

# STATE OF COLORADO

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**Department of Higher Education  
COLORADO COMMISSION ON HIGHER EDUCATION**

Terrance L. Farina, Chair  
Raymond T. Baker, Vice Chair  
Judith Altenberg  
Joel Farkas  
Richard L. Garcia  
Dean L. Quamme  
Richard L. Ramirez  
Edward A. Robinson  
Greg C. Stevinson  
James M. Stewart  
Judy Weaver



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Bill Owens  
Governor

Jenna Langer  
Executive Director

**Colorado Commission on Higher Education Agenda**

**April 6, 2006  
10:00 a.m.**

**Community College of Denver**

St. Cajetan's Center at the Auraria Higher Education Center  
1190 9<sup>th</sup> Street  
Denver, Colorado

Welcome by Dr. Christine Johnson, President

- I. Opening Business
  - A. Attendance
  - B. Introduction of Jenna Langer, Executive Director
  - C. Approval of Minutes for the March 2, 2006 Commission Meeting
  - D. Reports by the Chair, Commissioners, Commission Subcommittees and Advisory Committee Members
  - E. Public Comment
- II. Presentation
  - A. 2006 State Higher Education Finance by Paul Lingenfelter, Executive Director, State Higher Education Executive Officers
- III. Action Items
  - A. Response to Notice of Degree Programs with Low Enrollment and Recommendation of Discontinuance to Governing Boards (Gianneschi)
  - B. Phase III Elementary Education Articulation Agreement (Gianneschi)
  - C. State Guaranteed General Education Courses Review Cycle IV, Round I (Gianneschi/Leal)
- IV. Consent Items
  - A. Teacher Education Reauthorization: Colorado College (Gianneschi/Whaley)
  - B. Teacher Education Reauthorization: University of Denver (Gianneschi/Whaley)
  - C. Degree Authorization Act Reclassification – Newman University (Gianneschi)
- V. Written Report
  - A. 2005-06 Enrollment Report (Gianneschi)

**MINUTES OF THE MEETING OF  
COLORADO COMMISSION ON HIGHER EDUCATION  
March 2, 2006**

Chairperson Terry Farina called the meeting to order at 10:10 a.m.

Commissioners Terry Farina, Judy Altenberg, Ray Baker, Richard Garcia, Richard Ramirez, Edward Robinson, Greg Stevinson, James Stewart and Judy Weaver were present. Commissioners Joel Farkas and Dean Quamme were excused. Commission Staff members attending were Executive Director Rick O'Donnell, Jenna Langer, Matt Gianneschi, Diane Lindner, Joan Johnson, Mary Lou Lawrence, and Heather DeLange. Advisory Council Member Stuart Hilweg was in attendance.

Chancellor Robert Coombe welcomed the Commissioners to the University of Denver (DU). For the past nine years, DU has conducted a building campaign and will focus on students and faculty in the next ten years, enhancing its reputation as a great university.

Mr. Robinson moved to approve the minutes of the February 2, 2006, with the correction that he was absent. Mr. Baker seconded the motion and the minutes were unanimously approved as corrected.

There were no advisory or subcommittee reports.

Mr. Farina wished Executive Director, Rick O'Donnell, well in his future endeavors noting that, during his directorship, the first stipend program, performance and fee for service contracts and numerable other monumental issues were addressed under his energetic and effective leadership. Mr. O'Donnell said it had been an honor to work with the Commissioners and institutions.

**PUBLIC COMMENT:** George Walker, University of Colorado (CU) graduate and President applicant commented on the admissions window and the CU committee on tenure reform.

**PRESENTATION AND DISCUSSION**

**PRESENTATION BY RURAL CAUCUS:** Paula Stephenson, Executive Director of Colorado Rural School Caucus and Gerald Keefe, Superintendent of Kit Carson and Chairman of Rural Caucus identified themselves a spokesperson for the large contingent of Rural Caucus members in attendance. Dr. Gianneschi stated staff has been working with rural school districts, through a task force, to address their concerns and issues. Ms. Stephenson stated rural school districts are specifically concerned about implementation of Phase II of the pre-collegiate curriculum. These schools face declining enrollment and revenues as well as problems attracting and retaining qualified teachers. They have reduced in their work force, frozen pay, cut curriculum, decreased teacher training and eliminated programs. Dedicated instructors teach more than one subject, some of which they may not be qualified to teach, and are responsible for athletic and other non-

curriculum programs, using their personal time. An additional math class and two foreign language classes will strain thinning budgets and exacerbate attracting and retaining highly qualified teachers. Some students will attend college; others will pursue other post secondary education options. The goal is to ensure that each child graduates with the competencies necessary to pursue that which they choose beyond high school. Districts have altered curriculum and graduation requirements and have shifted resources from non-core programs to satisfy demand for more rigor in reading, math and science. The pressure on curriculum has led these districts to question what is being lost in the process. The absence of some courses, such as arts, physical and vocational education, may compromise a student's scholarship opportunities and increased requirements exacerbate a serious drop-out problem. Should the message to students be that a college degree is the only path to success? Many rural high school graduates choose not to pursue four-year college degrees, instead seeking skilled labor jobs that do not require degrees and offer higher pay.

Rural schools value a well-rounded education and are working with community colleges to allow dual credit coursework and video conferencing and distance learning is being employed at a cost. The East Central BOCES distance-learning program will cost each district in the BOCES a minimum of \$25,000 per year. Supplemental on-line courses cost \$300 per student, and travel expenses to and from community colleges add to student expenses. Unless the state provides additional resources, rural districts will be placed in the unenviable position of deciding whether to honor the values of their local communities or to honor the value of special interest groups.

The Rural Caucus feels Phase I is a fair requirement but is concerned about a fourth year math class. They request time for Phase I implementation to determine if it has met its objectives before proceeding to Phase II. The Commission is asked to postpone the Phase II entrance requirements until state and federal governments adequately fund public schools or until there is compelling evidence that the Phase I requirements are effectively addressing concerns.

The efforts of Dr. Gianneschi and Mr. Stanford are appreciated and useful. There is much anecdotal evidence but no hard facts about the resources available in rural districts. A survey is being conducted to assess rural district teacher subject qualifications, courses taken, graduation requirements and changes made pursuant to pre-collegiate curriculum requirements. They hope to have survey results by the end of summer that provides data on resources in rural schools.

Ms. Weaver asked if the Colorado Department of Education (CDE) has data on some of the survey questions. Ms. Stephenson said CDE's data is insufficient. Mr. Garcia asked how many students attended rural schools and was told about 25% of all Colorado K-12 students attend but the exact number is unknown. Ms. Weaver wanted to know if the schools were working with local community colleges and four-year institutions to recruit and prepare local students as teachers and highlighted related incentives. Mr. Keefe said recent teacher hires had been recruited for their experiences in rural communities. He is aware of loan forgiveness programs and they are being researched. Recruiting is difficult and out of state applicants may not have been trained in Colorado standards and expectations. Ms. Stephenson said the northwest Colorado BOCES combined their resources to target rural recruits and everyone wants to train their students to teach. Loan forgiveness programs attract teachers for the duration of the program after which they leave.

Ms. Weaver stated, in conjunction with her work with rural health resources, she has seen creativity bring communities together to meet the lack of resources in ways urban communities have not considered and is interested to see how that creativity can address these educational requirements. Statistically, the United States is educating fewer mathematicians and scientists in a global economy. While the United States attempting to meet local demands and raise educational standards, other countries are exceeding the United States in education. Collaboration is necessary to provide our children the education they deserve in all post-secondary venues. Mr. Keefe said math, science and engineering are outsourced to India and China at lower prices and wants to know how entering those occupations will benefit the United States' graduates.

Mr. O'Donnell asked if they were aware of the remediation rate for higher education freshmen from their district and how much math is required to determine if there is a misalignment between pre-collegiate and district admission requirements. Mr. Keefe replied in his school district, it is 0% and students gravitating toward math, engineering, and science fields voluntarily take additional math courses. They have graduates attending Princeton, Penn, West Point, and the United States Air Force Academy indicating two-credit math requirement has not been a disincentive for district students.

Mr. O'Donnell reported higher education faculty are concerned about the continuity of math and advocate taking a math course in the senior year. Otherwise the instructional gap sets students back quantitatively, irrespective of the discipline studied. Students consistently taking four years of math are better prepared for quantitative material than students who miss a year. Ms. Stephenson said a fourth year of math in accounting, business math, or similar course, could provide the linear progression. Faculty constraints may be an issue and the survey will provide answers to this question as well as remediation and graduation rates.

Chairman Farina appreciated their attitudes and comments and desire to collaboratively provide opportunities for success for students, realizing adequate governmental funding is not feasible. Their endorsement for Phase I courses is appreciated and their concerns about Phase II courses deserve deliberation. Pre-collegiate standards were adopted as it has been determined that a rigorous K-12 curriculum is the single, biggest indicator of success in college, more than ACT scores, socio-economic status.

Mr. Stewart said one of rural education's challenges is curriculum qualified teachers and asked if creative inventions, including technological options and different incentives for teachers, were employed or are creative, high performing students stifled or transferred. Mr. Stevinson said there are issues that need to be addressed by creative collaboration as remediation in smaller school districts is substantially above the state average. Mr. Keefe said gifted students have suffered under NCLB and/or school accountability systems because of the emphasis placed on proficiency and, perhaps, not all data has been reviewed leading to misconceptions on rural district remediation rates.

Paul Fiorino, President of the Colorado Arts Consortium and Partner with the Americans for the Arts, said the removal of creative arts from schools has lead to the crises in math and science. The metro area's Scientific and Cultural Facility District encourages sciences and arts and they

relate to physical education. There was a state standard for arts in the 1980's that has not been implemented to his knowledge. Students need to stay in school and not drop out. He asks if teachers are being taught to teach and stated every college in the nation has an arts component and dance program. Students need to be excited about education.

Rona Wilensky, principal of New Vista High School, a non-traditional, progressive school in Boulder, said her colleagues are concerned about the graduation requirements and the resources for quality math and foreign language teachers. A college degree is necessary to obtain a job but maybe not be necessary to do the job. Anthony Carnivali, an education writer advocating higher standards, estimates only 5 percent of jobs in America require Algebra II, an ACT benchmark for college readiness. The demand for math is not as clear as the demand for critical thinking. Courses taken have been a predictor of future success, but more courses taken does not mean more success as other characteristics factor into academic and professional success. She fears the requirements will lower the diversity at colleges.

Advisory Council Member Stuart Hilweg commented that Adams State College was founded and primary purpose is to train teachers. Currently, there are no student teacher applicants requesting Alamosa or the San Louis Valley indicating teachers want better paying jobs in non-rural school districts. Creative curricula may be necessary to ensure quality teachers in rural districts.

## **ACTION ITEMS**

**FINANCIAL AID POLICIES:** Ms. Lindner recommended a broad policy for financial aid reform for further collaborative study with the institutions resulting in submission of specific policies by October, 2006. Three models were studied with the intent of helping students financially plan for college, particularly low-income students, clarifying financial aid, providing portability and assuring the best state funded financial aid. Of the three models studied, the stipend plus aid model appears to satisfy these needs. This is not part of the stipend program but the association communicates that the state is contributing. It will provide \$2,400 stipend plus dollars to every eligible Colorado resident's tuition, and for lowest income students, that will be a flat contribution. Model 1, a version of need-based aid, did not assure students financial aid. Institutions thought Model 2 confusing, providing no advantage. Model 3, stipend plus, provides a flat amount for Pell eligible or level one students and acknowledges the different cost at 2 and 4 year institutions. Staff will work with institutions to explore intended and unintended consequences of this model before final policies are developed. By June, 2006, staff, in conjunction with the institutions, will present recommendations on financial aid vouchers that will give institutions the flexibility they want.

Nancy McCallin, President of the Community College System, expressed her thanks for providing financial aid system certainty and the opportunity to study the consequences of the recommended model, which would pay for the first 60 credit hours at community colleges on a flat voucher stipend model. She is concerned how the stipend plus will be differentiated for access schools since the 2-year stipend is lower and may encourage students to apply for the higher 4-year college stipend, resulting in lower 2-year college funding. Mr. Baker questioned if it would be perceived as a psychological difference or a question of what school best fits the

student. Ms. Lindner said there would be high school focus groups to determine perceptions of the stipend plus program. Mr. Baker noted student involvement was essential and would provide ideas for marketing the new program.

Michel Dahlin, University of Colorado (CU), said an unintended consequence of Model 2 is an extreme reduction of funding at UCD/HSC from an estimated \$1.6 million to \$105,000, a 90 percent reduction, affecting every student seeking a health profession degree. She hopes the review will provide protection for these students. Retention rates of underrepresented could also be impacted. She also is concerned about the stipend label causing student confusion. Ms. Lindner said among elements to be studied are retention and graduation incentives, work-study, and incentives for pre-collegiate course work.

Alan Lamborn, Colorado State University System (CSU) concurs on recommendation that it would be unwise to adopt a model before further research is done. George Walker testified that the lack of funding for higher education is a problem.

Mr. Farina stated that item would be passed with the understanding that the model is the best alternative but has flaws to be addressed.

Judy Weaver moved to call question and Judy Altenberg seconded the motion, which was unanimously passed.

**REPEAL OF CAPITAL ASSET POLICIES: PARTS I, L, O, P:** Joan Johnson stated that Parts I, O, and P were incorporated into performance contracts and were no longer applicable. The sub-committee on capital assets agreed Part L, commission prioritization of state-funded projects, needed to be re-written and was being done.

There was no commissioner or public comment.

Ms. Weaver motioned for approval of the item and Mr. Baker seconded the motion, which was unanimously approved.

## **CONSENT ITEMS**

**TEACHER EDUCATION AUTHORIZATION – JONES INTERNATIONAL UNIVERSITY:** Dr. David Leasure, President of Jones International University, said Jones International is a regionally accredited on-line institution, offering a Masters of Education. It includes 36 credit hours, intended to take an existing bachelor's degree and an endorsement area of 30 credits from a regionally accredited institution, adding additional standards and Colorado state standards and includes 800 hours of student teaching.

Ms. Weaver asked if the program would effectively provide field experience. Dr. Leasure said 6 credit hours are devoted to field experience that is compiled into a portfolio detailing experience and meetings with supervisors to ensure standards are met. Dr. Gianneschi said this procedure was similar to that being done at Adams State College.

## **PROPOSED MODIFICATION TO THE MESA STATE COLLEGE ADMISSIONS INDEX**

There was no public or Commissioner discussion on this item.

Commissioner Altenberg moved to approve the Consent agenda items as presented and Commissioner Stewart seconded. The motion was unanimously approved.

## **WRITTEN REPORTS – NO DISCUSSION**

- ❑ **CCHE CAPITAL ASSETS POLICIES – PROGRESS REPORT**
- ❑ **CCHE – CAPITAL ASSETS QUARTERLY REPORTS (PROGRAM PLAN WAIVERS, CASH-FUNDED, SB 92-202, AND OTHER PROJECTS AND LEASES)**

There was no discussion and no action was taken.

The meeting was adjourned at 12:30.



# Colorado Higher Education: The View from a Distance

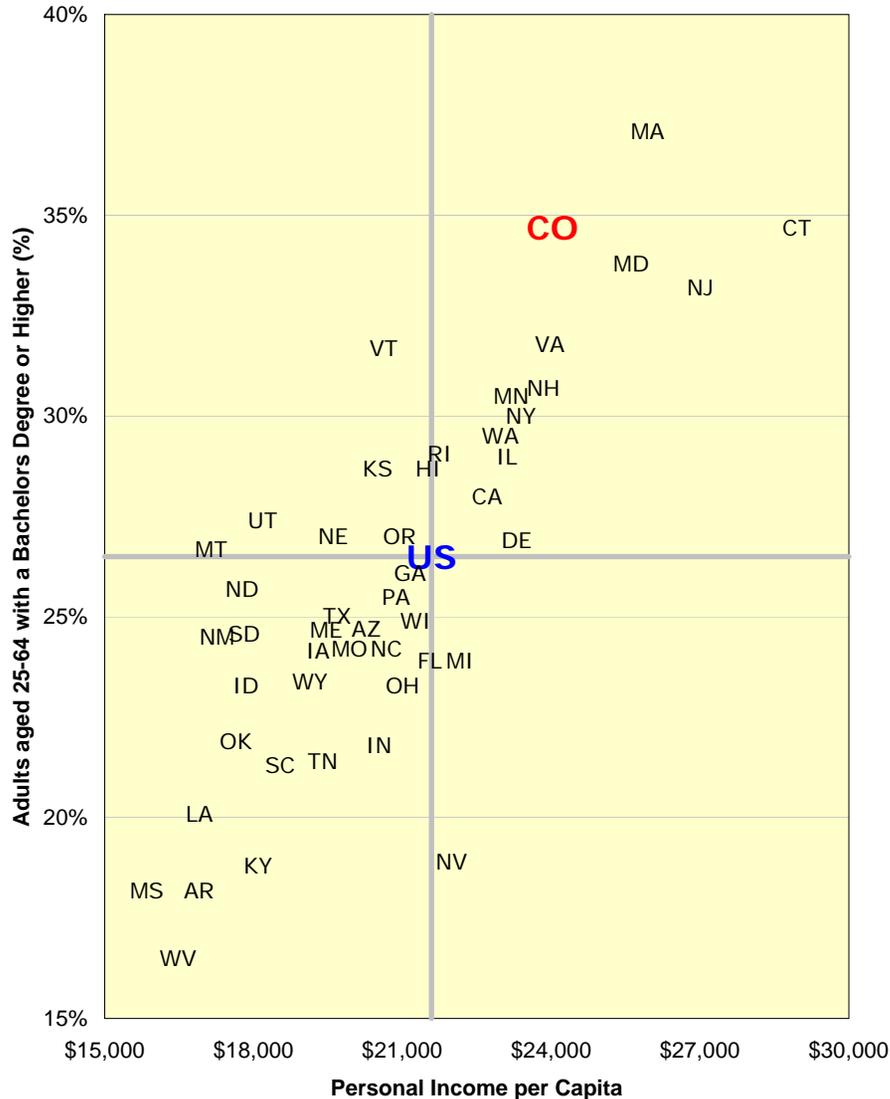
Paul E. Lingenfelter,  
President

**SHEEO**

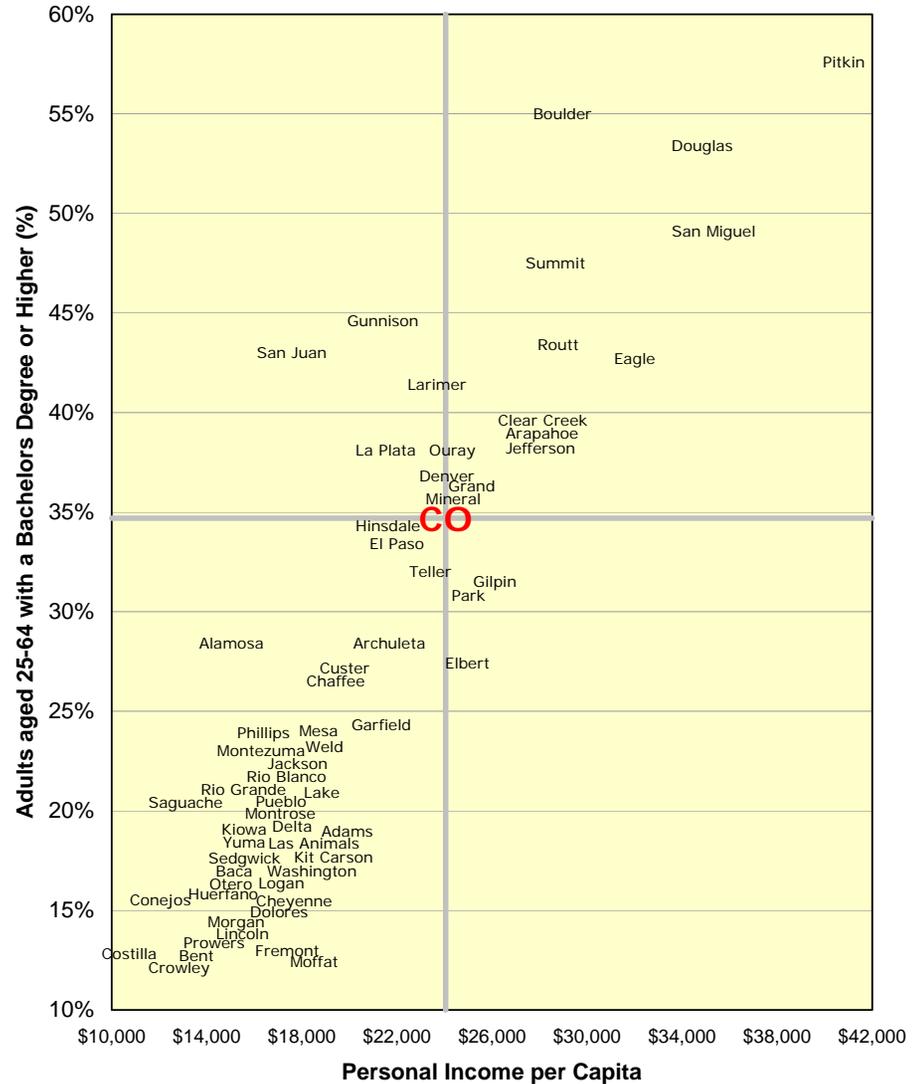
April 6, 2006

# Educational Attainment and Personal Income

## By State

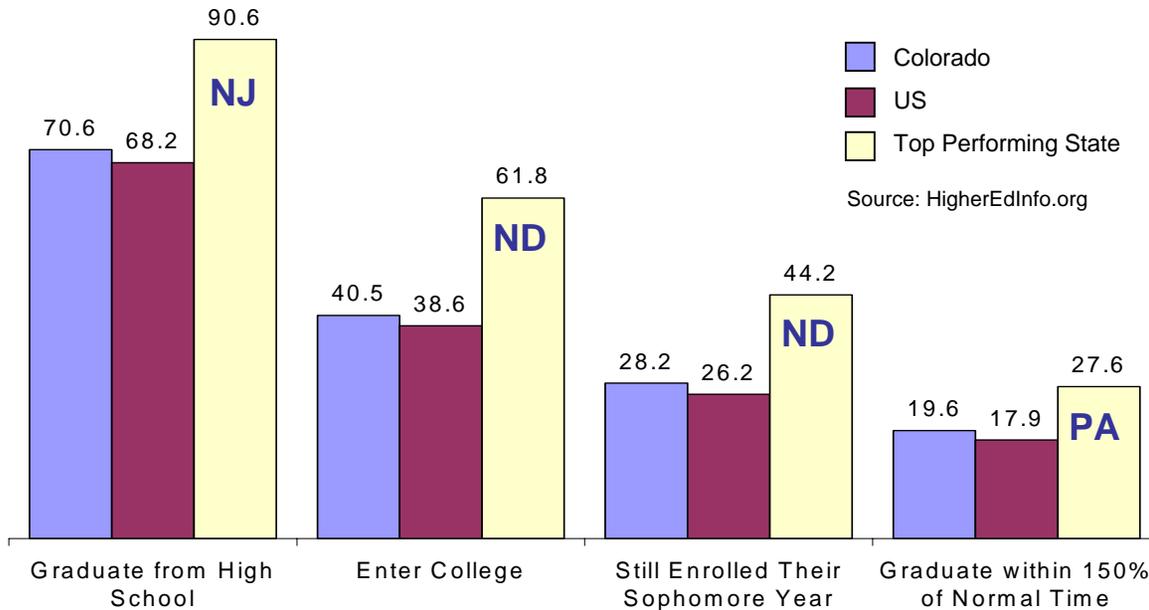


## For Colorado Counties



# Student Participation and Progress

Student Pipeline Results (2002): Of 100 Ninth Graders, How Many . . . .

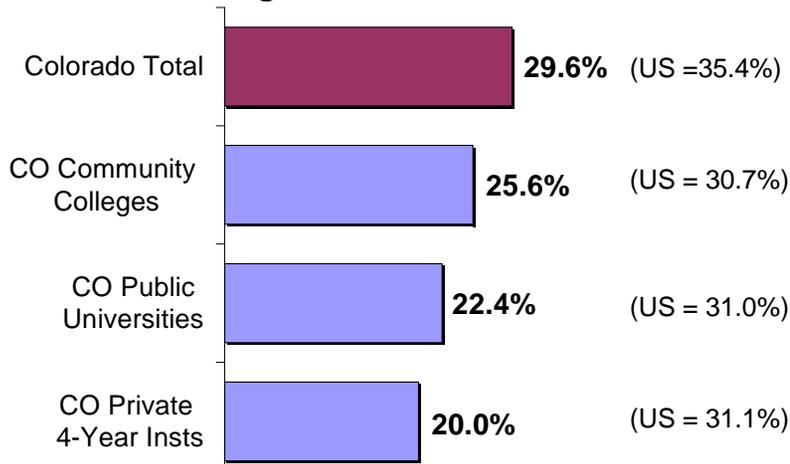


## Measuring Up 2004 Report Card Colorado

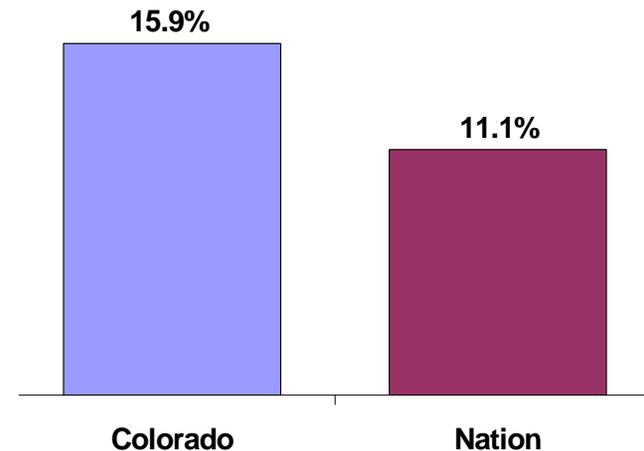
### 2004 REPORT CARD

Preparation	A-
Participation	B
Affordability	D-
Completion	B-
Benefits	A
Learning	I

### Pell Grant Recipients as a Percentage of Fall 2003 Undergraduate Enrollment



### Adult Undergraduate Enrollment as a Percentage of Adult (25-64) Population with Only a HS Diploma or Equivalent



# Enrollment Distribution

## Colorado's Public Postsecondary Enrollment Mix and Its Cost

FY2004 Public Postsecondary Enrollment Distribution, by Carnegie Classification (annual FTE, all levels)

	Research Extensive	Research Intensive	Masters I Institutions	Masters II Institutions	Bachelors Colleges	Associates Colleges	Total
Colorado	32.5%	13.4%	9.3%		16.2%	28.6%	100.0%
U.S.	27.3%	8.4%	21.6%	1.0%	2.9%	38.8%	100.0%

For its annual State Higher Education Finance (SHEF) study, SHEEO accounts for state cost of living and the relative cost of each state's public postsecondary system enrollment mix.

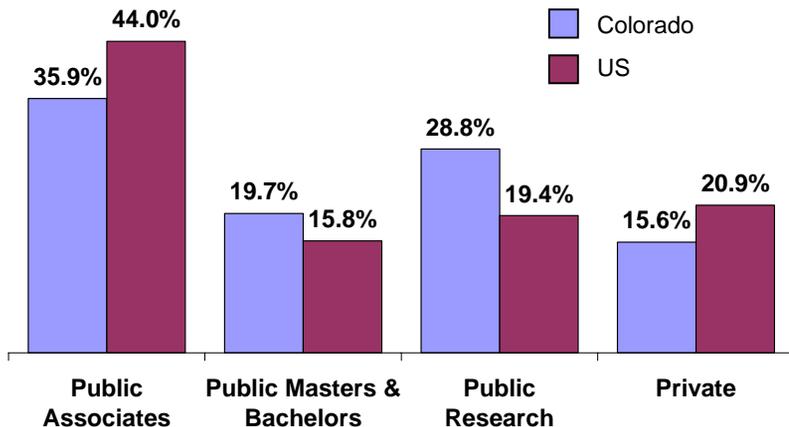
Colorado is a relatively high cost of living state, 5% above the U.S. average. A large percentage of the enrollment in Colorado's public colleges and universities is in higher-cost research institutions, contributing to public system structure costs that are 4% above the national average.

FY2004 Public Postsecondary Instructional Costs per FTE, by Carnegie

	Research Extensive	Research Intensive	Masters I Institutions	Masters II Institutions	Bachelors Colleges	Associates Colleges	Total
Colorado	\$10,010	\$8,246	\$6,433		\$5,645	\$6,590	\$7,754
U.S.	\$13,310	\$10,484	\$9,393	\$9,527	\$8,828	\$7,649	\$9,838

Source: SHEEO SHEF, from IPEDS

## Distribution of Fall Undergraduate Headcount in Colorado and the US, Fall 2003, by Sector



Source: HigherEdInfo.org, from IPEDS

## Colorado Public Institutions by Carnegie 2000 Class

### Research Extensive:

- CO State U
- U of CO - Boulder

### Research Intensive:

- U of CO - Denver
- U of Northern CO

### Masters I Institutions:

- Adams State College
- CO State U - Pueblo
- U of CO - CO Springs

### Baccalaureate Institutions:

- Metro State College of Denver
- Fort Lewis College
- Mesa State College
- Western State College of CO

### Associates Colleges:

- Aims CC
- Arapahoe CC
- CO Mountain College
- CO Northwestern CC
- CC of Aurora
- CC of Denver

### Associates Colleges (cont'd):

- Front Range CC
- Lamar CC
- Morgan CC
- Northeastern Jr. College
- Otero Jr. College
- Pikes Peak CC
- Pueblo CC
- Red Rocks CC
- Trinidad State Jr. College

### Medical Schools and Centers \*

- U of CO Health Science Center

### Schools of Engineering and Technology \*

- CO School of Mines

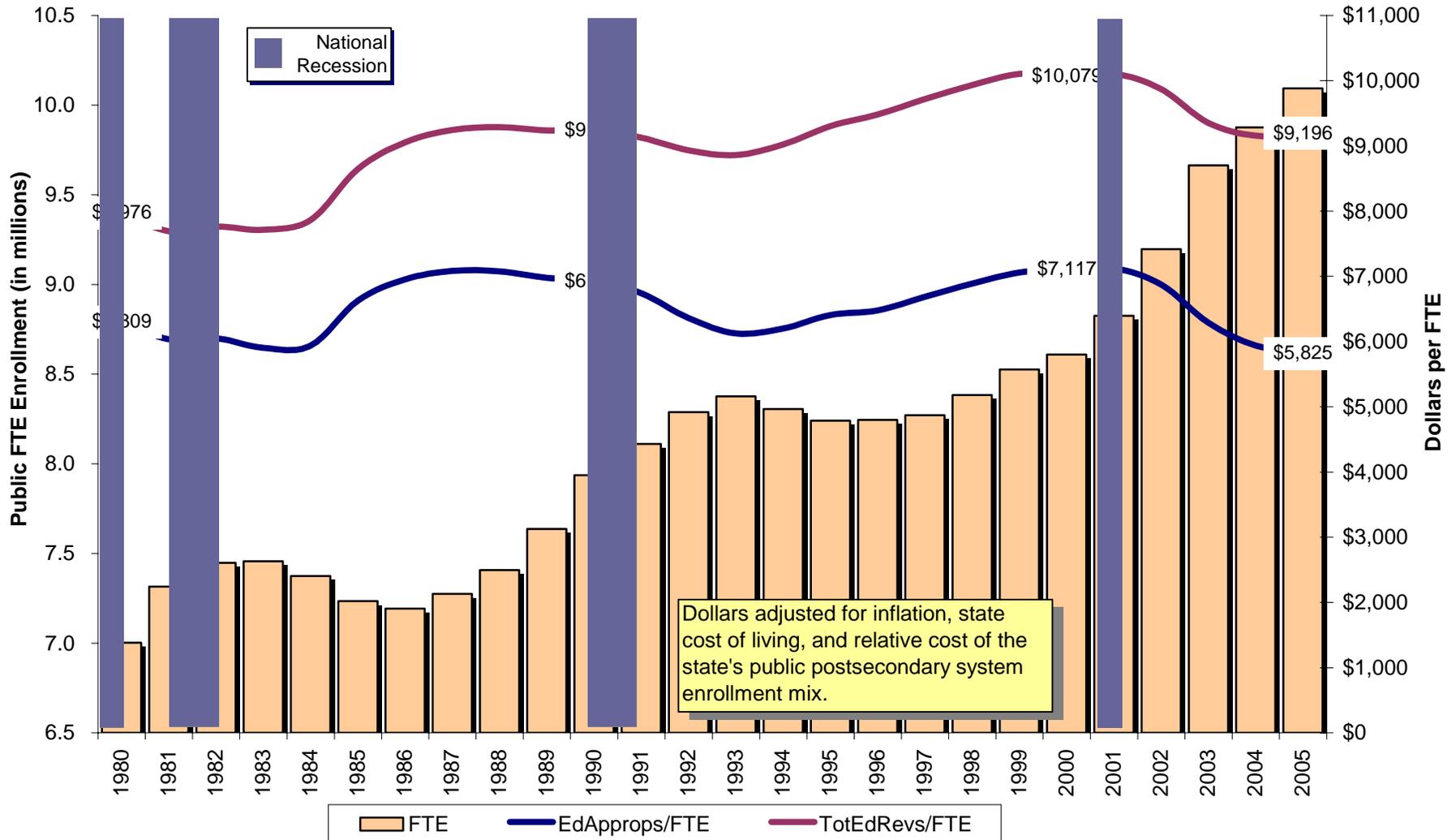
### Other \*

- Emily Griffith Opportunity School
- United States Air Force Academy

\* Schools of engineering & technology, medical centers, and other specialized institutions are excluded from SHEEO's calculation of the enrollment mix index.

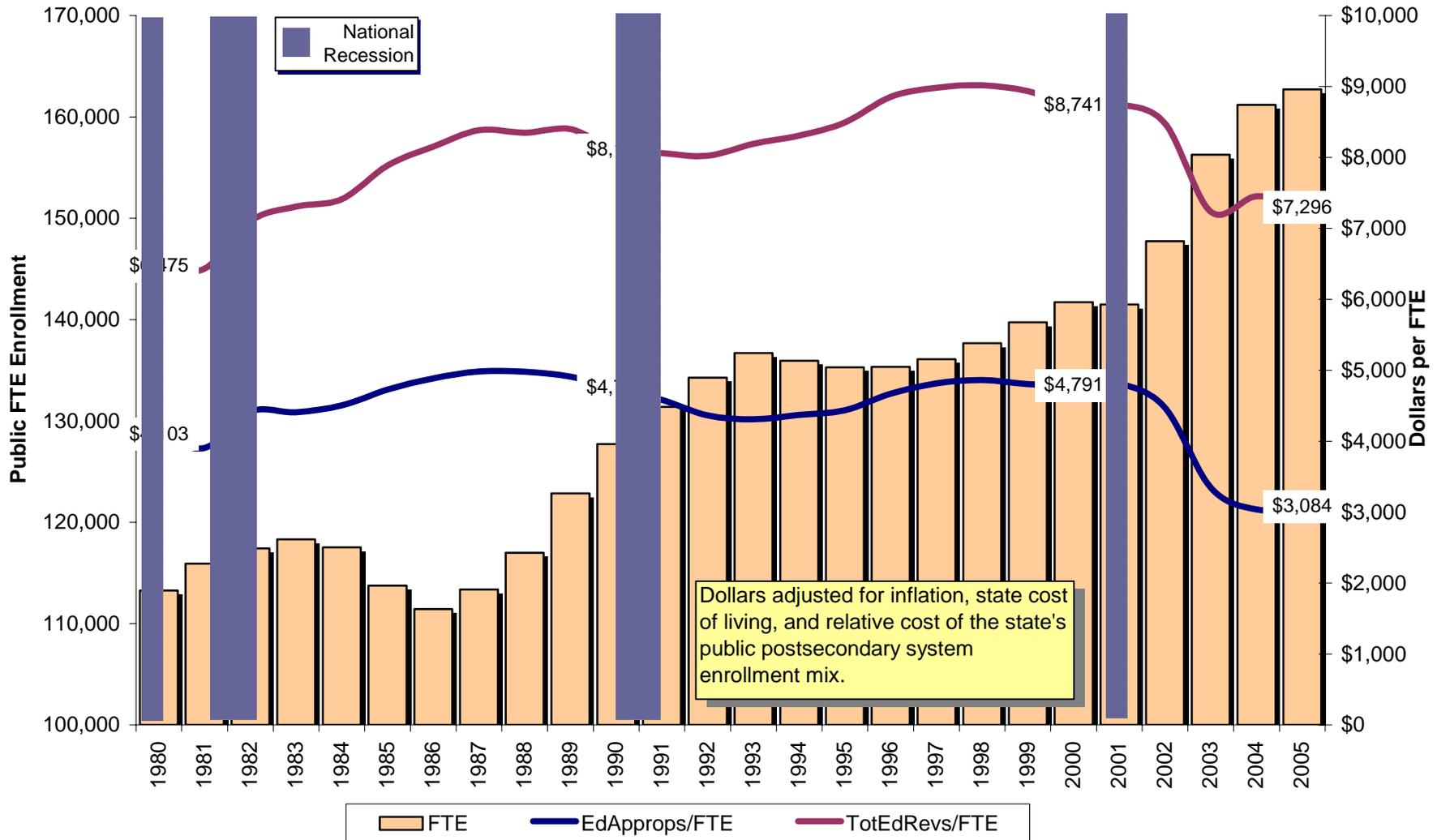
# Public Higher Education Enrollment and Revenue History

## U.S. Public Postsecondary Enrollment, Educational Appropriations per FTE, and Total Educational Revenues per FTE, Fiscal 1991-2005



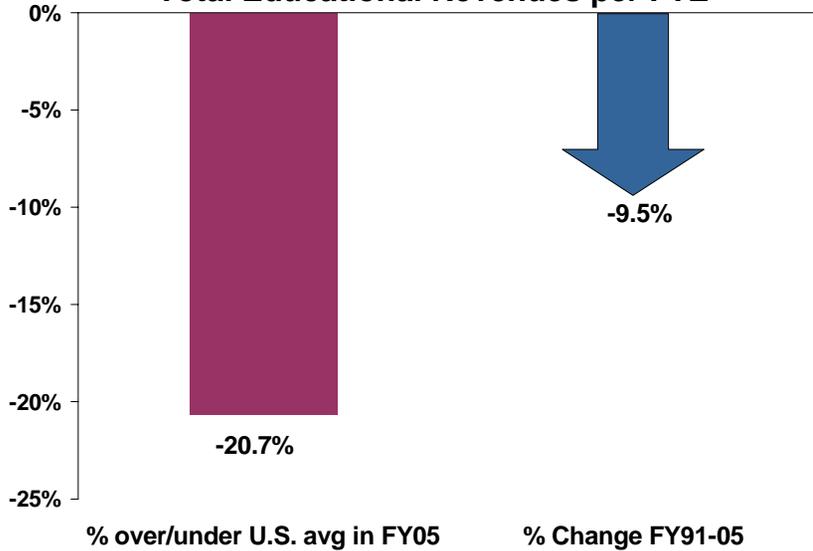
# Public Higher Education Enrollment and Revenue History

**Colorado** Public Postsecondary Enrollment, Educational Appropriations per FTE, and Total Educational Revenues per FTE, Fiscal 1991-2005

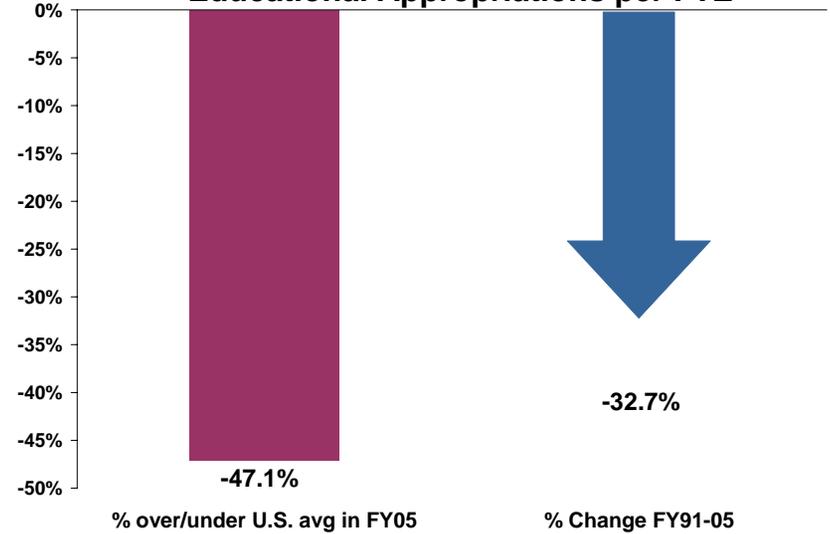


# Wealth, Taxes, and Higher Education Revenues

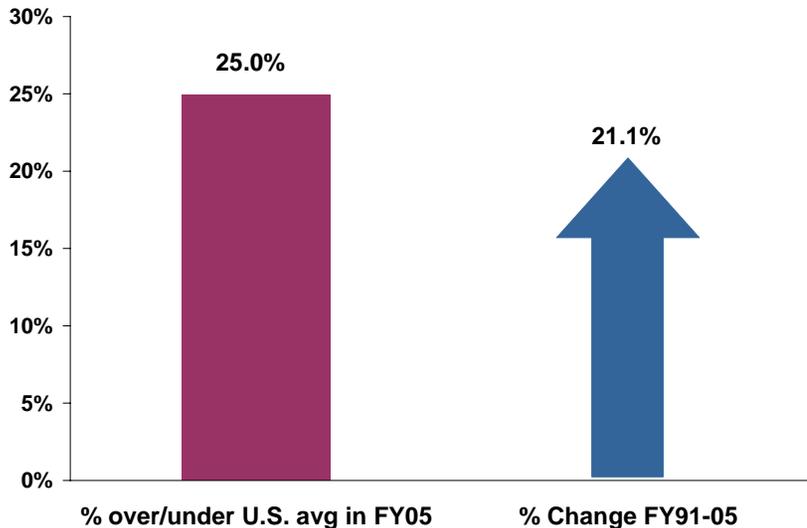
**Total Educational Revenues per FTE**



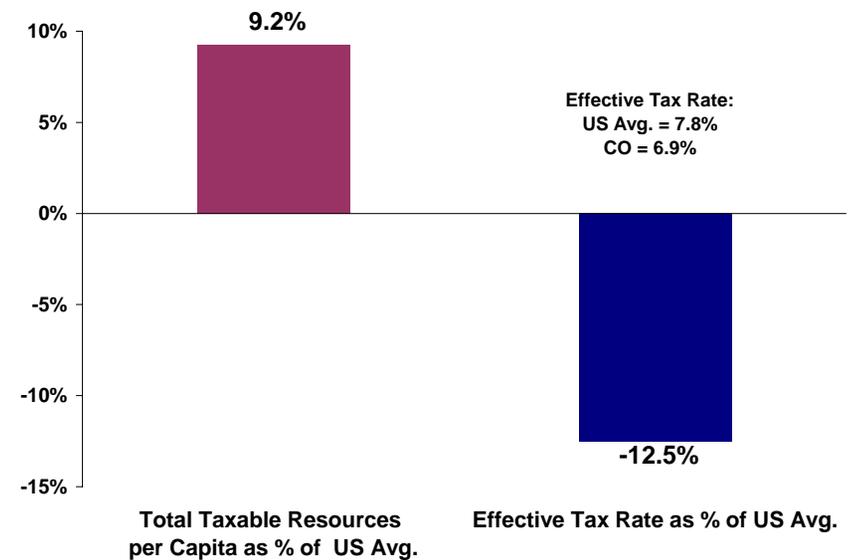
**Educational Appropriations per FTE**



**Net Tuition Revenue per FTE**

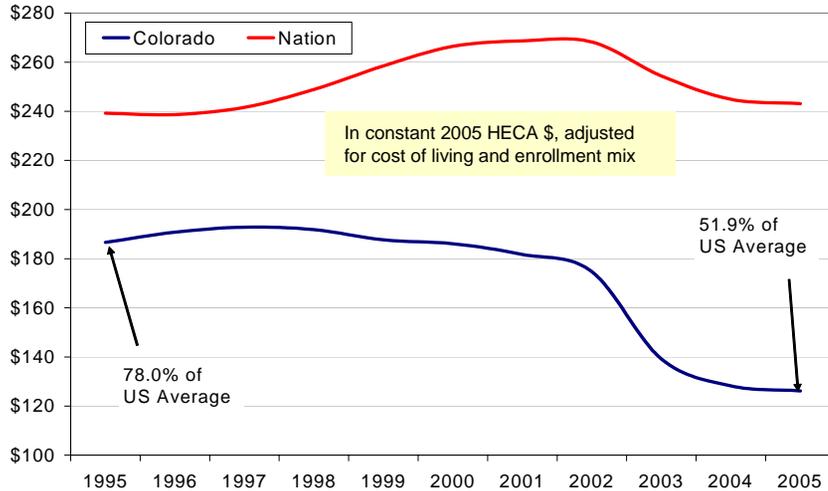


**State Wealth and Effective Tax Rate, 2003**

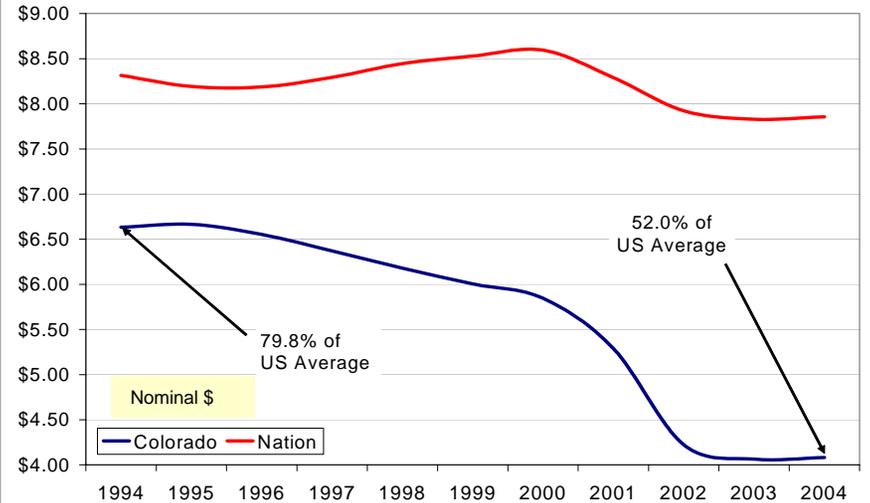


# Perspectives on Support for Higher Education

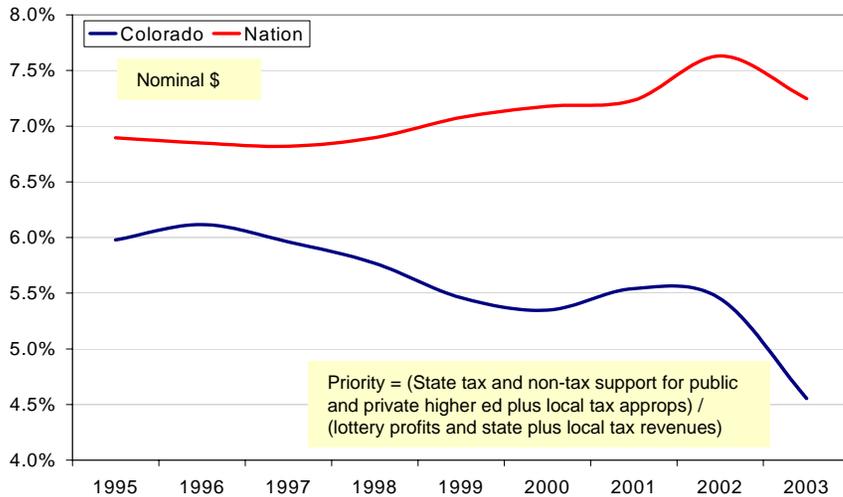
## State and Local Support for Higher Ed Operating Expenses Per Capita, FY 1995-2005



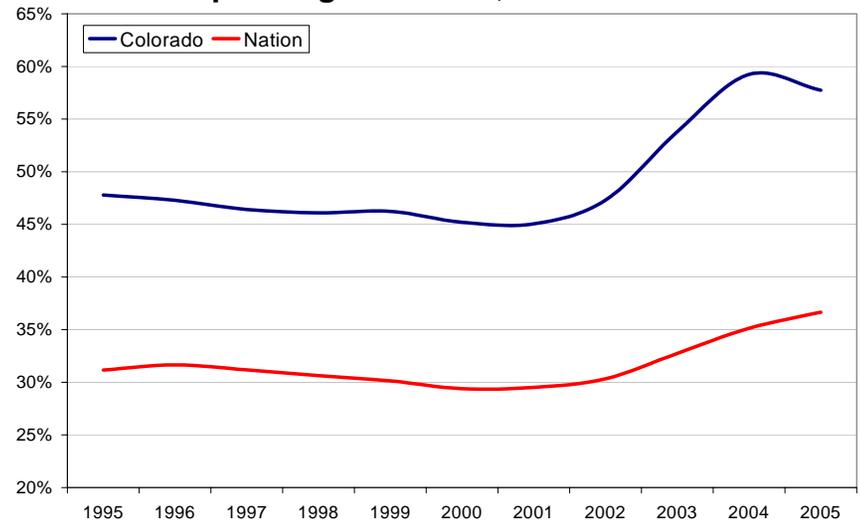
## State and Local Support for Higher Ed Operating Expenses Per \$1,000 of Personal Income, FY 1994-2004



## State Higher Education Priority, FY 1995-2003

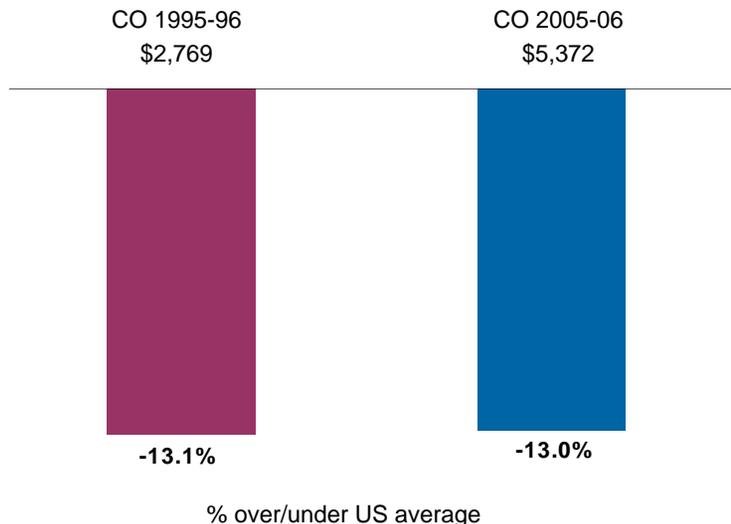


## Students' Share of Public Higher Education Operating Revenues, FY 1995-2005

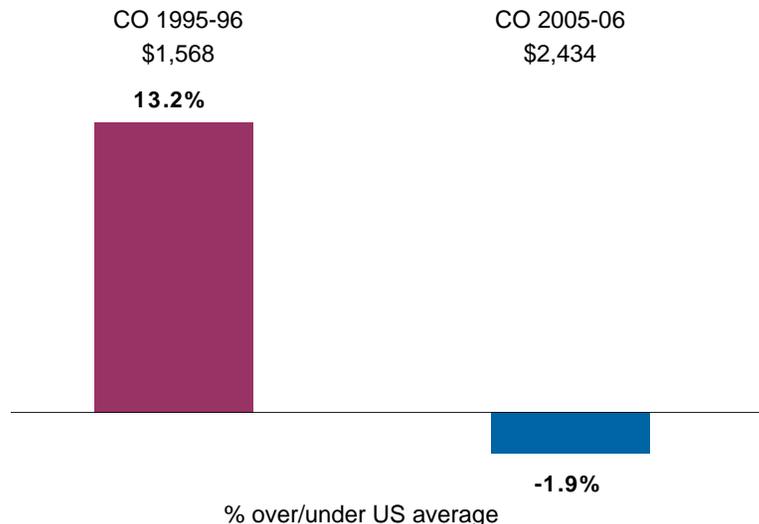


# Resident Tuition and State Student Financial Aid

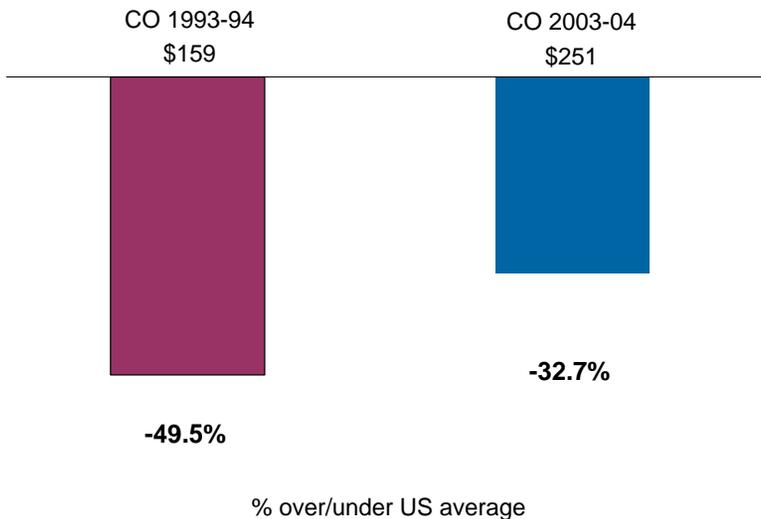
## Public Flagship Undergrad Tuition & Fees



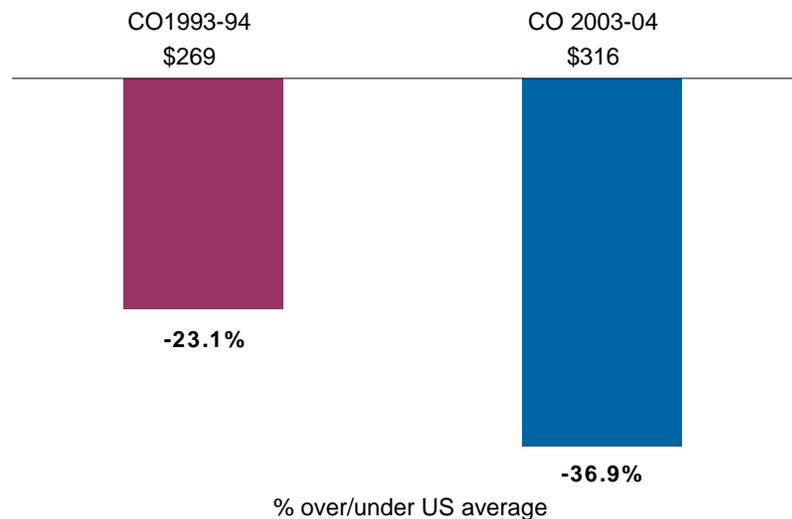
## Community College Tuition & Fees



## Need-Based State Grant Aid per Undergraduate FTE

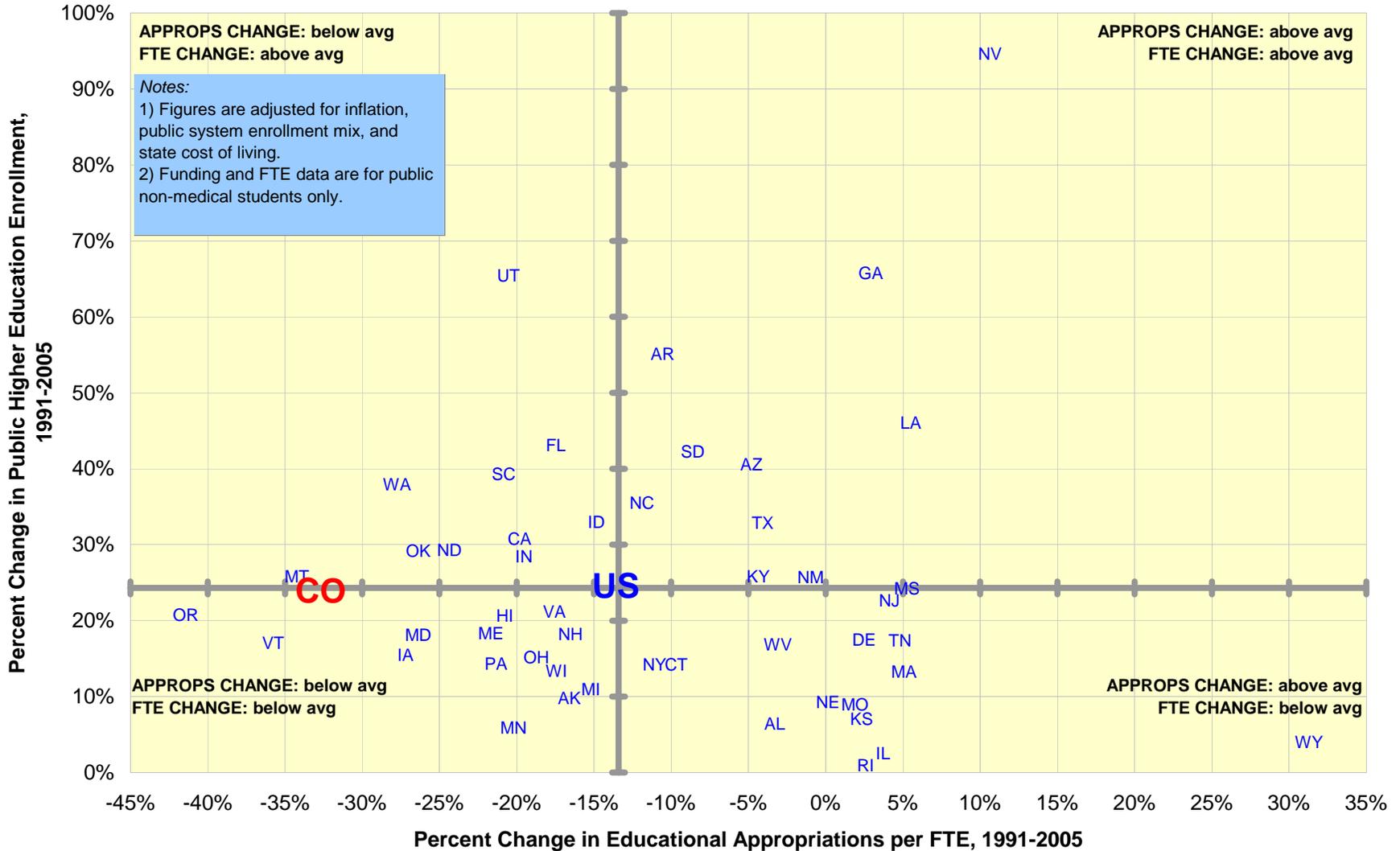


## Total State Grant Aid per Undergraduate FTE



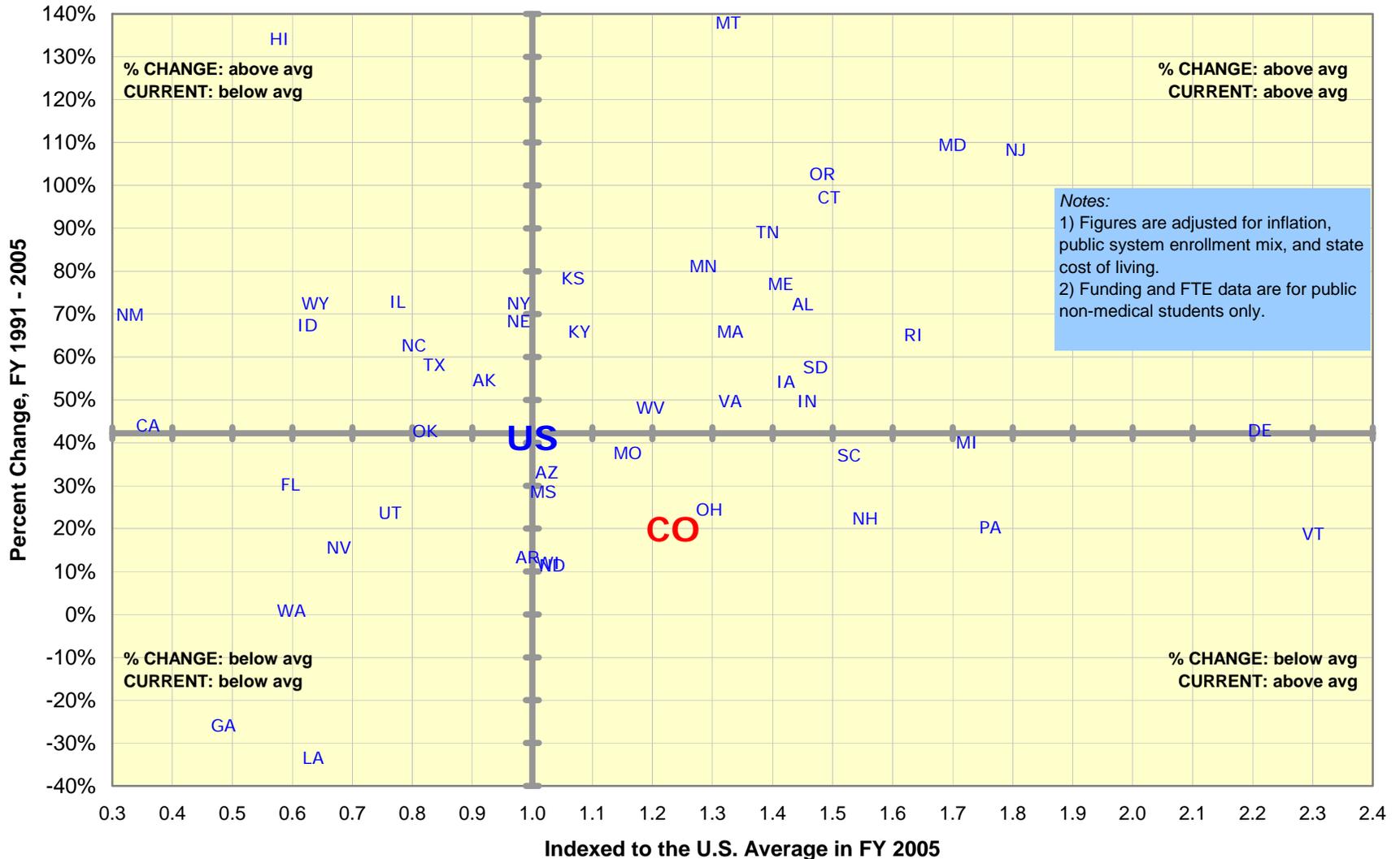
# States in Relationship

Percent Change by State in Enrollment and in Educational Appropriations per FTE, Fiscal 1991-2005



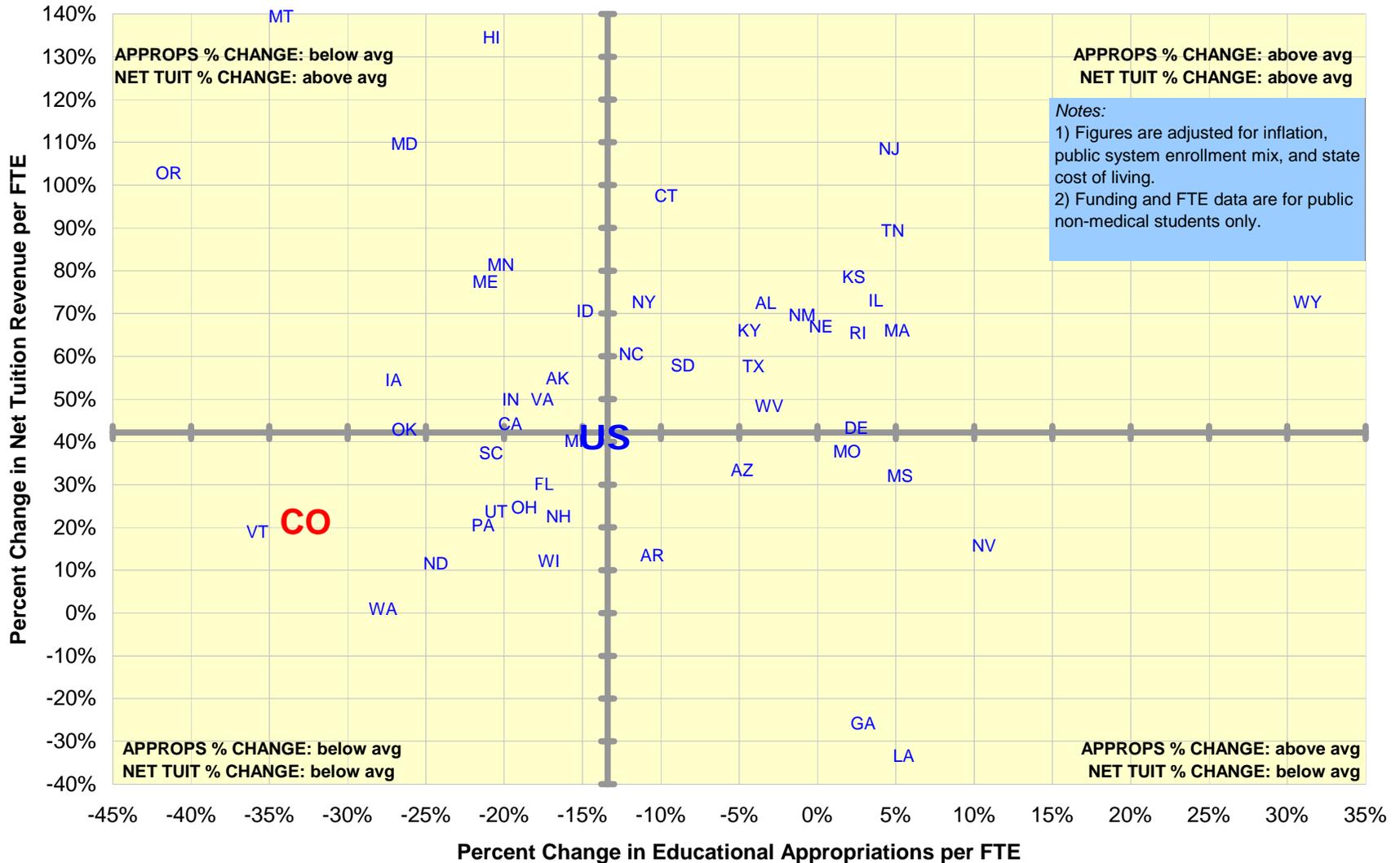
# States in Relationship

Net Tuition Revenue per FTE, by State:  
Percent Change and Current Standing Relative to the U.S. Average



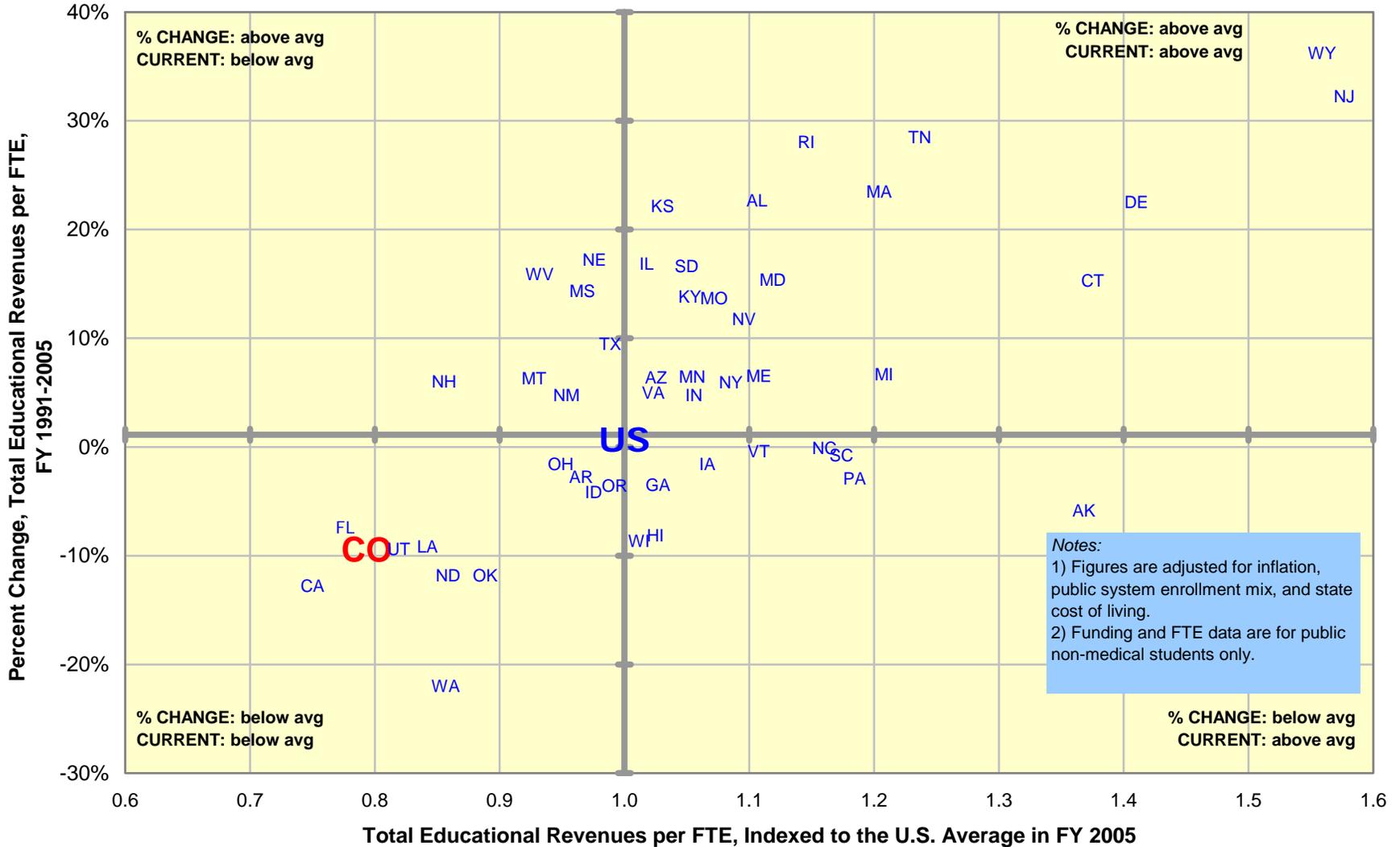
# States in Relationship

Percent Change by State in Educational Appropriations and Net Tuition per FTE, Fiscal 1991- 2005



# States in Relationship

Total Educational Revenues per FTE, by State:  
Percent Change and Current Standing Relative to U.S. Average





**TOPIC:                    REPONSE TO NOTICE OF DEGREE PROGRAMS WITH LOW ENROLLMENT                    AND                    RECOMMENDATION                    OF DISCONTINUANCE TO GOVERNING BOARDS.**

**PREPARED BY:        MATT GIANNESCHI**

**I.        SUMMARY**

The Commission on Higher Education has the authority and responsibility to monitor demand for academic degree programs at Colorado public colleges and universities, pursuant to C.R.S. 23-1-107, as implemented in Commission Academic Affairs Policy Section I, Part G: Policy and Procedures for the Discontinuance of Academic Degrees with Low Program Demand.

Commission policy requires that, each year, CCHE staff review degree production in all academic programs offered at public colleges and universities throughout the state. According to CCHE policy, it is intended that, in November of each year, CCHE staff will analyze institutional degree production and then notify governing boards of programs that fail to meet graduation requirements for three consecutive years.

Following identification of low demand programs, Commission staff notify the governing boards of low demand programs. The Commission expects the governing boards to discontinue degree programs that fail to meet the graduation criteria. However, each institution may exempt from closure no more than five (5) low demand baccalaureate degree programs that are central to the institution's role and mission or where access is not available elsewhere in the state.

Four months after receiving notification of low demand programs—typically no later than March 31 of each year—governing boards shall inform the Commission of the degree programs it discontinued, the degree programs it exempted, and any appeals for extensions.

The following programs required action in 2006:

Bachelor of Arts/Science in Chemistry, Adams State College; and,

Bachelor of Science in Chemistry, Colorado State University at Pueblo.

At its meeting on November 7, 2005, the Commission directed CCHE staff to forward notifications of programs with low enrollment to all governing boards as well as recommendations of discontinuance concerning the two programs named above. Furthermore, the Commission agreed to review action, appeals, and exemptions from governing boards at its April 2006 meeting.

## **II. STAFF ANALYSIS**

At its December 15, 2005 meeting, the Colorado State University Board of Governors voted to request an exemption for the B.S. in Chemistry program at Colorado State University at Pueblo. Similarly, at its February 9, 2006 meeting, the Adams State College Board of Trustees voted to request an exemption for the B.A./B.S. in Chemistry degree program.

CCHE Academic Affairs policy I-G, Policy and Procedures for the Discontinuance of Academic Degrees with Low Program Demand, section 4.03.02 states that, "each institution may exempt no more than five (5) low-demand baccalaureate degree programs from closure." Further, the policy states that, "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."

Staff have determined that both the B.S. in Chemistry at Colorado State University at Pueblo and the B.A./B.S. in Chemistry at Adams State College are central to the respective institutions' roles and missions and therefore meet the intent of CCHE Academic Affairs policy I-G, section 4.03.02.

A complete, revised list of low-demand academic degree programs, including exempted programs, appears in Addendum A.

## **III. RECOMMENDATION**

**That the Commission approve the exemption designation for the B.S. in Chemistry at Colorado State University at Pueblo made by the Colorado State University Board of Governors and the exemption designation for the B.A./B.S. in Chemistry at Adams State College made by the Adams State College Board of Trustees.**

## **IV. STATUTORY AUTHORITY**

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

Attachment A

**Table 1: Revised Low Demand Programs, Including Exemptions, by Institution**

Inst	CIP	Degree	Program Name	Previous Status	Recommended Status	Degrees Awarded In-					Action By
						2000-01	2001-02	2002-03	2003-04	2004-05	
ASC	40.0501	B.A./B.S.	Chemistry	L.D.3	E	5	9	1	7	3	2006
	40.0601	B.A./B.S.	Geology	E	E	5	11	1	1	4	--
	27.0101	B.A./B.S.	Mathematics	E	E	2	3	4	2	7	--
	16.0905	B.A.	Spanish	E	E	2	3	5	6	6	--
CSM	40.0801	M.S.	Applied Physics	L.D.2	L.D.2	--	--	--	1		2007
CSU	1.0103	B.S.	Agricultural & Resource Economics	E	E	0	4	2	3	5	--
	14.0301	B.S.	Agricultural Engineering	L.D.1	L.D.1					5	2008
	14.1301	B.S.	Engineering Science	E	E	7	3	4	5	7	--
	14.1401	B.S.	Environmental Engineering	L.D.1	L.D.1					8	2008
	26.0301	B.S.	Botany	L.D.4	Discontinued	4	6	1	8	2	2005
	3.0301	B.S.	Fishery Biology	L.D.2	L.D.2	--	--	4	4	7	2007
	26.0301	M.S.	Botany	L.D.2	L.D.2	--	--	--	1		2007
CSU-P	16.0101	B.A.	Foreign Languages	E	E	4	2	2	11	5	--
	14.3501	B.S.	Industrial Engineering	L.D.1.	L.D.1.					1	2008
	40.0801	B.S.	Physics	E	E	3	0	1	2	2	--
	40.0501	B.S.	Chemistry	L.D.3	E	9	6	4	9	5	2006
FLC	45.0601	B.A.	Economics	E	E	3	5	2	5	5	--
	40.0801	B.S.	Physics	E	E	1	2	1	2	5	--
	50.0501	B.A.	Theatre	E	E	5	2	5	5	2	--
	27.0101	B.A.	Mathematics	L.D.2	L.D.2	4	12	0	5	7	2007
MSCD	5.0201	B.A.	African American Studies	E	E	2	1	2	3	2	--
	5.0203	B.A.	Chicano Studies	L.D.1	L.D.1					5	2008
	40.0401	B.S.	Meteorology	E	E	4	7	5	5	7	--
	40.0801	B.S.	Physics	E	E	3	3	0	3	5	--
UCB	16.1200	Ph.D.	Classics	L.D.1	L.D.1				1	0	2008
	45.1101	M.A.	Sociology*	L.D.1	L.D.1	2	3	2	0	2	2008
UCDHSC	40.0801	B.S.	Physics	E	E	5	2	8	2	1	--
UNC	5.0201	B.A.	Africana Studies	E	E	2	1	6	9	3	--
	5.0203	B.A.	Mexican American Studies	E	E	3	1	1	2	2	--
WSC	40.0501	B.A.	Chemistry	E	E	3	3	1	4	2	--
	27.0101	B.A.	Mathematics	E	E	4	2	5	2	7	--
	50.0901	B.A.	Music	E	E	4	1	5	6	4	--

\*Masters in route to Ph.D.

**Table 2: Watch List: Low Demand Programs, by Institution and Year of Action**

Inst	CIP	Degree	Program Name	Status	Degrees Awarded In-					Action By
					2000-01	2001-02	2002-03	2003-04	2004-2005	
<b>Programs Requiring Action in 2007 (L.D.2. Status)</b>										
CSM	40.0801	M.S.	Applied Physics	L.D.2	--	--	--		1	2007
CSU	03.0301	B.S.	Fishery Biology	L.D.2	--	--	4	4	7	2007
CSU	26.0301	M.S.	Botany	L.D.2	--	--	--	1	1	2007
FLC	27.0101	B.A.	Mathematics	L.D.2	4	12	0	5	7	2007
<b>Programs Requiring Action in 2008 (L.D.1. Status)</b>										
CSU	14.0301	B.S.	Agricultural Engineering	L.D.1					5	2008
	14.1401	B.S.	Environmental Engineering	L.D.1					8	2008
MSCD	05.0203	B.A.	Chicano Studies	L.D.1					5	2008
UCB	16.1200	Ph.D.	Classics	L.D.1				1	0	2008
	45.1101	M.A.	Sociology	L.D.1					2	2008

**TOPIC: PHASE III ELEMENTARY EDUCATION ARTICULATION AGREEMENT**

**PREPARED BY: MATT GIANNESCHI**

**I. SUMMARY**

In accordance with 23-1-108.5 (1) and 23-1-108(7)(a) C.R.S., the Colorado Commission on Higher Education is charged with establishing and enforcing transfer agreements between two-year and four-year institutions. Pursuant to statute, all Commission-established transfer and articulation agreements must include provisions under which institutions shall accept all credit hours of acceptable course work for automatic transfer from one state-supported institution of higher education to another.

At present, there are five active articulation agreements enforced by the Commission in the following majors and/or programs: nursing, engineering, business, early childhood education, and elementary education. Articulation agreements for the last two programs—early childhood education and elementary education—were implemented in three phases. Phase III of the early childhood articulation agreement was adopted in 2005; however, several campus faculty and staff had unresolved questions concerning the elementary education agreement, which delayed execution of this third phase of the agreement.

The Academic Council and the Colorado Council of Deans of Education (CCODE) satisfactorily resolved all of their questions and concerns regarding the third phase of the elementary education articulation agreement.

**Staff recommend the approval of the Phase III Elementary Education Articulation Agreement presented in Attachment A.**

**II. BACKGROUND AND STAFF ANALYSIS**

On May 20, 2005, a committee of education faculty and institutional administrators met to discuss recommendations for revisions to the third and final phase of the elementary education articulation agreement. At that meeting, it was agreed that the required science sequence in the agreement should be reduced by 4 credit hours—from 12 credit hours to 8 credit hours—and replaced with the Integrated Science 155/156 sequence offered by the Community College System. In addition, it was recommended that the four credit hours taken from the science sequence should be added to the “other” (i.e., receiving institution-specified) 19 credit hours in the agreement with a recommendation that these should be completed in the area of Humanities.

Though there was agreement to the just-described concepts, members of the Academic Council argued that the Integrated Science 155/156 sequence must first be recommended for approval into the gtPathways curriculum before executing the third phase of the agreement. As a result, the implementation of the third phase of the elementary education articulation agreement was postponed indefinitely until after the Integrated Science 155/156 sequence offered by the Community College System had been reviewed by science faculty representing the GE-25 Council.

On February 2, 2006, the Integrated Science 155/156 sequence offered by the Community College System was approved by the Commission for inclusion in the gtPathways curriculum. Consequently, the third phase of the elementary education articulation agreement was resubmitted to the Academic Council and CCODE for discussion and revision.

Following numerous deliberations with members of the Academic Council and CCODE, it was recommended that, in addition to the modifications mentioned above, the third phase of the elementary education articulation agreement should clarify that (a) admission to the receiving institution and/or teacher education program is not guaranteed and that (b) priority for the additional four credit hours of “other” courses should be given to courses in the Humanities. Finally, a fourth section was added to the agreement to clarify the term and protocols for modifications to and severance from the agreement.

The complete, revised version of the Phase III Elementary Education Articulation Agreement is presented in Attachment A of this document.

### **III. RECOMMENDATION**

**That the Commission approve the third phase of the Elementary Education Articulation Agreement, effective fall semester 2006, contingent upon the receipt of signatures of approval from participating institutions chief academic officers and chief executive officers as well as a list of courses satisfying the “other” 19 credit hours in the agreement from the receiving (four-year) institutions.**

### **IV. STATUTORY AUTHORITY**

C.R.S. 23-1-108

C.R.S. 23-1-108.5

Attachment A

**Phase III**

**STATEWIDE ELEMENTARY TEACHER EDUCATION ARTICULATION AGREEMENT  
Between**

**COLORADO PUBLIC COMMUNITY/JUNIOR COLLEGES:**

Colorado Community College and Occupational Education System  
Arapahoe Community College  
Colorado Northwestern Community College  
Community College of Aurora  
Community College of Denver  
Front Range Community College  
Lamar Community College  
Morgan Community College  
Northeastern Junior College  
Otero Junior College  
Pikes Peak Community College  
Pueblo Community College  
Red Rocks Community College  
Trinidad State Junior College  
Aims Community College  
Colorado Mountain College

**and**

**the following**

**COLORADO PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION**

Adams State College (Interdisciplinary Studies)  
Colorado State University at Pueblo (Liberal Studies)  
Fort Lewis College (Interdisciplinary Studies)  
Mesa State College (Liberal Arts)  
Metropolitan State College of Denver (Behavioral Science and Human Development)  
University of Colorado at Boulder (History)  
University of Colorado at Colorado Springs (English, History/Social Studies,  
Modern Foreign Languages, Science, and Mathematics)  
University of Colorado at Denver and Health Sciences Center Downtown Denver (Individually  
Structured Major)  
University of Northern Colorado (Interdisciplinary Studies)  
Western State College (Interdisciplinary Studies)

In accordance with C.R.S. 23-1-108.5 (1) and C.R.S. 108 (7)(a) the participating institutions agree to the following policies governing the transfer of credit earned at a Colorado community college into a degree program for students seeking elementary education licensure offered at any of the Colorado public four-year colleges and universities listed above.

**Section I: Graduation Requirements for Students Seeking Elementary Education Licensure**

- A. Institutional graduation requirements, including minimum number of hours and minimum grade average.

A transfer student who is seeking elementary education licensure will meet the same graduation requirements as a native student, including enrollment in an approved teacher preparation program, grade point average, and enrollment in specified courses that align with Colorado standards. A transfer student from a Colorado public community college who has earned an Associate of Arts (A.A.) degree designated for the elementary education track as defined in this agreement will need to complete no more than 66 credits to earn the baccalaureate degree at the four-year institution (60 plus 60-66 transfer agreement).

- B. Universal transfer courses for the elementary teacher education program.

A community college student who is planning to become an Elementary Education Teacher will sign a graduation plan at the community college that identifies the first 41 credit hours that are guaranteed to transfer to particular teacher education programs (see page one) that are offered by Colorado public institutions of higher education. The courses are listed in Table I of this agreement.

To complete the A.A. graduation requirements, students, who have completed or are currently enrolled in courses that will total the first 41 credits, will apply to a specific teacher education program and be advised by it on the other 19 credits guaranteed to transfer. Priority should be given to 3-4 credit hours of humanities. The receiving institution, however, has final authority of approval over the other 19 credit hours.

All courses described herein are guaranteed to transfer into particular teacher education programs (described on page one) upon admission. Students need not complete the A.A. degree to transfer any or all of these courses.

- C. Second Year, Second Semester of Graduation Agreement (other 19 credit hours)

During the first semester of the student's sophomore year (or the equivalent term when the student will complete the 41 credits outlined in the elementary education graduation agreement), the student may sign an agreement for the other 19 credit hours that will be co-signed by both the community college and the four-year college.

A signed agreement between a community college and a receiving four-year institution only ensures that the other 19 credits are guaranteed to transfer upon admission to the receiving teacher education program. Admission to neither the receiving institution nor its teacher education program is guaranteed.

This agreement entitles the student to:

- Advice from the four-year institution on the other 19 credit hours that will be guaranteed to apply to the graduation requirements that lead to an elementary education licensure.
  - A graduation plan that meets the community colleges' Associate of Arts requirements and transfer of any credits earned at the four-year institution as meeting the A.A. graduation requirements.
  - Ability to enroll in selected courses offered at the four-year institution, including on-line or on-campus classes if not available at the community college subject to inter-institutional agreements or non-degree policies of the 4-year institution.
- D. A transfer student must apply and be successfully admitted to the school of education or appropriate education program at the receiving four-year institution in order to complete the licensure program. Some colleges and universities require that a transfer student apply and be fully admitted to an appropriate degree program as specified by the receiving institution. However, admission to neither the receiving institution nor its teacher education program is guaranteed.

**TABLE 1: Guaranteed General Education and Major Courses for Elementary Education Students.**

	Credit Hours	Community College Course Number	Course Title	Condition
<i>General Education Courses</i>				35
English	3 3	ENG 121 <i>and</i> ENG 122	College Composition <i>and</i> Composition II	B or better (see IIA 3 below)
Speech	3	SPE 115	Public Speaking	
Math	6	MAT 155 <i>and</i> MAT 156	Integrated Math I <i>and</i> Integrated Math II	
Humanities	3	LIT 115 <i>or</i> LIT 201 <i>or</i> LIT 202 <i>or</i> LIT 211 <i>or</i> LIT 221	Introduction to Literature  Masterpieces of Literature I  Masterpieces of Literature II  Survey of American Lit I  Survey of British Literature I	
Science	8	SCI 155 (4) <i>and</i> SCI 156 (4)	Integrated Science I <i>and</i> Integrated Science II	
Social Sciences	9	GEO 105 <i>and</i> HIST 201 <i>and</i> POS 111	World Regional Geography  U.S. History I  American Government	
<i>Education Requirements</i>				6
Education	3 3	EDU 221 <i>and</i> PSY 238	Intro to Education <i>and</i> Child Development	
<b>TOTAL</b>				<b>41 Credit Hours</b>

Some institutions may require prescribed general education courses (e.g., music) in addition to the courses listed above. If so, these must either be included among the final 19 credit hours (see "C" above) at the community college or must be completed at the four-year institution to complete the baccalaureate degree.

## Section II - Transfer of Credit

- A. Policies for accepting grades in transfer.
  1. Only academic courses with a letter grade of "C" or better will be accepted for transfer.
  2. Courses with grades of "F", "D", "IP", "I", "U", "AU", and "Z" are not transferable.

3. Only courses with grade of "B-" or better are accepted for English Composition (ENG 121). This is a standard teacher education admission standard in Colorado.
- B. The four-year college or university will accept all credits in the student's teacher education graduation agreement earned within ten years of transfer. Courses earned more than ten years earlier will be evaluated on an individual basis.
- C. This transfer credit is guaranteed under the condition that the community college maintains current accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools.

### **Section III: Student Appeals Process**

An appeal related to denial of transfer credits will follow the Colorado Commission on Higher Education student appeal process.

### **Section IV: Term, Modifications and Severability**

- A. The term of this agreement shall be for a period of four years, commencing on July 1, 2006, and terminating on June 30, 2010. This agreement may be extended upon mutual agreement of all parties.
- B. Modifications to this agreement may be made if they are required due to unforeseen circumstances, such as material changes to Colorado State Board of Education licensure rules, the CCHE gtPathways curriculum, or the status of courses found in Table 1 of this agreement that are guaranteed for transfer by CCHE. Any modifications to this agreement must be in writing and fully executed by all parties to the agreement.
- C. During the term of this agreement, any participating institution may terminate its involvement if 90 days prior written notice is given to CCHE. If a notice of termination is given, the receiving institution must continue to honor all signed agreements with students for a period of five years or until all students have withdrawn or graduated, whichever comes first.

\_\_\_\_\_  
Chief Academic Officer

\_\_\_\_\_  
President/Chancellor

\_\_\_\_\_  
Institution

\_\_\_\_\_  
Date

**TOPIC: STATE GUARANTEED GENERAL EDUCATION COURSES, REVIEW CYCLE IV, ROUND I**

**PREPARED BY: MATT GIANNESCHI AND VICKI LEAL**

**I. SUMMARY**

In compliance with the performance contracts and C.R.S. 23-1-125, the Student Bill of Rights, contained in this agenda item are recommendations for courses nominated by institutions, reviewed by faculty, and recommended for the general education guaranteed statewide transfer program, gtPathways, during Cycle IV, Round I (February 24, 2006). Guaranteed transfer means that a course is universally transferable among all Colorado public institutions of higher education and applicable to general education requirements within the Associate of Arts, Associate of Science, Bachelor of Arts, and Bachelor of Science degree programs.

The recommendations contained in this agenda item represent the outcome of faculty consideration of 126 course nominations for the gtPathways program. The Commission has previously approved 531 general education courses in over 20 disciplines (e.g., English, math, history, biology, etc.) during the first three cycles of gtPathways course nominations, which began in January 2003.

The following table summarizes courses nominated and reviewed for statewide transfer during Cycle IV, Round I, by content area and recommendation status.

<b>COURSE CONTENT AREA</b>	<b>NUMBER OF COURSES RECOMMENDED</b>	<b>NUMBER OF COURSES NOT RECOMMENDED</b>	<b>*NUMBER OF COURSES DEFERRED</b>
Arts and Humanities	9	14	2
Communications	0	1	0
Mathematics	9	3	1
Natural & Physical Science	28	7	4
Social & Behavioral Science	20	28	0
<b>TOTAL</b>	<b>= 66</b>	<b>= 53</b>	<b>= 7</b>

**\*Note:** Review Cycle IV, Round I deferments were necessary based on 1 of 2 reasons: courses for review had been copied incorrectly; or, specific content discipline faculty were not in attendance at the review, i.e. faculty teaching philosophy within the larger content area of Arts & Humanities.

## **II. BACKGROUND**

Following the passage of the Colorado Opportunity Fund (COF) legislation in 2004, CCHE began performance contract negotiations with the governing boards of all public institutions in the state. Included in performance contracts is a requirement that all institutions have lower division general education course requirements of between 30 and 40 credit hours and submit all the courses included in their required general education curricula for review and possible inclusion in the statewide transfer program. Colorado's public colleges and universities have established timelines for the submission of their general education courses to the CCHE. Beginning with the calendar year 2005 and continuing through June 2009, all of Colorado's public post-secondary institutions are submitting their general education core courses to self-selected members of the state's public two and four year faculty for peer review and inclusion in the gtPathways curriculum for guaranteed transfer.

It is anticipated that there will be two general faculty review sessions during fall semester 2006; the reviews will complete the fourth (IV) cycle of course reviews. As necessary to accommodate future volume, CCHE will schedule and facilitate additional review cycles throughout the 2007 academic and calendar year in order to review courses nominated for the gtPathways guaranteed transfer program.

The list of recommendations on nominated courses found herein is the result of deliberations among 43 faculty members representing various public two- and four-year institutions in the state who met on February 24, 2006.

## **III. STAFF ANALYSIS**

Since the fall 2003 semester, gtPathways has guaranteed up to 35-37 credit hours of successfully completed courses taken from the list of approved state guaranteed general education courses, which are published on the gtPathways page of the CCHE website. In June 2005, the Commissioners approved changes to the statewide transfer policy that effectively reduced the guaranteed credit hours from 35-37 down to 31. Effective fall semester 2006, gtPathways will guarantee 31 credit hours of successfully completed courses taken from the approved state guaranteed general education list of courses. Additionally, the GE 25 Council, in agreement with Academic Council, has revised the procedures and forms utilized in the gtPathways course review process. The courses recommended here conform to the newly revised process, procedures, program rules and forms of the gtPathways program and the content and competency criteria.

Faculty review committees in each of the five major content areas (Communication, Math, Arts & Humanities, Social & Behavioral Sciences, and Natural & Physical Sciences) reviewed the courses presented in Attachment A and took one of three actions:

- Recommended a course for inclusion in the statewide program;
- Labeled a course as Not Recommend; or,
- Deferred the review of the course nomination (due to the lack of appropriate discipline-specific faculty reviewers or errors in the copying of review materials).

CCHE staff has communicated all of the faculty recommendations to institutions, including justifications for those courses receiving the “not recommended” designation by faculty review committees.

Institutions will have the opportunity in future cycles to make any necessary corrections and/or revisions and re-nominate a course for consideration and placement into the gtPathways curriculum.

Adoption of the attached list of courses below will continue the implementation of Colorado’s guaranteed general education transfer program. Nomination and review of additional courses for consideration will continue with a spring 2006 review scheduled on April 14, 2006.

Importantly, pursuant to performance contract requirements, institutions must clearly distinguish guaranteed transfer courses from those not approved for guaranteed transfer in course catalogs and related materials. That is, courses nominated for guaranteed transfer, but not approved, must be easily distinguishable from courses carrying the guaranteed status. In addition, prominently placed, in the general education section of the college catalog, shall be explanations of the distinction between courses approved for guaranteed transfer and courses not approved for guaranteed transfer to other Colorado colleges and universities.

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

**That the Commission approve the courses recommended by faculty reviewers for guaranteed statewide transfer status found in Attachment A, effective August 2006 (fall semester 2006).**

#### **V. SUPPLEMENTAL INFORMATION**

Copies of all materials included in course submissions as well as copies of faculty reviewers’ worksheets are on file in the Academic and Student Affairs Office.

**VI. STATUTORY AUTHORITY**

23-1-125 C.R.S.

Attachment A

<b>Inst</b>	<b>Category</b>	<b>Course Prefix</b>	<b>Course #</b>	<b>Course Title</b>	<b>Action</b>
ASC	Arts & Humanities (GT-AH2)	ENG	203	Major Themes in Literature	RECOMMENDED
CCCS	Arts & Humanities (GT-AH3)	PHY	114	Comparative Religions	RECOMMENDED
CCCS	Arts & Humanities (GT-AH2)	PHY	214	Philosophy of Religion	RECOMMENDED
MSCD	Arts & Humanities (GT-AH1)	LAS	2850	Introduction to Cinema Studies	RECOMMENDED
MSCD	Arts & Humanities (GT-AH2)	CHS	2010	Survey of Chicano Literature	RECOMMENDED
MSCD	Arts & Humanities (GT-AH2)	ENG	1120	Introduction to Drama	RECOMMENDED
MSCD	Arts & Humanities (GT-AH2)	HON	2750	The Legacy of Arts and Letters I	RECOMMENDED
MSCD	Arts & Humanities (GT-AH1)	ARH	1500	Art Appreciation Survey	DEFERRED
MSCD	Arts & Humanities (GT-AH3)	PHI	1110	Language, Logic and Persuasion	DEFERRED
UCDHSC	Arts & Humanities (GT-AH1)	FA	1001	Introduction to Art	RECOMMENDED
UCDHSC	Arts & Humanities (GT-AH1)	PMUS	1001	Music Appreciation	RECOMMENDED
ASC	Arts & Humanities (GT-AH1)	MUS	100	Introduction to Music Literature	NOT RECOMMENDED
FLC	Arts & Humanities (GT-AH1)	Mu	120	Fundamentals of Music	NOT RECOMMENDED
MSC	Arts & Humanities ((GT-AH1)	Arte	101	Two-Dimensional Design	NOT RECOMMENDED
MSC	Arts & Humanities (GT-AH1)	Arte	102	Three-Dimensional Design	NOT RECOMMENDED
MSC	Arts & Humanities (GT-AH1)	Arte	119	History of Art: Renaissance to Present	NOT RECOMMENDED
MSC	Arts & Humanities (GT-AH1)	Thea	141	Theatre Appreciation	NOT RECOMMENDED
MSC	Arts & Humanities (GT-AH1)	Musa	266	History of Popular Music	NOT RECOMMENDED
MSCD	Arts & Humanities (GT-AH2)	ENG	1110	Introduction to Fiction	NOT RECOMMENDED
MSCD	Arts & Humanities (GT-AH2)	ENG	1310	Introduction to Shakespeare	NOT RECOMMENDED
MSCD	Arts & Humanities (GT-AH2)	ENG	2460	Introduction to Children's Literature for Non-Majors	NOT RECOMMENDED
MSCD	Arts & Humanities (GT-AH2)	HON	2760	The Legacy of Arts and Letters II	NOT RECOMMENDED
MSCD	Arts & Humanities (GT-AH3)	RDG	1510	Cognitive Strategies for Analytical Reading	NOT RECOMMENDED
WSC	Arts & Humanities (GT-AH1)	ART	106	Studio Art for the Non-Artist	NOT RECOMMENDED
WSC	Communication (GT-CO2)	COTH	202	Academic Writing and Inquiry	NOT RECOMMENDED
<hr/>					
MSCD	Mathematics	MTH	1610	Integrated Mathematics I	RECOMMENDED
UCDHSC	Mathematics	MATH	1070	Algebra for Social Sciences and Business	RECOMMENDED
UCDHSC	Mathematics	MATH	1080	Polynomial Calculus	RECOMMENDED
UCDHSC	Mathematics	MATH	1120	College Trigonometry	RECOMMENDED
UCDHSC	Mathematics	MATH	1130	PreCalculus	RECOMMENDED
UCDHSC	Mathematics	MATH	1401	Calculus I	RECOMMENDED
UCDHSC	Mathematics	MATH	2411	Calculus II	RECOMMENDED
UCDHSC	Mathematics	MATH	2421	Calculus III	RECOMMENDED
UCDHSC	Mathematics	MATH	2830	Introductory Statistics	RECOMMENDED

<b>Inst</b>	<b>Category</b>	<b>Course Prefix</b>	<b>Course #</b>	<b>Course Title</b>	<b>Action</b>
<b>UCDHSC</b>	Mathematics	MATH	1110	College Algebra	DEFERRED
<b>FLC</b>	<i>Mathematics</i>	<i>BA</i>	253	<i>Business Statistics</i>	<i>NOT RECOMMENDED</i>
<b>FLC</b>	<i>Mathematics</i>	<i>ES</i>	242	<i>Testing and Statistics</i>	<i>NOT RECOMMENDED</i>
<b>FLC</b>	<i>Mathematics</i>	<i>Psyc</i>	241	<i>Basic Statistics for Psychologists</i>	<i>NOT RECOMMENDED</i>
<b>ASC</b>	Natural & Physical Sciences (GT-SC1)	ENV	101	Environmental Science	RECOMMENDED
<b>CSUP</b>	Natural & Physical Sciences (GT-SC1)	Biology	223-223L	Human Physiology and Anatomy I	RECOMMENDED
<b>CSUP</b>	Natural & Physical Sciences (GT-SC1)	Biology	224-224L	Human Physiology and Anatomy II	RECOMMENDED
<b>FLC</b>	Natural & Physical Sciences (GT-SC2)	Chem	123	Chemistry for Consumers	RECOMMENDED
<b>FLC</b>	Natural & Physical Sciences (GT-SC2)	Geol	150	Geology of the Southwest	RECOMMENDED
<b>FLC</b>	Natural & Physical Sciences (GT-SC2)	Geol	170	Earth Shock	RECOMMENDED
<b>FLC</b>	Natural & Physical Sciences (GT-SC2)	Geol	180	Introduction to Oceanography	RECOMMENDED
<b>MSC</b>	Natural & Physical Sciences (GT-SC2)	Envvs	101	Introduction to Environmental Science	RECOMMENDED
<b>MSC</b>	Natural & Physical Sciences (GT-SC2)	Phys	100	Concepts of Physics	RECOMMENDED
<b>MSC</b>	Natural & Physical Sciences (GT-SC2)	Phys	101	Elementary Astronomy	DEFERRED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC1)	CHE	1800	General Chemistry I or II and Laboratory	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	BIO	1000	Human Biology for Non-Majors	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	BIO	1010	Ecology for Non-Majors	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	CHE	1010	Chemistry and Society	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	ENV	1200	Introduction to Environmental Science	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	GEG	1100	Introduction to Physical Geography	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	GEL	1020	Geology of Colorado	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	GEL	1150	Oceanography	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	MTR	1400	Weather and Climate	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	NUT	2040	Introduction to Nutrition	RECOMMENDED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC1)	EET	1001	Electronics: An Introduction	DEFERRED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC1)	PHY	1000	Introduction to Physics	DEFERRED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC1)	PHY	1250	Physics of Aviation	DEFERRED
<b>MSCD</b>	Natural & Physical Sciences (GT-SC2)	AST	1040	Introduction to Astronomy	DEFERRED
<b>UCDHSC</b>	Natural & Physical Sciences (GT-SC1)	CHEM	2031/8	General Chemistry I w/ Lab	RECOMMENDED
<b>UCDHSC</b>	Natural & Physical Sciences (GT-SC1)	CHEM	2061/8	General Chemistry II w/ Lab	RECOMMENDED
<b>WSC</b>	Natural & Physical Sciences (GT-SC2)	BIOL	120	Studies in Biology	RECOMMENDED

<b>Inst</b>	<b>Category</b>	<b>Course Prefix</b>	<b>Course #</b>	<b>Course Title</b>	<b>Action</b>
WSC	Natural & Physical Sciences (GT-SC2)	BIOL	200	Environmental and Public Health	RECOMMENDED
WSC	Natural & Physical Sciences (GT-SC2)	CHEM	100	Contemporary Chemistry	RECOMMENDED
WSC	Natural & Physical Sciences (GT-SC2)	CHEM	101	Introduction to Inorganic Chemistry	RECOMMENDED
WSC	Natural & Physical Sciences (GT-SC2)	PHYS	120	Meteorology	RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC1)	ANT	1010	Physical Anthropology and Prehistory	NOT RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC1)	SCI	2610	Integrated Natural Science I	NOT RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC1)	ANT	2620	Integrated Natural Science II	NOT RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC2)	GEL	1510	Geology of Red Rocks and Vicinity	NOT RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC2)	GEL	1520	Garden of the Gods – Front Range Geology	NOT RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC2)	HES	2150	Complimentary and Alternative Medical Therapies	NOT RECOMMENDED
CCCCS	Social & Behavioral Sciences (GT-SS1)	ECO	245	Environmental Economics	RECOMMENDED
MSC	Social & Behavioral Sciences (GT-SS3)	Soco	144	Marriage and Families	RECOMMENDED
MSC	Social & Behavioral Sciences (GT-SS3)	Soco	264	Social Problems	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-HI1)	AAS	1130	Survey of African History	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-HI1)	AAS	2130	West African Civilizations	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-HI1)	CHS	1020	History of the Chicano/a in the Southwest: 1810 to Present	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-HI1)	HIS	1000	American Civilizations	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-HI1)	HIS	2010	Contemporary World History	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS1)	AAS	2200	Politics and Black People	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS2)	GEG	2020	Geography in Colorado	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS3)	AAS	1010	Introduction to African-American Studies	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS3)	CHS	1000	Introduction to Chicano Studies	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS3)	IND	2810	Technology, Society and You	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS3)	JRN	1010	Introduction to Journalism and Mass Media	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS3)	PSY	2160	Personality and Adjustment	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS3)	SED	2200	Diversity, Disability and Education	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS3)	WMS	2100	Women of Color	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS1)	ECON	2012	Principles of Macroeconomics	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS1)	ECON	2022	Principles of Microeconomics	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS3)	PSY	1001	Introduction to Psychology I	RECOMMENDED
CCCCS	Social & Behavioral Sciences (GT-HI1)	ECO	101	Economics of Social Issues	NOT RECOMMENDED

<b>Inst</b>	<b>Category</b>	<b>Course Prefix</b>	<b>Course #</b>	<b>Course Title</b>	<b>Action</b>
<i>CSUP</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>MCCNM</i>	<i>101</i>	<i>Media &amp; Society</i>	<i>NOT RECOMMENDED</i>
<i>FLC</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>ES</i>	<i>150</i>	<i>Sociocultural Foundations of Human Movement</i>	<i>NOT RECOMMENDED</i>
<i>FLC</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>ES</i>	<i>243</i>	<i>Personal Health</i>	<i>NOT RECOMMENDED</i>
<i>MSC</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>Psyc</i>	<i>233</i>	<i>Human Growth and Development</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-HI1)</i>	<i>CHS</i>	<i>1010</i>	<i>History of Meso-America: Pre-Columbian and Colonial Periods</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS1)</i>	<i>CJC</i>	<i>1010</i>	<i>Introduction to the Criminal Justice System</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS1)</i>	<i>NAS</i>	<i>1000</i>	<i>Introduction to Native American Studies</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS1)</i>	<i>PSC</i>	<i>2100</i>	<i>Political Socialization</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS2)</i>	<i>GEG</i>	<i>1920</i>	<i>Concepts and Connections in Geography</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>ANT</i>	<i>2330</i>	<i>Cross-Cultural Communication</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>HES</i>	<i>1050</i>	<i>Dynamics of Health</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>HMT</i>	<i>1850</i>	<i>Multicultural/Multinational Cultural Adjustment/Readjustment</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>SOC</i>	<i>1040</i>	<i>Introduction to Social Gerontology</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>SOC</i>	<i>2010</i>	<i>Current Social Issues</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>SPE</i>	<i>1710</i>	<i>Interpersonal Communication</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>SPE</i>	<i>2770</i>	<i>Gender and Communication</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>SWK</i>	<i>1010</i>	<i>Introduction to Social Welfare and Social Work</i>	<i>NOT RECOMMENDED</i>
<i>MSCD</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>WMS</i>	<i>1001</i>	<i>Introduction to Women's Studies</i>	<i>NOT RECOMMENDED</i>
<i>UCCS</i>	<i>Social &amp; Behavioral Sciences (GT-SS1)</i>	<i>ECON</i>	<i>101</i>	<i>Introduction to Microeconomics</i>	<i>NOT RECOMMENDED</i>
<i>UCCS</i>	<i>Social &amp; Behavioral Sciences (GT-SS1)</i>	<i>ECON</i>	<i>202</i>	<i>Introduction to Macroeconomics</i>	<i>NOT RECOMMENDED</i>
<i>UCCS</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>PSY</i>	<i>100</i>	<i>General Psychology</i>	<i>NOT RECOMMENDED</i>
<i>UCDHSC</i>	<i>Social &amp; Behavioral Sciences (GT-SS1)</i>	<i>PSC</i>	<i>1001</i>	<i>Introduction to PSC: The Quest for Freedom and Justice</i>	<i>NOT RECOMMENDED</i>
<i>UCDHSC</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>CMMU</i>	<i>1011</i>	<i>Fundamentals of Communication</i>	<i>NOT RECOMMENDED</i>
<i>UCDHSC</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>CMMU</i>	<i>1021</i>	<i>Fundamentals of Mass Communication</i>	<i>NOT RECOMMENDED</i>
<i>UCDHSC</i>	<i>Social &amp; Behavioral Sciences (GT-SS1)</i>	<i>PSY</i>	<i>1005</i>	<i>Introduction to Psychology II</i>	<i>NOT RECOMMENDED</i>
<i>WSC</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>SOC</i>	<i>101</i>	<i>Introduction to Sociology</i>	<i>NOT RECOMMENDED</i>
<i>WSC</i>	<i>Social &amp; Behavioral Sciences (GT-SS3)</i>	<i>SPAN</i>	<i>256</i>	<i>Hispanic Literature and Film in Translation</i>	<i>NOT RECOMMENDED</i>

**TOPIC:                   TEACHER EDUCATION REAUTHORIZATION:   COLORADO  
                                  COLLEGE**

**PREPARED BY:   MATTHEW GIANNESCHI AND DAVID WHALEY**

**I.     SUMMARY**

The Colorado College, a state approved, regionally accredited university authorized to operate in Colorado pursuant to the Degree Authorization Act (23-2-101 et seq C.R.S.), has been re-authorized by the Colorado State Board of Education (SBE) to offer an educator licensing program leading to initial teacher licensure pursuant to rules found in 22-2-109 C.R.S.

An on-site team of members from the Colorado Commission on Higher Education (CCHE) and the Colorado Department of Education (CDE) reviewed The Colorado College's teacher licensure programs on November 22, 2005. Additionally, the Colorado College submitted the coursework from its teacher licensure programs, as specified in 22-2-109 (3) C.R.S., to CDE for content review and program authorization. The SBE authorized the program on February 9, 2006.

As a result of the SBE's approval, The Colorado College's teacher preparation programs were subsequently reviewed for continued alignment/compliance with the state's performance measures found in 23-1-121 (5) C.R.S. by CCHE staff. Specifically, CCHE staff reviewed the programs for compliance with the following:

1.     *Candidates complete a minimum of 800-hours of field experience, including student teaching; and,*
2.     *Program content is designed and implemented in a manner that will enable the teacher candidate to meet licensure requirements as specified by the State Board of Education pursuant to 22-2-109 (3) and 22-60.5-106 C.R.S.*

CCHE staff determined that the Colorado College's educator licensing programs satisfactorily meet these state measures.

**II.    STAFF ANALYSIS**

Pursuant to 23-1-121 (5) C.R.S., non-public institutions of higher education in Colorado with teacher education preparation programs are authorized by SBE and the CCHE. The focus of each review is to ensure the teacher education program's compliance with the SBE's Teacher Preparation Content Standards and CCHE's requirement that each preparation program includes 800 hours of field experiences.

Following statute, the SBE is the first agency to review and act upon recommendations for reauthorization. Upon SBE approval of preparation program content, CCHE takes its action.

The teacher preparation programs at The Colorado College are offered at the undergraduate and graduate (Master of Arts in Teacher) levels in the following areas: Elementary Education and Secondary Education (Art, English, French, German, Japanese, Latin, Mathematics, Music, Science, Social Studies, and Spanish).

Completers of the programs at The Colorado College will meet Colorado's licensing requirements. Each candidate is required to pass the required Colorado assessment for educators (PLACE or Praxis II) in the respective teaching endorsement or licensing area prior to student teaching. And, candidates for initial teacher licensing complete 800 hours of field experience, as is required by law.

On February 9, 2005, teacher education programs at The Colorado College were reauthorized by the SBE to offer baccalaureate-level teacher preparation programs in Elementary Education and Secondary Education (Art, English, French, German, Japanese, Latin, Mathematics, Music, Science, Social Studies, and Spanish) and Master of Arts in Teaching (M.A.T.) in Elementary Education and Secondary Education (Art, English, French, German, Japanese, Latin, Mathematics, Music, Science, Social Studies, and Spanish).

### **III. STAFF RECOMMENDATION**

**That the Commission reauthorize The Colorado College to offer baccalaureate-level teacher preparation programs in Elementary Education and Secondary Education (Art, English, French, German, Japanese, Latin, Mathematics, Music, Science, Social Studies, and Spanish) and Master of Arts in Teaching (M.A.T.) in Elementary Education and Secondary Education (Art, English, French, German, Japanese, Latin, Mathematics, Music, Science, Social Studies, and Spanish).**

### **IV. STATUTORY AUTHORITY**

23-1-121 (5) C.R.S.

**V. SUPPLEMENTAL INFORMATION**

Copies of The Colorado College's teacher education licensure application materials as well as the letter of authorization from the SBE are on file in the Office of Academic and Student Affairs.

**TOPIC:                   TEACHER EDUCATION REAUTHORIZATION: UNIVERSITY OF DENVER**

**PREPARED BY:       MATTHEW GIANNESCHI AND DAVID WHALEY**

**I.       SUMMARY**

The University of Denver, a state approved, regionally accredited university authorized to operate in Colorado pursuant to the Degree Authorization Act (23-2-101 et seq C.R.S.), has been re-authorized by the Colorado State Board of Education (SBE) to offer an educator licensing program leading to initial teacher licensure pursuant to rules found in 22-2-109 C.R.S.

An on-site team of members from the Colorado Commission on Higher Education (CCHE) and the Colorado Department of Education (CDE) reviewed the University of Denver's teacher licensure programs on April 19-20, 2005. Additionally, the University of Denver submitted the coursework from its teacher licensure programs, as specified in 22-2-109 (3) C.R.S., to the CDE for content review and program authorization. The SBE authorized the program on December 8, 2005.

Based on the SBE's approval, the University of Denver's teacher preparation programs were subsequently reviewed by CCHE in February 2006 by staff for alignment/compliance with the state's performance measures found in 23-1-121 (5) C.R.S.:

1.       *Candidates complete a minimum of 800-hours of field experience, including student teaching; and,*
2.       *Program content is designed and implemented in a manner that will enable the teacher candidate to meet licensure requirements as specified by the State Board of Education pursuant to 22-2-109 (3) and 22-60.5-106 C.R.S.*

CCHE staff determined that the University of Denver's educator licensing programs satisfactorily meets these state measures.

**II.       STAFF ANALYSIS**

Pursuant to 23-1-121 (5) C.R.S., non-public institutions of higher education in Colorado with teacher education preparation programs are authorized by the SBE and CCHE. The focus of each review is to ensure the teacher education program's compliance with the SBE's Teacher Preparation Content Standards and CCHE's requirement that each preparation program includes 800 hours of field experiences.

Following statute, the SBE is the first agency to review and act upon recommendations for

reauthorization. Upon SBE approval of preparation program content, CCHE takes its action.

By way of an undergraduate minor or a combined license and master's program (CLAMP), the University of Denver offers educator licenses in the following areas: Elementary Education; Foreign Language: Secondary (German, Russian, Spanish, and French); K-12: Art; K-12: Music; English/Language Arts, Secondary; Mathematics, Secondary; Science, Secondary; Social Studies, Secondary. DU also offers administrator licensing in School Principal; School Psychologist; School Social Worker; School Counselor; Gifted Education, Director; Special Education; and Library Information Science.

The TEP is a three-quarter, nine-month program designed as an intensive field based and pedagogical experience. Upon completion of this program, graduates have the option of continuing their studies for an additional four courses to earn a master's degree in education through the Combined License and Master's Program (CLAMP).

Field experiences for all teacher candidates are structured so that teacher candidates gradually assume full responsibility in a classroom. Teacher candidates complete 800 hours of closely supervised field experiences in the fall, winter, and spring quarters.

Completers of the programs will meet Colorado's licensing requirements. In addition, each candidate is required to pass the required Colorado assessment for educators (PLACE or Praxis II) in the respective teaching endorsement or licensing area prior to student teaching. And, candidates for initial teacher licensing complete 800 hours of field experience, as is required by law.

On December 8, 2005, teacher education programs at the University of Denver were reauthorized by the SBE.

### **III. STAFF RECOMMENDATION**

**That the Commission reauthorize the University of Denver to offer educator licenses at the baccalaureate and graduate levels in the following areas: Elementary Education; Foreign Language: Secondary (German, Russian, Spanish, and French); K-12: Art; K-12: Music; English/Language Arts, Secondary; Mathematics, Secondary; Science, Secondary; Social Studies, Secondary.**

### **IV. STATUTORY AUTHORITY**

23-1-121 (5) C.R.S.

**V. SUPPLEMENTAL INFORMATION**

Copies of the University of Denver teacher education licensure materials as well as the letter of authorization from the SBE are on file in the Office of Academic and Student Affairs.

**TOPIC: DEGREE AUTHORIZATION ACT RECLASSIFICATION –  
NEWMAN UNIVERSITY**

**PREPARED BY: MATT GIANNESCHI**

**I. SUMMARY**

The Commission has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act. Commission policies and procedures have been developed to include an application process for any institutions wishing to begin operation in Colorado. Institutions meeting the applicable requirements will be granted authority to operate upon the Commission's approval.

Newman University previously requested and was granted such authorization as a private non-profit college or university offering a graduate program in social work. Newman University currently holds Category 1-A authorization, Accredited Without On-site Colorado Review.

The Higher Learning Commission, the program's regional accrediting body, has approved the program offered in Colorado because it is also offered at a different Newman University location. Staff recommends that Newman University be granted Category 1 Authorization since they hold full accreditation with respect to the program offered in Colorado.

**II. BACKGROUND**

The Commission has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, which authorizes certain types of institutions to offer degrees and/or degree credits. These are: (1) Colorado publicly-supported colleges and universities; (2) properly accredited private colleges and universities; (3) postsecondary seminaries and bible colleges; and (4) private occupational schools authorized by the Private Occupational School Division to offer associate degrees. Persons or unauthorized organizations that violate the provisions of the statute are subject to legal penalties.

All private colleges and universities, out of state public colleges and universities, and seminaries or bible colleges are required to register with the Commission and to meet criteria found in Section 1 Part J, Degree Authorization Act in order to be granted authorization to offer degrees within Colorado. Such authorization must be received by the institution prior to offering any program of instruction, credit, or degree;

opening a place of business; soliciting students or enrollees; or offering educational support services.

The Commission administers the statute by seeking information from any entity offering degrees and/or degree credits to determine its authority under this statute. In order to determine the institutional type and to identify those institutions that are subject to the specific accreditation requirements of the statute, criteria have been established for each institutional type authorized to offer degrees or credits leading toward a degree. Procedures for Commission administration of the statute also have been developed.

### **III. STAFF ANALYSIS**

Newman University has previously requested and been granted authorization as a private non-profit college or university offering a graduate program in social work. Newman University currently holds Category 1-A authorization, Accredited Without On-site Colorado Review.

On April 18, 2005 The Higher Learning Commission voted to extend its accreditation to the Master of Social Work program offered by Newman University in Colorado (letter of authorization on file in the Division of Academic and Student Affairs at CCHE); therefore, a site visit to Colorado will not and need not take place.

### **IV. STAFF RECOMMENDATION**

**That the Commission confers Category 1 Authorization to Newman University because the institution and its program holds full accreditation with respect to the program offered in Colorado.**

### **V. SUPPLEMENTAL INFORMATION**

Copies of all relevant statute, policy, and the application materials are on file in the Division of Academic and Student Affairs.

### **VI. STATUTORY AUTHORITY**

23-2-101 C.R.S.

23-2-103 C.R.S.