanical Engineering 136		BS	Electrical Engineering	128	
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 BS Mechanical Engineering 136		BA		120	
BFA Fine Arts 120 BA French 120 BA Geography 120 BA History 120 BA Individually Structured Major 120 BS Mathematics 120 BS Mechanical Engineering 136		BA	English Writing Program	120	
BA French 120 BA Geography 120 BA History 120 BA Individually Structured Major 120 BS Mathematics 120 BS Mechanical Engineering 136		BA	Fine Arts	120	
BA Geography 120 BA History 120 BA Individually Structured Major 120 BS Mathematics 120 BS Mechanical Engineering 136		BFA	Fine Arts	120	
BA History 120 BA Individually Structured Major 120 BS Mathematics 120 BS Mechanical Engineering 136		BA	French	120	
BA History 120 BA Individually Structured Major 120 BS Mathematics 120 BS Mechanical Engineering 136		BA	Geography	120	
BA Individually Structured Major 120 BS Mathematics 120 BS Mechanical Engineering 136		BA		120	
BS Mathematics 120 BS Mechanical Engineering 136				120	
			· · · · · · · · · · · · · · · · · · ·	120	
		BS	Mechanical Engineering	136	
20		BS	Music	120	

Institution	Award	Program Name	Total Credit Hour Requirement Note
UCD (cont.)	BA	Philosophy	120
COD (COME)	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
niversity of Colora	do Health Sc		
	BS	Dental Hygiene	139
	BS	Nursing	128
	BS	Medical Science	120
niversity of Northe			122
	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
	BS	Nursing	129
	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
estern State Colleg			
	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	

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

			Total Credit Hour	
Institution	Award	Program Name	Requirement	Notes
WSC (cont.)	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.

Institution	Hours for BM; BME
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

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

Institution	Program Name	Total Credit Hou Requirement
Adams State College		
_	Early Childhood/Interdisciplinary Liberal Arts	120
	Elementary/Interdisciplinary Liberal Arts	120
	K-12 Licensure Programs	120
	Secondary Licensure Programs	120
Colorado State Universi	ity	
	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	123 122-124
	Secondary, Science, Geology	:
	Secondary, Science, Physics	123 122-123
	Secondary, Social Studies, History	122-123
	Secondary, Social Studies, Interdisciplinary Liberal Arts	120
	Secondary, Speech Theotor	120
	Secondary, Speech, Theater	120
	Secondary, Technology Education Secondary, Trade & Industry	120 120-134
Colorado State Universi	ity - Pueblo	
	Elementary/Interdisciplinary Liberal Arts	120
	K-12: Art	120
	K-12: Music	130
	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
	Secondary, Science Physical Science Emphasis, Physics, B.S.	128
	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
Fort Lewis College		
_	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: Art K-12: Music	120 126

$\begin{array}{c} \textbf{Attachment B. CREDIT HOUR REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS AT COLORADO \\ \textbf{PUBLIC INSTITUTIONS} \end{array}$

Institution	Program Name	Total Credit Hou Requirement
Mesa State College		
	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
	Elementary, English Elementary, Liberal Arts	128
	Elementary, Liberal Arts Elementary, Math	126 127
	Elementary, Nath	127
	K-12: Art, Fine & Perf. Arts, B.A.	120
	K-12: Music, Fine & Perf. Arts, B.A.	135
	K-12: PE	126
Metropolitan State Col	lege of Denver	
-	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
	Elementary, Biology, B.A.	128
	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
	K-12: PE, B.A.	128
	K-12: Music, B.M.E.	135
	Secondary, Foreign Language, Spanish	120
	Secondary Language Arts, English, B.A.	122
	Secondary, Math, B.A.	120
	Secondary, Science, Chemistry, B.A.	124
	Secondary, Science, Biology, B.A.	129
	Secondary, Science, Environmental Science, B.S. Secondary, Social Studies, Behavioral Science, B.A.	128 120
	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, Chican/o Studies, B.A.	125
	Special Education, B.A.	120
University of Colorado	- Boulder	
·	Elementary, American Studies	122
	Elementary, Anthropology	120
	Elementary, Astronomy	125
	Elementary, Communication	120
	Elementary, Distributive Studies, Geology	128
	Elementary, Distributive Studies, EPOB	124
	Elementary, Distributive Studies, Chemistry	126
	Elementary, Economics	121
	Elementary, English	120
	Elementary, Geography	120
	Elementary, History	120
	Elementary, Humanities	128
	Elementary, Linguistics	120
	Elementary, Mathematics	120
	Elementary, Physics	125
	Elementary, Political Science	120
	Elementary, Psychology	120
	Elementary	124
	Secondary, Language Arts, Communication	120

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

Institution	Program Name	Total Credit Hour Requirement
UC-B (cont.)	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
	Secondary, Science, Chemistry	132
	Secondary, Science, Distributive Studies, Chemistry	123
	Secondary, Science, EPO Biology	126
	Secondary, Science, Physics	126
	Secondary, Social Studies, American Studies	120
		120
	Secondary, Social Studies, Anthropology	
	Secondary, Social Studies, Economics	121
	Secondary, Social Studies, Geography	120
	Secondary, Social Studies, History	120
	Secondary, Social Studies, International Affairs	127
	Secondary, Social Studies, Political Science	123
	K-12 Music, Choral	126
	K-12 Music, Instrumental	126
University of Colorado -	Colorado Springs	
	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
	Secondary, Science, Biology	128
	Secondary, Science, Chemistry	127
	Secondary, Science, Physics	125
	Secondary, Math	120
	Secondary, History	120
	Secondary, Finstory Secondary, English	120
TI: " 601 1	D.	
University of Colorado -	Elementary, Individually Structured Major	120
	Secondary, English, English Literature	120
	Secondary, Social Studies, Poli. Sci.	126
TI		
University of Northern (Colorado Elementary, Interdisciplinary Liberal Arts, B.A.	124
	K-12: Art, Visual Arts, B.A.	127
	K-12: Art, Visual Arts, B.A. K-12: Music, Music Education, B.A.	
	K-12: Music, Music Education, B.A. K-12: PE, Sport & Exercise Science, B.A.	126
	. 1	123
	Secondary, Social Studies, History, B.A.	125
	Secondary, Social Studies, Geography, B.A.	127
	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
UNC (cont.)	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
	Secondary, Science, Earth Science, B.A.	127
	Secondary Science, Physics	128
	Secondary, Science, Chemistry, B.A.	126
	Secondary, Science, Biology, B.A.	127
Western State College		
	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

Institution	Award	Program Name	Total Credit Hour Requirement	ABET Accreditation (*)
Histitution	Awaru	1 Togram Name	Requirement	Accreditation (*)
CSM	BS	Geological Engineering	147.5	*
CSM	BS	Geophysical Engineering	145.5	*
CSM	BS	Petroleum Engineering	145.5	*
CSM	BS	EngineeringElectrical Specialty	142.5	*
CSM	BS	EngineeringMechanical Specialty	141.5	*
CSM	BS	Mining Engineering	141.5	*
CSM	BS	EngineeringCivil Specialty 139.5		*
CSM	BS	EngineeringEnvironmental 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: RESOLUTION OF SUPPORT FOR CONTINUATION OF THE

LEGISLATIVE CAPITAL DEVELOPMENT COMMITTEE

PREPARED BY: JOAN JOHNSON

I. <u>SUMMARY</u>

The Colorado Legislature's Joint Capital Development Committee (CDC) will sunset July 1, 2004, unless a bill is passed extending the life of the committee for another five or more years. This resolution supports the continuation of the CDC.

II. <u>BACKGROUND</u>

The Colorado Legislature's Joint Capital Development Committee (CDC) was created by law in the 1985 legislative session. Prior to its passage, three previous attempts to create the CDC were unsuccessful. The committee was extended for 10 years by a bill passed in the 1994 session.

Before the CDC was created, the Joint Budget Committee (JBC) and its 6 members were the only group of legislators who made recommendations to the full legislature on capital construction and controlled maintenance projects. If the CDC goes out of existence, the JBC would once again assume this function.

In the era of TABOR, Amendment 23, the Gallagher Amendment and other fiscal problems, the JBC will have even less time to give to consideration of capital construction and controlled maintenance projects than if had prior to 1985.

Composed of six members of the Legislature (3 from the House and 3 from the Senate), the CDC members, over the past 19 years, have become the experts in capital construction and controlled maintenance that other legislators have come to rely on for information and recommendations.

A year-round committee, the CDC has taken the time during the months between legislative sessions to tour the state and personally visit, at least once every two or three years, all of the state's buildings, including those on higher education campuses. Thus, when state agencies and higher education institutions bring projects forward for consideration, the committee members have typically had first hand knowledge of where those projects will fit, either on the various campuses or the towns and cities where the proposed buildings will be located.

For example, the CDC had 28 meetings in the interim between the 1992 and 1993 sessions.

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Discussion

This period was a particularly crucial time as both the GOCO (Great Outdoors Colorado) and TABOR initiatives had passed in 1992 and several meetings were necessary to plan for their effect on capital construction. Since 1992, CDC members have been knowledgeable about TABOR and its effect on state government.

III. STAFF ANALYSIS

The Legislature's Capital Development Committee, over the last 19 years, has had a remarkable effect on how both capital construction and controlled maintenance projects are presented to and examined by the Legislature.

When the JBC used to do all the prioritization and examination of projects, it was more a function of which JBC member had what institutions and state agencies in his or her district. The inclusion of six more legislators into the process, who not only had the time but spent the time necessary to fully examine existing buildings and study the requests for new buildings, brought a much more professional approach to the area of capital construction.

Prior to 1985, there was little attention paid to controlled maintenance on buildings – everything seemed to be a crisis or emergency. Although CCHE doesn't deal directly with controlled maintenance requests (those go through State Buildings), we have a close working relationship with that department and have seen first hand what everyone – CCHE, OSPB, State Buildings, the CDC, JBC and the rest of the Legislature – can accomplish by working together toward a common goal – the protection and maintenance of a \$5 billion plus asset in buildings and real estate for higher education. The CDC is a vital part of the 100 legislators who eventually make the final decision on what capital and controlled maintenance projects are funded in each year's budget.

The CDC, as was stated above, becomes experts on capital. Other legislators seek advice and recommendations in this area from CDC. There are many examples of the CDC's contributions: the classroom building at Pueblo Community College which was literally melting away because it had no gutters; the cracking buildings at the University of Colorado at Colorado Springs; and, most glaringly, the flood at Colorado State University.

Because the CDC members were so familiar with the campus, its buildings and its problems, CDC members were immediately able to get help for the university when a flood caused severe damage in the late 1990s. As a result, the university's infrastructure emerged from this disaster stronger than it had been before the flood hit. Legislative help, led by CDC members, was made available on a timely basis and allowed the university to fix the buildings much faster and more economically than might have been otherwise possible.

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By recognizing the value of state buildings to the communities in which they are located, the CDC did much to increase the economic and cultural viability of those buildings and higher education institutions; you could say the CDC, in visiting local communities and seeing their capital needs, help build community pride.

Most importantly, the CDC was the catalyst in the late 1980s and early 1990s for making sure the state had no more buildings with FLAT roofs. This has saved the state a tremendous amount of money in maintenance and has increased the value of the buildings.

IV. STAFF RECOMMENDATION

That the Commission approve the attached 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.

Agenda Item V, A Page 4 of 4 Discussion

Attachment

RESOLUTION OF SUPPORT FOR THE CONTINUATION OF THE LEGISLATIVE CAPITAL DEVELOPMENT COMMITTEE

WHEREAS, The Colorado Legislative Capital Development Committee has been an important committee for the institutions of higher education in the state of Colorado since 1985; and

WHEREAS, The Capital Development Committee has, over the past 19 years, devoted many hours to visiting our higher education institutions and learning about their capital needs; and

WHEREAS, The Capital Development Committee has provided the rest of the Colorado Legislature with expertise and knowledge about the capital and controlled maintenance needs of this state; and

WHEREAS, The Capital Development Committee, in an era where state funds have become scarce for meeting the capital and controlled maintenance needs of the state of Colorado, assumes even more importance as far as recommending the priority of projects and the planning for long-range capital needs.

NOW, THEREFORE, BE IT RESOLVED that the Colorado Commission on Higher Education offers sincere appreciation to the many legislators who, for the past 19 years, devoted many hours of work to meeting the capital needs of this state and urges the Colorado Legislature to extend the life of the committee for the next five or more years by sponsoring a bill during the 2004 legislative session. We pledge our support to helping secure the passage of such a piece of legislation.

FOR THE COLORADO COMMISSION ON HIGHER EDUCATION

GIVEN IN LA JUNTA, COLORADO, THIS FOURTH DAY OF MARCH, 2004 TOPIC: COLORADO STATE UNIVERSITY AT PUEBLO PROPOSED

SALE OF WALKING STICK PROPERTY

PREPARED BY: GAIL HOFFMAN AND JOAN JOHNSON

I. SUMMARY

Colorado State University at Pueblo is seeking CCHE approval of the sale of 18.15 surplus acres to a developer of a subdivision bordering the Walking Stick Golf Course. The University proposes to sell the 18.15 acres for \$198,905.85, or \$10,959 an acre. Included in the acreage is 3.38 acres for dedication of Walking Stick Boulevard required in the subdivision plat. In addition, the developer and purchaser, W.S. Land, LLP, with its sole general partner, TMC (Heritage) Corporation, will give the University an additional payment of \$125,536.25 if and when the developer purchases the land. W.S. Land came to owe the University this money due to:

- Construction of the connection from Walking Stick Boulevard to State Highway 47, also known as University Boulevard, cost \$32,072.52 more than the estimated \$264,000 construction price, an overrun for which W.S. Land agreed to pay \$18,536.26.
- An agreement to pay \$25,000 more toward the overall \$51,577 needed to repair Desert Flower Boulevard before the city of Pueblo could accept dedication of that portion of the street. W.S. Land had already paid \$25,000 earlier.
- ➤ W.S. Land by an earlier agreement owed the University \$82,000, its remaining share of the \$264,000 connection between Walking Stick Boulevard and University Boulevard. W.S. Land had already paid \$82,000 toward the cost for its \$164,000 share.

II. <u>BACKGROUND</u>

CCHE approved the 2000 facilities master plan for the University of Southern Colorado (the former name for Colorado State University at Pueblo) in 2001. The master plan notes that 850 acres were donated for building an institution separate from Pueblo Community College. Long-range planning then showed that all campus growth could be accommodated within approximately 275 acres, leaving the University with 575 acres to dispose of for the benefit of the University, city of Pueblo, and the state. The University, therefore, deeded 160 acres west of the campus to the city of Pueblo for construction of the municipal Walking Stick Golf Course. The city then gave back to the University 80.7 acres that were not used for the golf course.

The campus also entered into an option agreement in 1992 with Holystone Corporation for the eventual sale and development of approximately 395 acres of University property surrounding the Walking Stick Golf Course. The agreement gave Holystone Corporation the exclusive right to purchase University property in parcels not exceeding 34 acres at a mutually agreeable price. Holystone committed to purchase at least 10 acres per year after initial development and phasing plans were approved in 1994. The city of Pueblo approved the subdivision filing, and the first land sale took place in April 1994. Net proceeds from the land sales were to be placed in what was then called the USC Endowment Fund. In 1994, 74.9 acres were sold in two transactions, one for 32.1 acres and the other for 42.8 acres. In 2000, 17.87 acres were sold. No sales were made before or after that, and Holystone Corporation received a University waiver from its commitment to purchase land. The University permitted the purchase of 42.8 acres in 1994, although the parcel exceeded the 34-acre limit, apparently in an effort to work with the developer. Two previous developers had not been able to develop the land.

The governing board for the University, then called the State Board of Agriculture, approved the 1994 assignment of the ownership interest in the property from Holystone Corporation to Walking Stick U.S. Limited Partnership on April 28, 1994. Walking Stick U.S. Limited Partnership then assigned the option agreement to buy the land to W.S. Land, LLP, on October 30, 1998. TMC (Heritage) Corporation owns W.S. Land, LLP. J.P. Scheidegger of Toronto, Canada, is the president and major shareholder in TMC (Heritage) Corporation. Donald S. Goldman and Don Mills of Ontario agreed to continue their involvement in future purchases and developments of the property. Dr. Robert Shirley, then University president, used his power of attorney to approve sale of the first two takedowns.

W.S. Land, LLP, acquired these parcels of properties referred to as "takedowns":

Takedown	Date of Purchase	Acres	Price/Acre	Total Cost
#1	February 1994	32.1	\$5,929	\$185,000
#2	December 1994	42.8	\$5,724	\$245,000
#3	July 2000	17.87	\$11,800	\$210,866
Totals		92.77		\$640,866

The acreage figures may not include property dedicated for roads and other purposes that subdivision regulations require. Construction of Walking Stick Boulevard, for example, benefits Colorado State University at Pueblo by providing access from the west. The prices are based on net acreage and may have been reduced by property dedicated for roads. Also, the final price may have been cut by the University's contribution toward additional subdivision costs. According to a 1994 agreement between the University and the developer, the purchase price was to be reduced by \$1,000 per commercial acre and

\$500 per residential unit.

The July 2000 transaction was \$11,800 an acre, higher than the proposed sale at \$10,959 an acre in Takedown #4, due to location. Takedown #3 is south of the Walking Stick Clubhouse. Gas, water, and utilities were installed as far north on Walking Stick Boulevard as the Clubhouse. But utilities do not extend to Takedown #4, meaning the developer must bear the cost of extending them.

Under the 1992 option agreement, the University has yet to dispose of 315 acres.

After learning of the proposed sale at what seemed to be abnormally low rates for properties bordering a golf course, CCHE informed the University and the system office that another appraisal was warranted, given that the last one was performed in 1999 in a different real estate market. Williams Appraisal of Pueblo performed the appraisal. That appraisal report, dated October 3, 2003, stated that the appraised value of the land was \$14,492 per acre, or \$263,000. CCHE Executive Director Tim Foster then received a December 15, 2003, letter from Don Hamstra, president of the Board of Governors; Jeff Shoemaker, vice president of the Board of Governors; and Colorado State University System Chancellor Larry Penley requesting CCHE approval of the sale for \$198,905.85, or \$10,959 an acre. The Board of Governors at its December 11, 2003, meeting did not formally approve this request in open session (as state law requires), according to minutes of the Board of Governors. The Board of Governors originally approved the sale on those terms on February 4, 2003, in open session, but before a more up-to-date appraisal was done.

The governing board decided not to sell the land at the contract price of \$14,492, according to the letter to CCHE Executive Director Tim Foster, because of:

- The existing contract dating back to 1992 to which Holystone Corporation had assigned its rights and obligations to the current developer, W.S. Land;
- CCHE approval of the tract sale in 1988;
- W.S. Land's willingness to reimburse the University at closing on the purchase of Takedown #4 for certain road improvements;
- The belief of the University, after consultation with the Development Corporation (an independent body of Pueblo businessmen and community leaders advising the University), that the 1999 appraisal price was "fair and appropriate" in 2001;
- At least a two-year delay in moving forward on the transaction due to changes in the city of Pueblo subdivision approval processes. Those subdivision approval process changes began taking place after W.S. Land and the University agreed to

the sale but before the closing. These changes required the University to take a more active role in disposal of its properties and prohibited the developer from negotiating with the city before it owned the land in question. Two years after the sale was first discussed, W.S. Land resubmitted its notice to take down the 18.15 acres at the price agreed to in 2001 and to comply with an earlier commitment to reimburse the governing board for \$125,536 in costs to highway and road improvements;

The Board of Governors of the Colorado State University System approved the transaction at its February 4, 2003, meeting. "The Board felt, and still feels, that the price remains consistent with the commitment made by University officials to W.S. Land prior to the unanticipated delay resulting from changes in the processes and requirements imposed by the city of Pueblo. The most recent appraisal of the Property does indicate that the value as of October 2003 has increased by as much as \$64,000. However, the Board believes that it is inappropriate under the Contract to seek the increased price in light of the fact that the sale, at the amount agreed upon by both parties in 2001, could not be completed at that time due (to) changes to the city's subdivision processes and requirements."

Both W.S. Land and the Board "recognize and acknowledge that changing conditions in the Pueblo community and economy necessitate renegotiation of the terms and conditions in the 1992 agreement." In addition, according to the same letter, the city of Pueblo will not allow further subdivision of the Walking Stick tract until the existing master plan for the tract is revised. The Board of Governors and W.S. Land may need to adjust their deal based on new city requirements and a revision of the master plan. Therefore, the Board believes that sale of Takedown #4 at the previously approved price is appropriate under the contract and that the entire contract will have to be revisited in light of the city's position to require a revised master plan for Walking Stick.

III. STAFF ANALYSIS

Colorado statutes give CCHE specific authority to review and approve the disposition of state land owned by the Board of Governors of the Colorado State University System (23-55-107). State law is also clear that "any acquisition or utilization [italics added] 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." Because the sale of the Walking Stick tract requires the expenditure of state money toward a portion of the development costs and will change the use of the property from open reserve lands for the University to residential and commercial properties, CCHE staff became involved in urging the University to seek a more current appraisal.

For its part, the Colorado State University System staff believes that the Commission does not need to act on the purchase of Takedown #4 because of the 1988 CCHE approval of the general terms of the sale of the Walking Stick parcel. The plan that CCHE approved was too lacking in specifics to be considered a program plan. It was basically approval of a real estate transaction between the State Board of Agriculture (the old name for the Board of Governors of the Colorado State University System) and Otero/Sellon Partnership, the first development team, for sale and development of the property. CCHE approved it in a letter dated June 6, 1988.

As stated in the background section, the University has incurred some costs in development of the Walking Stick tract. The proposal for development of the tract that the city of Pueblo approved on April 25, 1988, however, states that the University "has proceeded with plans for developing unused lands under the premise that state resources, other than land, were not to be used in the development project." The University's intent was to place all appraisal, design and development costs on the developer. The University expected to pay for only costs associated with review and approval of plans, including internal University and governing board staff time and resources and some professional consultants for engineering and similar reviews. Two exceptions have been made to that general policy:

- Before the sale of the first takedown, the Development Corporation and the University agreed in October 1993 that the University would pay for unanticipated costs imposed by the city of Pueblo on Holystone to annex into the city of Pueblo. The University would pay for such costs through reductions on the purchase price at the time of each takedown by a set amount per residential unit, commercial acre, or both. (The price reductions were \$1,000 per commercial acre and \$500 per residential site or unit.) The unanticipated costs arose from obligations in the annexation agreement for transportation infrastructure.
- The University shared in the costs of building the highway connection from Walking Stick Boulevard to State Highway 47 and of upgrading Desert Flower Boulevard. Total costs incurred were \$352,649.52, of which W.S. Land will reimburse the University \$125,536.26 at the time of closing on Takedown #4.

The University believed it was to its advantage to share in the annexation-related costs to speed land development. Up until that time, the University had not been successful in getting the land developed. Proceeds from the sale were needed to establish an endowment for academic affairs. The part of Desert Flower Boulevard dedicated to the city of Pueblo ordinarily would not have been included in the development, but the University linked the city's acceptance of the street to the sale of Takedown #3. Splitting the construction costs of the connecting road between Walking Stick Boulevard and State Highway 47 benefited the University in providing another access point to the campus.

If W.S. Land were permitted to purchase the 18.15 acres at a cost of \$10,959 per acre, or \$198,905.85, and then expends the \$125,536.26 to which it is committed, it will have spent \$17,875.59 per acre at the time of closing on Takedown #4. This amount is more than the 2003 appraised value of the property of \$14,492 per acre, or \$263,000. However, the \$125,536.26 is for improvements that are needed to make the project work, not for the total value of the raw land.

After extensive gathering of information from the CSU system office and from the University, CCHE staff believes that at least two factors should cause the Commissioners concern about the price:

- Some Board of Governors of the Colorado State University System decisions about the sale of Walking Stick property, including the decision to not use the 2003 appraisal in the purchase price, have not been made in open session, contrary to Colorado's Open Meetings Law. The law permits public bodies to go into executive session to discuss personnel, legal, and property issues, but all decisions regarding those issues must be made in open session. The one exception for Takedown #4 was the February 4, 2003, meeting, at which the Board of Governors approved its sale in open session.
- Information about the various groups that have been involved in this proposed purchase is sketchy or not available. For example, Holystone Corporation, one of the earlier firms involved in the development of the Walking Stick tract, is a Colorado firm. Donald S. Goldman, president, owned 51 percent of the firm and Michael Hartnet owned 49 percent. Walking Stick U.S. Limited Partnership is a Colorado limited partnership that had as its sole general partner Holystone Corporation and has as its sole limited partner Walking Stick (Canada) Limited Partnership, an Ontario, Canada, limited partnership. W.S. Land, LLP, is a Colorado limited partnership that has as its sole managing general partner TMC (Heritage) Corporation, of which J.P. Scheidegger is a major shareholder and president. No information could be found at the Colorado Secretary of State's office on the firms or on their officers. Neither could any information be obtained from the Secretary of State's office on the makeup of the board of directors of the Development Corporation, the organization that advises the University on disposal of its property.

For these reasons alone, staff cannot recommend approval of the purchase price of Takedown #4 to the Commission.

In addition, CCHE staff believes that the sale of the property for less than its appraised value would be a disservice to the University, the endowment that is to funded from the Walking Stick sales, and the state of Colorado.

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Action

IV. STAFF RECOMMENDATION

That the Commission not approve the purchase price of \$198,905.85 for the 18.15 acres of Takedown #4 of Colorado State University of Pueblo and that the Commission direct the University to renegotiate with the developer for a purchase price closer to that of the 2003 appraisal in concert with working with the city of Pueblo to revise the master plan for development of the Walking Stick tract.

Appendix A

STATUTORY AUTHORITY

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

(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.

23-55-107, C.R.S. Board of governors of the Colorado state university system – powers relating to real property.

The board of governors of the Colorado state university system shall have the powers specified in section 23-30-102 regarding the sale, lease, or exchange of real property, or any interest therein, the ownership of which is vested in the board of governors of the Colorado state university system or the Colorado state university – Pueblo. The board of governors of the Colorado state university system shall 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.

TOPIC: FTE EXEMPTION: APPROVAL FOR STATE-SUPPORTED

INSTRUCTION FOR TELEWEB COURSES AT COLORADO

MOUNTAIN COLLEGE

PREPARED BY: BRIDGET MULLEN

I. <u>SUMMARY</u>

Colorado Mountain College (CMC) has requested continued authorization to submit TeleWeb courses for FTE reimbursement for resident instruction provided in their district and service area. These courses utilize synchronous and asynchronous methods for interacting with students distributed over an expansive geographic region. For FY 2004, CMC estimates the total amount of FTE generated from TeleWeb courses to be 180 FTE.

After review of the current guidelines and in consultation with members of the FTE advisory committee, CCHE approves this request to allow Colorado Mountain College to claim FTE support for TeleWeb courses.

II. <u>BACKGROUND</u>

The CMC TeleWeb courses do not clearly fit into the instruction categories approved for state support in the CCHE FTE policy, section 5.01.03. These courses use web delivery for some students and use video and audiotape for other students. The FTE Reporting Guidelines assume that the delivery method used for a course will be the same for all students, and not differ based on the student's access to technology.

As expressed by the president of Colorado Mountain College, the institution is "confronted with unique challenges when it delivers education to the citizens in its defined service area . . . the mountainous terrain isolates many small towns. CMC and CCHE recognized that citizens, who were not able to benefit from classroom-based educational opportunities because of geography, should not be left behind." To expand access to its students, CMC developed TeleWeb courses. TeleWeb courses use the Internet to deliver instruction but also for those with limited access to the Internet, course material is delivered using Blackboard digital drop box technology, as well as video and audiotape.

C.R.S. 23-1-109 states that instruction delivered by television or other technological means may not be claimable for state support unless exempted by policy or action by CCHE.

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III. STAFF ANALYSIS

The Commission's FTE policy allows institutions to claim Internet and interactive television courses for state support. An interactive televised course is a course that is delivered live using technology that allows the student to see the instructor and discuss issues during the televised sessions (i.e., the student at the remote site can immediately respond to a question posed by the instructor at the host site during the class). An Internet course is a course in which the student actively participates in a course using computer software to view demonstrations, hear lectures, participate in threaded conversations, and respond to assignments on the web. TeleWeb courses use the Internet, interactive television as well as video and audio to deliver instruction to student's dependent on the student's access to technology. Because the course may have several methods of delivery, the college is asking CCHE to approve exemption and allow Colorado Mountain College to claim these courses for FTE support.

The institution and students at CMC are in transition as technology continues to expand to the more remote areas of Colorado; staff believes that the institution provides rationale for the continued FTE reimbursement of TeleWeb courses. The FTE policy states that "approved exemptions will be published in the Commission agenda and agenda publication will provide an audit trail for claiming FTE. No formal action is required".

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TOPIC: CCHE TASK FORCE – ALTERNATIVE METHODS OF FUNDING

CAPITAL CONSTRUCTION AND CONTROLLED MAINTENANCE

PREPARED BY: JOAN JOHNSON

I. <u>SUMMARY</u>

A CCHE Task Force has been formed to look at alternative methods of funding both capital construction and controlled maintenance for institutions of higher education. As of February 2004, the gross square footage (gsf) at Colorado's institutions of higher education is 39.1 million gsf: General Fund buildings – 24.2 million gsf and Auxiliary buildings – 14.9 million GSF (bookstores, dorms, etc.).

The current replacement value (CRV) of these buildings: All buildings - \$5.5 billion (\$5,520,408,028); General funded buildings: \$3.7 billion (\$3,681,019,672); Auxiliary buildings: \$1.8 billion (\$1,839,388,356).

General fund appropriations for capital construction on higher education campuses has averaged \$38,440,218 over the past 25 years; general fund appropriations for controlled maintenance at higher education campuses has averaged \$11,170,740 over the same period of time. During the past ten years, general fund capital construction appropriations have ranged from a high of \$152,991,717 in FY 1998-99 to a low of \$519,779 in FY 2003-04. Controlled maintenance general fund dollars ranged from a high of \$48,912,619 in FY 1999-00 to a low of \$207,356 in FY 2002-03 and \$0 in the current fiscal year. The current fiscal year will look better for controlled maintenance because the Governor included many controlled maintenance projects on his flexible federal funds list.

Since excess general fund revenues that would be available for capital construction and controlled maintenance will continue to be scarce in the coming years, several members of the Commission who also serve on the Subcommittee on Capital Assets believed that a task force examining alternatives to General Fund spending for both areas is important.

Members of the Task Force are: Chair Ray Baker; Dean Quamme; Bill Vollbracht; JJ Ament, UBS; Gary Ashida, Otero Junior College (facilities); Brian Chase, CSU (facilities); Steve Golding, University of Colorado, CFO; Senator Andy McElhany (El Paso County and Chairman of the legislative Capital Development Committee); Robert Moore, Colorado School of Mines CFO; Erik van deBoogaard, Mesa State College (facilities); and Dee Wisor, Sherman & Howard.

The Task Force has met once on February 6 and plans to meet again on March 19, April 2, 16 and 30 and possibly longer.

Three areas the Task Force discussed at the first meeting were:

- 1. Using tuition and/or fees to build academic buildings. The CU system is in the process of exploring using credit hours fees or tuition to do just that. The CU proposal, still in draft form, also calls for using a portion of the earmarked funds for controlled maintenance:
- 2. Ballot referenda and initiatives, both in Colorado and other states, especially the 2000 ballot issue in North Carolina which passed with 73% of the vote;
- 3. Different types of capital campaigns, which target specific buildings.

Other areas the Task Force will look at will be leveraged leasing, both of buildings and information technology and how that might be used in Colorado.

The North Carolina 2002 ballot issue was a legislative referendum which authorized the sale of **\$3.1 billion** to pay for:

- 1. renovating laboratories, classrooms, academic buildings and worker training facilities and providing other capital improvements at the 59 institutions of the North Carolina Community College System in order to fulfill the mission of educating students and providing worker training essential to the North Carolina economy, and to address expected large increases in student enrollment; and
- 2. renovating and replacing classrooms, laboratories, and academic buildings and providing other capital improvements at the 16 campuses of the constituent institutions, the affiliated institutions, and the Center for Public Television of the University of North Carolina System in order to meet large expected student enrollment increases, serve North Carolina by providing the education critical to the enrollment increases, the State's economy and continue to provide public television to the state's viewers.

Once again, 73 percent of the voters voted FOR the issue; one observation by a member of the Task Force who had spoken to folks in North Carolina was that because the money would be spent on the community college system, all the various chambers of commerce and economic development types in every community with a college got on board with the issue because they could see a need for their community which would be addressed if the referendum passed.

All Commissioners are welcome to attend the meetings and/or receive all the handouts.