STATE OF COLORADO

Department of Higher Education
COLORADO COMMISSION ON HIGHER EDUCATION

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Edward A. Robinson
Greg C. Stevinson
James M. Stewart
Judy Weaver

Bill Owens
Governor

Jenna D. Langer
Executive Director

Colorado Commission on Higher Education Agenda

November 2, 2006
9:30 a.m.
University of Northern Colorado
Panorama Room, University Center
501 20th Street, Greeley, Colorado 80639

Welcome by Dr. Kay Norton, President

I. Opening Business

- A. Introduction of New Commissioners (Langer)
- B. Attendance
- C. Approval of Minutes for the October 5, 2006 Commission Meeting
- D. Reports by the Chair, Commissioners, Commission Subcommittees and Advisory Committee Members
- E. Public Comment

II. Presentations

- A. College In Colorado (Owens)

III. Action Items

- A. Financial Aid Reform/Colorado's College Responsibility Program (Lindner)
- B. Revisions to Capital Assets Policies (Section III) and the Policy on Tuition, Fees, and Student Aid (Section VI, Part C) (Lindner)

IV. Consent Items

- A. Technical Modifications to Academic Affairs Policy I, Part F: Admissions Standards Policy
- B. Cash-Funded Capital Construction Projects FY 07-08
- C. State Guaranteed General Education Courses, Review Cycle V, Round I
- D. Modifications to Academic Affairs Policy I-P: Teacher Education Policy: Definition of the Selection Criteria for Mentor Teachers
- E. Identification of Degree Programs with Low Enrollment and Recommendation of Discontinuance to the University of Colorado Board of Regents
- F. Teacher Education Reauthorization: Colorado Christian University
- G. Teacher Education Reauthorization: Western State College
- H. Teacher Education Reauthorization: University of Colorado at Denver & Health Sciences Center
- I. Memorandum of Understanding: Colorado Commission on Higher Education and Colorado Department of Education Policy on Sharing Student Data

J. Degree Authorization Act – Rocky Vista University, Grand Canyon University, Institute of Taoist Education and Acupuncture, and Front Range Bible Institute

K. Coordinated Degree Program Approval – Community College of Denver/Xi'an Siyuan Vocational University; and Metropolitan State College of Denver/Colorado Community College System

V. Informational Items

A. Extension of Authorization to Operate in Colorado Under the Degree Authorization Act: Denver School of Nursing

MINUTES OF THE MEETING OF
COLORADO COMMISSION ON HIGHER EDUCATION
October 5, 2006

Chairperson Terry Farina called the meeting to order at 10:05 a.m.

Mr. Tim Foster, President of Mesa State College, welcomed the Commissioners to Grand Junction and the Mesa State Campus. He gave an overview and history of Mesa State and the impact of the college on the community and Western Colorado in general. Mesa State serves a wide range of students and the college donates many dollars to aid students in addition to the government financial aid program. Mr. Foster spoke of some of the difficulties on operating a college in a small town and focused on what Mesa State does in order to overcome those difficulties and how Mesa is succeeding in those efforts.

Commissioners Terry Farina, Richard Garcia, Dean Quamme, Ed Robinson and Judy Weaver were in attendance. Commissioners Ray Baker and James Stewart called in to the meeting and Commissioners Joel Farkas and Greg Stevinson were excused. Colorado Commission on Higher Education staff members present were Jenna Langer, Diane Lindner, Matt Gianneschi, John Karakoulakis, and Andy Carlson.

Commissioner Farina suggested postponing the election of a new chair. Commissioner Weaver motioned to approve, Commissioner Quamme seconded and the motioned was passed unanimously.

Commissioner Weaver motioned to approve the August 4, 2006 minutes with a second by Commissioner Robinson. The minutes were passed unanimously.

Commissioner Weaver motioned to approve the revision of the June 1, 2006 minutes with a second by Commissioner Quamme and the minutes with the revision were passed unanimously.

There was no chair report.

COMMISSIONER REPORT: Judy Weaver commented on her tenure on the Colorado Alignment Council. She provided a historical recount of the executive order the Governor ordered in October 2005 and provided a quick report of the study findings. For further information on the Alignment Council's findings, please go to: http://www.fund4colorado.org/pdf/WKARoundtableReport.pdf
Jim Stewart commented on the Alignment council's findings and said that Colorado is the active lead on this topic and preparing students for postsecondary education and the workforce.

EXECUTIVE DIRECTOR COMMENTS: Executive Director Langer thanked Terry Farina for his term on the Commission and expressed gratitude for the entire CCHE staff and all of the

institutions around the state of Colorado. Commissioner Weaver added what a great diplomat Commissioner Farina is and applauds his advocacy for higher education.

ADVISORY REPORT: Mark Malone, University of Colorado at Colorado Springs, is the new faculty advisory council member. Mark was elected by Colorado Faculty Advisory Committee (CFAC) and is replacing Stu Hilwig from Adams State College. He gave an overview at what issues CFAC is looking and how CFAC is dealing with those issues.

PUBLIC COMMENT: George Walker, University of Colorado (CU) graduate and candidate for CU Board of Regents, commented on Margaret Spellings September report. His comments focused on the issue of race and ethnicity in higher education. Shannon Robinson, Mesa State, spoke about financial aid and how Mesa has been able to customize her financial aid package and for the Commission to take that into consideration when looking at financial aid reform. Anthony Thompson, Mesa State, a GOS student urges the commission to place themselves into the students' shoes and keep that idea in mind when making a decision on the financial aid reform. Janett Nevanez, Mesa State, spoke on financial aid and its relationship to minority students.

PRESENTATION AND DISCUSSION

2007-2008 CCHE BUDGET AND HIGHER EDUCATION FINANCE STUDY: Diane Lindner spoke about the budget strategies that are proposed for the budget year 2007-08. She pointed out that Colorado is the lowest state in terms of percent change of appropriation per FTE. In terms of growth of total education revenues per FTE, there are only 5 states lower than Colorado. The budget process was approached with those statistics in mind. The mandated cost model has been used in the past and it has been viewed as rewarding those institutions that charge the most for tuition. A study is being conducted and will be released in the next couple of weeks. The study is looking at different components regarding the state of Colorado, keeping and reforming the mandated cost model, and our unique approach to financial aid and stipends. Jenna Langer commented on the budget building process and keeping structure when looking at building the budget. Specific modeling is being conducted for the Governor's office. Commissioner Farina asked where the shortfalls would come from and Ms. Lindner answered from the tuition and fees. Ms. Langer added that the reason why this study was embarked upon was to bring consistency into funding and the process.

FINANCIAL AID REFORM UPDATE: Ms. Langer reiterated that the goal of the reform started first with students and how we can get money to all level one students, how we can get financial aid dollars to the neediest students. Issues such as transparency, transferability, and equity were all looked at to make this reform as concise and to ensure the model addressed all aspects of the goals. Ms. Langer clarified that institutions will still have flexibility for their students on the financial aid packages. The idea is to set a minimum amount and therefore the level one student can count on that amount of money, no matter which institution they attend. Marketing is the other piece to the reform. CCHE is working with institutions on how to market, describe and inform students regarding this new model. The institutions will receive one flat payment from the State for each level one student (150% of

Pell eligibility). The amounts are determined by cost of attendance and index to how their cost of attendance differs between each type of institution (e.g., Research Institution, Community College, Four-Year). There are about 50,000 level one students, many of whom do not receive any financial aid. The critical career funding for graduate students is the second piece of the reform. The graduate funding is separated from the rest based on a decision made by the Commission for 2006-07. This will fund graduate students who are enrolled in programs which are critical to the state of Colorado (SMART grant, health care and Colorado specific degree programs). The Graduation Bonus is the third part of the reform. This provides a bonus for each level one student who graduates with a certificate or undergraduate degree. This piece is contingent upon legislative funding appropriations.

Commissioner Weaver asked if the students have the proficiencies, knowledge or skill once they graduate. Revenue streams have the potential to water down quality. Can employability be looked at and not just graduation? Ms. Langer responded by saying that within the performance contracts there is an assessment tool to tie in with the graduation bonus.

Commissioner Quamme asked if the GOS scholarship will be rolled into the financial aid package. Ms. Lindner said that GOS has not been rolled in to the need based grant at this point.

John Cooney, CU System, commented on the movement toward the cost of attendance model. He believes that this is the right way to go but has an issue with the idea of using the average. This tends to overestimate costs in some areas and underestimate costs in other areas. CU would like to see the true need of graduate education considered in the allocation.

Alan Lamborn, CSU System, commented on how clear CCHE has been on what has and has not been accomplished in this process.

ACTION ITEMS

NEW AND CONTINUING STATE FUNDED CAPITAL PROJECTS FY 07-08: Ms. Lindner presented this agenda item as a result from the Capital Development Subcommittee meeting that occurred in September. A total of 41 projects have been reviewed and prioritized for a total of $210 M of general fund dollars. See agenda item attachment for the recommendation breakdowns and project information.

Recommendation 1: UCCS Science/Engineering Building and notify the Capital Development Committee and the Joint Budget Committee that the project and the $2 million CCFE appropriation for fiscal year 2006-07 has been approved. Commissioner Quamme motioned for approval, Commissioner Garcia seconded and the motion was passed unanimously.

Recommendation 2: Waivers from Program Planning. Commissioner Quamme motioned with a second by Commissioner Garcia and the motioned was passed unanimously.

Recommendation 3: New Program Plans. Commissioner Quamme made the motion to approve, seconded by Commissioner Weaver which passed unanimously.

Recommendation 4: Program Plan Amendments to modify previously approved programs plans. Commissioner Weaver motioned to approve with a second by Dean Quamme and the motion passed unanimously.
Recommendation 5: Approval of the priority list divided into two sections based on anticipated funding level of $120 million and prioritized based on status as a continuation project, governing board priority, health and life safety issues, and programmatic improvements addressed in the project. Commissioner Quamme made the motion to remove the $120 funding line due to it being an arbitrary funding level and also amend the divisions of the priority list and Commissioner Weaver seconded the motion. The motion was passed with one dissenting vote from Commissioner Baker. The prioritization is as follows: Level 1 Projects 1-9 are continuing projects; Projects 10-22 are primary priorities by the respective governing boards; Projects 23-31 are secondary priorities; and projects 32-40 are the remaining priorities of the governing boards.
Recommendation 6: Inclusion of the UCDHSC COP payment required by statute for fiscal year 2007-08 in the list of capital projects provided to the Capital Development Committee. Commissioner Weaver motioned for approval, seconded by Commissioner Garcia. The motion passed with one dissenting vote from Commissioner Baker.

FORT LEWIS COLLEGE 2005 FACILITIES MASTER PLAN: Ms. Lindner said the master plan was presented to the Fort Lewis governing board and approved in February 2006. She introduced Ed Baudage and Mark Gutt from Fort Lewis College to give an overview of the plan and detailed the process of developing the facility master plan. Mark Gutt detailed each of the five state funded projects listed in its five year capital construction plan. Commissioner Quamme motioned to approve, Commissioner Weaver seconded and the motion passed unanimously.

ADVANCED TECHNOLOGY GRANTS POLICY (TAG GRANT): John Karakoulakis gave a brief background on the TAG grant. CCHE has been charged with taking the grant back from the Colorado Institute of Technology, which has dissolved, and administering it. He mentioned the priority of the fund dollars and what criteria the grantees must have. Commissioner Robinson motioned to approve and Commissioner Weaver seconded. Commissioner Quamme suggested expanding the criteria of the grant or insertion of a line item for state matching of the federal funds. Commissioner Weaver seconded Commissioner Quamme's amendment. The motion passed unanimously.

MODIFICATIONS TO ACADEMIC AFFAIRS POLICY I-P: TEACHER EDUCATION POLICY: Matt Gianneschi reviewed the modification of language drafted in the Teacher Education policy. Commissioner Weaver asked if the criteria could be defined for cooperating teachers, for example, a master's level teacher or a teacher who has demonstrated competencies. Commissioner Ramirez offered his agreement with Commissioner Weaver's request. Dr. Gianneschi said that these criteria are areas that CCHE staff evaluate on site visits. A formal review of coordinating teachers is in effect in the match up of teachers. He said the policy can be amended with a definition concerning expectations for qualified match up teachers. Commissioner Weaver motioned to approve with the directive for the November meeting with the additional language. Commissioner Quamme seconded and the motion was passed unanimously.

DEGREE AUTHORIZATION ACT – COLORADO UNIVERSITY OF COMMERCE, RIVENDELL COLLEGE, AND MINISTRIES TRAINING SYSTEM (CHURCH OF GOD): Matt Gianneschi described the Degree Authorization act and detailed the three institutions that are requesting permission to operate in the State of Colorado. Colorado University and Commerce and Rivendell College are recommended for preliminary authorization. This is a six-month authorization. Ministries Training System was brought to CCHE for approval which operates out of the Church of God. Commissioner Robinson moved to approve the agenda item and Commissioner Quamme seconded. Commissioner Weaver commented on how many institutions are coming to the State of Colorado and suggested looking at creating a policy to police the arrival of so many institutions. Dr. Gianneschi said that this is an issue that almost every state in the country is dealing with. The agenda item passed unanimously.

EXTENSION OF AUTHORIZATION TO OPERATE IN COLORADO UNDER THE DEGREE AUTHORIZATION ACT: AMERICAN PATHWAYS UNIVERSITY; COLORADO INTERNATIONAL UNIVERSITY; SUMNER SCHOOL OF HEALTH SCIENCES; AND YORKTOWN UNIVERSITY: Dr. Gianneschi gave an overview of the accreditation process. Commissioner Weaver moved to approve with a second by Commissioner Robinson and the motion passed unanimously.

COMMISSION MEETING SCHEDULE FOR CALENDAR YEAR 2007: Ms. Langer pointed out that a January meeting has been cancelled to allow time for the new administration transition. If action needs to be taken immediately, a special teleconference could be called. Commissioner Quamme motioned to approve, Commissioner Robinson seconded and the motion passed unanimously.

INFORMATIONAL ITEMS

SURPLUS PROPERTY REPORT

TRANSFER REPORT

DISCONTINUANCE OF ADVERTISING BACHELOR'S DEGREE PROGRAM OFFERED BY THE ART INSTITUTE OF COLORADO AND OF TEACHER EDUCATION PROGRAMS OFFERED BY JOHNSON AND WALES UNIVERSITY

REPORT ON OUT-OF-STATE/OUT-OF-COUNTRY INSTRUCTION: Matt Gianneschi said that on page 2 of the agenda item, it reads Mesa State College and it should read Metropolitan State College of Denver.

COLORADO EDUCATION ALIGNMENT COUNCIL REPORT, EXECUTIVE SUMMARY

There was no discussion and no action was taken.

The meeting adjourned at 1:15.

TOPIC: **FINANCIAL AID REFORM/ COLORADO'S COLLEGE RESPONSIBILITY PROGRAM**

PREPARED BY: **DIANE LINDNER/TOBIN BLISS**

I. SUMMARY

This action item presents the new need-based financial aid reform program known as Colorado's College Responsibility Program for adoption by the Commission. The purpose is to adopt changes into formal policy document (Attachment A) and adopt the list of critical careers eligible for need-based graduate grants (Attachment B).

II. BACKGROUND

At the August Commission retreat, the commission and staff discussed the Stable Financial Aid Incentive Program, recently renamed **Colorado's College Responsibility Program**, including potential components of the program and pros and cons of each. From this, and subsequent talks with the Commission and institutions, CCHE staff refined the components of the program for adoption by the Commission The underlying assumption of the program is that the most effective long term outcomes can be achieved if the State creates an environment of incentives for institutions to achieve specified outcomes than it is for the State to operate a centralized stipend program. Staff also outlined the specific Commission issues that need to be addressed to meet the goals of the reform and how program addressed each area. As a result of the discussion, staff moved forward with further analysis of the program and explored possible implementation strategies.

III. STAFF ANALYSIS

CCHE staff, in collaboration with the institutions, developed a comprehensive financial aid program with various components aimed at dealing with the needs and issues of the state.

Program Components

I. Need Based Grant

Allocation to Institutions
The program allocates need grant dollars to each institution based on the number of level 1 students. Institutions would receive a flat payment amount from the state for each level

1 student enrolled. Payments will differentiate between 2yr, 4yr and research institutions to address the differences in cost. The payment per student would be based on average, actual cost of attendance at a 2 yr, 4 yr and research institution as reported by institution in the financial aid files.

Student Awarding
All eligible Level 1 applicants at State-supported two- and four-year institutions will be awarded a minimum standardized CCRP Grant each year enrolled regardless of the type of intuition attending. (For example, all eligible students will receive $700 per year regardless of when they apply or where they attend) If an institution has any remaining CCRP Grant funds after all eligible students receive minimum grant awards, those funds may be awarded to any eligible level 1 students. The minimum amount of the CCRP Grant will be set by the Commission in March of each year for the following Fiscal Year. The amount would change correspondingly based upon the appropriation level from the previous fiscal year.

Critical Careers Funding for Graduate Students
Provide graduate need based financial aid funding to students in critical career programs identified by National Science and Mathematics Access to Retain Talent Grant Program (SMART grant) list of approved programs including health care programs. List will be updated each year to reflect changes in career needs of the state.

Graduation Bonus
Component provides institutions with a financial bonus for each level 1 student who graduates with a certificate or undergraduate degree. Funds for the graduating bonus will be split into a separate pot and give proportionately to the institutions based on the number of graduates. These dollars will be used for financial aid purposes as determined by each institution. Implementation of the Graduation bonus piece of the program will occur in conjunction with Colorado's College Responsibility Program's first cohort. The Implementation of the graduation bonus portion of the program is contingent on new funding from the legislature.

Implementation
Program will be phased in over a 4 year period:

Year 1: Only incoming freshman would be required to receive the flat grant amount paid for by new need-based aid funds from the legislature.

- The remaining dollars would be allocated based on the flat amount per student but the institution would be free to award them under current guidelines for sophomores and beyond.

Year 2 and Beyond: Incoming freshman and sophomores would receive the flat grant amount, etc.

- This would continue each year until all previous awarded students were

grandfathered out. The goal is to have the lowest impact on returning student awards until they have graduated

To minimize impact to already enrolled students, Year 1 implementation is contingent on an additional 5.3 million dollars in funding from the legislature.

IV. STAFF RECOMMENDATION

That the Commission approves the proposed changes to Financial Aid Policy and adopt the list of critical careers eligible for graduate grant.

(ATTACHMENT A) SECTION VI
(Updates in Red)

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 Program (hereinafter "Colorado's College Responsibility Student Grant Program") and Colorado Graduate Grant Program (hereinafter "Critical Colorado Career Graduate Grant Program") are designed for students with demonstrated need.

- **Merit-based** aid recognizes and recruits Colorado's most outstanding students. The Centennial Scholars program recognizes outstanding academic achievement of Colorado resident undergraduate students. The Colorado Graduate Scholars program recognizes Colorado resident graduate students with outstanding achievement.

- **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.

2.00 Statutory Authority

Statutory authority for the Colorado Student Grant, Colorado Graduate Grant, Centennial Scholars, and Colorado Graduate Scholars 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 greater access and 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 Centennial Scholars Program is to recruit and retain undergraduate Colorado resident students at Colorado colleges and universities who demonstrate outstanding 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 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 work-study 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.

3.02.05 The College Opportunity Fund (COF) is a way of delivering funding to institutions as stated in C.R.S. 23-18-202 and the COF stipend is not classified as student financial aid. The COF stipend is not included in calculating a student's Cost of Attendance (budget) nor is it a resource to the student for financial aid purposes for students attending a public institution of higher education.

3.03 Terminology

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

Colorado Resident Student 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.

Cost of Attendance 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.

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

Eligible Institution 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 eligibility. The owners must submit a new application.

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 a 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.

Eligible Student 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.

Expected Family Contribution (EFC) 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.

Financial Need 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).

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

Full-time Undergraduate Student 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.

Graduate student 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.

Half-time Graduate Student 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.

Independent Student 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).

Professional Judgment 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.

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.

State-funded student assistance refers to the state **student financial assistance** 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's College Responsibility Program
  - Colorado Graduate Grant/Critical Career 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 Centennial Scholarship
- 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, Firefighters, 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.

Undergraduate Student is a degree-seeking student (for the purpose of obtaining a postsecondary certificate, associate degree, or first baccalaureate degree) who is enrolled at an eligible institution. 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.
- 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 schools. For these institutions, eligibility is legally tied to ownership. A change in ownership or control of a non-public institution terminates eligibility. 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 for the following fiscal year. To apply, the

legal representative of the institution must submit an application (Appendix C) and attach evidence documenting that the institution meets requirements of C.R.S. 23-3.3-101(3), including:

- 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.

4.04 Verification of Lawful Presence

Colorado law requires state agencies and institutions of higher education to verify the lawful presence in the United States of all persons 18 years of age or older for receipt of public benefits, such as financial aid, by requiring the applicant to produce one of the following forms of identification:

(1) Valid Colorado Driver's License or a Colorado Identification Card
(2) U.S. Military Card or a Military Dependent's Identification Card
(3) U.S. Coast Guard Merchant Mariner Card
(4) Native American Tribal Document

An applicant also must execute an affidavit stating that he or she is a U.S. citizen or legal permanent resident; or that he or she is otherwise lawfully present in the U.S. pursuant to federal law. (C.R.S. §24-76.5-103(4)).

All applicants for state-funded financial aid must meet the identification requirements of C.R.S. §24-76.5-103(4) or the emergency rules promulgated by the Department of Revenue which shall expire on March 1, 2007. Institutions must satisfy the verification requirements of C.R.S. §24-76.5-103(4) in a manner consistent with statutory requirements, Attorney General Guidance and CCHE policy. CCHE shall audit institutions to ensure compliance.

An applicant may also meet the requirements of this statute for state-funded financial aid through any waivers granted by the Department of Revenue as provided for in the

emergency rules promulgated by the Department of Revenue which shall expire on March 1, 2007.

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.
- Satisfy the verification requirements in C.R.S. §24-76.5-103.

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, which consists of Colorado's College Responsibility Grant and Graduation Bonus, and the Colorado Graduate Grant Program ("Critical Career Graduate Grant"), for Colorado residents.

5.01.01 Colorado Student Grant ("Colorado's College Responsibility Program")

Colorado's College Responsibility Grants are awarded annually. To be eligible to receive a Colorado's College Responsibility 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 ("Critical Career Graduate Grant")

Critical Career Graduate Grants are awarded annually. To be eligible to receive a Critical Career 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 critical career degree program as identified by Commission staff in its Financial Aid Policy Guidelines until further action by the Commission;

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

5.01.03 Graduation Bonus

The Graduation Bonus provides financial bonuses to institutions for each student, with an Expected Family Contribution (EFC) between zero and 150% of that required for a PELL grant, who graduates with a certificate or undergraduate degree.

– Bonus only given if school meets graduation benchmark for level 1 students each year. Benchmark will be set by the Commission each year.
– Use of dollars will be determined by the institution but must be awarded in accordance with section 5.01.04.
– Graduation Program implementation will occur in conjunction with Colorado's College Responsibility Program's first cohort. Implementation contingent on legislative funding.

5.01.04 Eligibility Limits for Need-Based Grants (undergraduate students enrolled prior to Fall 2007 and Critical Career Graduate 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 $1,000 or the maximum amount of unmet need, whichever is less. The minimum grant is $1,000 to allow the funds to be spread among more students, accommodating budget reductions at the state level. The maximum undergraduate award is $5,000. The minimum graduate award (Critical Career Grant) is $1,000. The maximum graduate award (Critical Career Grant) 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.

5.01.05 Eligibility Limits for Colorado's College Responsibility Grant (First time students enrolled beginning Fall 2007)

To ensure that state need-based dollars are directed to eligible Colorado resident students who have the least ability to pay for their education; all eligible Level 1 applicants at State-supported two- and four-year institutions will be awarded a minimum standardized CCRP Grant each year enrolled. An institution may award less than the minimum CCRP Grant if the student has less than the amount of the CCRP Grant in unmet need or if the institution determines that it can more effectively award financial aid to a student through other resources to at least the same minimum level as the CCRP grant.

- The minimum amount of the CCRP Grant will be set by Commission staff before March of each year for the following Fiscal Year. Amount will be based on the previous Fiscal Year's need based appropriation.
- If an institution has any remaining CCRP Grant funds after all eligible students receive minimum grant awards, those funds may be awarded to any eligible level 1 students.

5.02 Student Eligibility for Merit-Based Financial Aid Programs

Colorado funds two state merit-based financial aid programs, Colorado Centennial Scholars and Colorado Graduate Scholars. 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 Centennial Scholars

To be eligible to receive a 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 3.5 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 3.75 cumulative college GPA;
- 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 Scholars

The Colorado Graduate Scholars 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 without regard to need.

5.04 Professional 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 program goes into effect July 1, 2005 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 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, 2000. These students may be awarded based on the following requirements:
- Three additional years for Fall 2005 Freshmen;
- Two additional years for Fall 2005 Sophomores;
- One additional year for Fall 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 2004-2005 year based on the July 1, 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, 2005.

- Institutional packaging policies established after July 1, 2005, must reflect the new policy criteria for awarding students in the 2005-2006 academic year. Students awarded financial aid for the 2004-2005 academic year may be awarded based on the July 1, 2000, policy requirements.

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

HEALTH CARE

51. HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES
51.00 Health Services/Allied Health/Health Sciences, General (NEW)
51.0000 Health Services/Allied Health/Health Sciences, General (NEW)
51.01 Chiropractic (DC)
51.0101 Chiropractic (DC)
51.02 Communication Disorders Sciences and Services
51.0201 Communication Disorders, General
51.0202 Audiology/Audiologist and Hearing Sciences
51.0203 Speech-Language Pathology/Pathologist
51.0204 Audiology/Audiologist and Speech-Language Pathology/Pathologist
51.0299 Communication Disorders Sciences and Services, Other
51.04 Dentistry (DDS, DMD
51.0401 Dentistry (DDS, DMD)
51.05 Advanced/Graduate Dentistry and Oral Sciences
51.0501 Dental Clinical Sciences, General (MS, PhD)
51.0502 Advanced General Dentistry (Cert, MS, PhD) (NEW)
51.0503 Oral Biology and Oral Pathology (MS, PhD) (NEW)
51.0504 Dental Public Health and Education (Cert, MS/MPH, PhD/DPH) (NEW)
51.0505 Dental Materials (MS, PhD) (NEW)
51.0506 Endodontics/Endodontology (Cert, MS, PhD) (NEW)
51.0507 Oral/Maxillofacial Surgery (Cert, MS, PhD) (NEW)
51.0508 Orthodontics/Orthodontology (Cert, MS, PhD) (NEW)
51.0509 Pediatric Dentistry/Pedodontics (Cert, MS, PhD) (NEW)
51.0510 Periodontics/Periodontology (Cert, MS, PhD) (NEW)
51.0511 Prosthodontics/Prosthodontology (Cert, MS, PhD) (NEW)
51.0599 Advanced/Graduate Dentistry and Oral Sciences, Other (NEW)
51.06 Dental Support Services and Allied Professions
51.0601 Dental Assisting/Assistant
51.0602 Dental Hygiene/Hygienist
51.0603 Dental Laboratory Technology/Technician
51.0699 Dental Services and Allied Professions, Other
51.07 Health and Medical Administrative Services
51.0701 Health/Health Care Administration/Management
51.0702 Hospital and Health Care Facilities Administration/Management
51.0703 Health Unit Coordinator/Ward Clerk
51.0704 Health Unit Manager/Ward Supervisor
51.0705 Medical Office Management/Administration
51.0706 Health Information/Medical Records Administration/Administrator
51.0707 Health Information/Medical Records Technology/Technician
51.0708 Medical Transcription/Transcriptionist
51.0709 Medical Office Computer Specialist/Assistant (NEW)
51.0710 Medical Office Assistant/Specialist (NEW)
51.0711 Medical/Health Management and Clinical Assistant/Specialist (NEW)
51.0712 Medical Reception/Receptionist (NEW)
51.0713 Medical Insurance Coding Specialist/Coder (NEW)
51.0714 Medical Insurance Specialist/Medical Biller (NEW)
51.0715 Health/Medical Claims Examiner (NEW)
51.0716 Medical Administrative/Executive Assistant and Medical Secretary
51.0717 Medical Staff Services Technology/Technician (NEW)
51.0799 Health and Medical Administrative Services, Other
51.08 Allied Health and Medical Assisting Services
51.0801 Medical/Clinical Assistant
51.0802 Clinical/Medical Laboratory Assistant
51.0803 Occupational Therapist Assistant

51.0805 Pharmacy Technician/Assistant
51.0806 Physical Therapist Assistant
51.0808 Veterinary/Animal Health Technology/Technician and Veterinary Assistant
51.0809 Anesthesiologist Assistant (NEW)
51.0810 Emergency Care Attendant (EMT Ambulance) (NEW)
51.0811 Pathology/Pathologist Assistant (NEW)
51.0812 Respiratory Therapy Technician/Assistant (NEW)
51.0813 Chiropractic Assistant/Technician (NEW)
51.0899 Health/Medical Assisting Services, Other
51.09 Allied Health Diagnostic, Intervention, and Treatment Professions
51.0901 Cardiovascular Technology/Technologist
51.0902 Electrocardiograph Technology/Technician
51.0903 Electroneurodiagnostic/Electroencephalographic Technology/Technologist
51.0904 Emergency Medical Technology/Technician (EMT Paramedic)
51.0905 Nuclear Medical Technology/Technologist
51.0906 Perfusion Technology/Perfusionist
51.0907 Medical Radiologic Technology/Science – Radiation Therapist
51.0908 Respiratory Care Therapy/Therapist
51.0909 Surgical Technology/Technologist
51.0910 Diagnostic Medical Sonography/Sonographer and Ultrasound Technician
51.0911 Radiologic Technology/Science – Radiographer (NEW)
51.0912 Physician Assistant
51.0913 Athletic Training/Trainer
51.0914 Gene/Genetic Therapy (NEW)
51.0915 Cardiopulmonary Technology/Technologist (NEW)
51.0916 Radiation Protection/Health Physics Technician (NEW)
51.0999 Allied Health Diagnostic, Intervention, and Treatment Professions, Other
51.10 Clinical/Medical Laboratory Science and Allied Professions
51.1001 Blood Bank Technology Specialist
51.1002 Cytotechnology/Cytotechnologist
51.1003 Hematology Technology/Technician
51.1004 Clinical/Medical Laboratory Technician
51.1005 Clinical Laboratory Science/Medical Technology/Technologist
51.1006 Ophthalmic Laboratory Technology/Technician
51.1007 Histologic Technology/Histotechnologist (NEW)
51.1008 Histologic Technician (NEW)
51.1009 Phlebotomy/Phlebotomist (NEW)
51.1010 Cytogenetics/Genetics/Clinical Genetics Technology/Technologist (NEW)
51.1011 Renal/Dialysis Technologist/Technician (NEW)
51.1099 Clinical/Medical Laboratory Science and Allied Professions, Other
51.11 Health/Medical Preparatory Programs
51.1101 Pre-Dentistry Studies
51.1102 Pre-Medicine/Pre-Medical Studies
51.1103 Pre-Pharmacy Studies
51.1104 Pre-Veterinary Studies
51.1105 Pre-Nursing Studies (NEW)
51.1199 Health/Medical Preparatory Programs, Other
51.12 Medicine (MD)
51.1201 Medicine (MD)
51.14 Medical Clinical Sciences/Graduate Medical Studies
51.1401 Medical Scientist (MS, PhD)
51.15 Mental and Social Health Services and Allied Professions
51.1501 Substance Abuse/Addiction Counseling
51.1502 Psychiatric/Mental Health Services Technician
51.1503 Clinical/Medical Social Work
51.1504 Community Health Services/Liaison/Counseling

51.1505 Marriage and Family Therapy/Counseling
51.1506 Clinical Pastoral Counseling/Patient Counseling (NEW)
51.1507 Psychoanalysis and Psychotherapy
51.1508 Mental Health Counseling/Counselor (NEW)
51.1509 Genetic Counseling/Counselor (NEW)
51.1599 Mental and Social Health Services and Allied Professions, Other
51.16 Nursing
51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
51.1602 Nursing Administration (MSN, MS, PhD)
51.1603 Adult Health Nurse/Nursing
51.1604 Nurse Anesthetist
51.1605 Family Practice Nurse/Nurse Practitioner
51.1606 Maternal/Child Health and Neonatal Nurse/Nursing
51.1607 Nurse Midwife/Nursing Midwifery
51.1608 Nursing Science (MS, PhD)
51.1609 Pediatric Nurse/Nursing
51.1610 Psychiatric/Mental Health Nurse/Nursing
51.1611 Public Health/Community Nurse/Nursing
51.1612 Perioperative/Operating Room and Surgical Nurse/Nursing
51.1613 Licensed Practical /Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)
51.1614 Nurse/Nursing Assistant/Aide and Patient Care Assistant
51.1616 Clinical Nurse Specialist (NEW)
51.1617 Critical Care Nursing (NEW)
51.1618 Occupational and Environmental Health Nursing (NEW)
51.1699 Nursing, Other
51.17 Optometry (OD)
51.1701 Optometry (OD)
51.18 Ophthalmic and Optometric Support Services and Allied Professions
51.1801 Opticianry/Ophthalmic Dispensing Optician
51.1802 Optomeric Technician/Assistant
51.1803 Ophthalmic Technician/Technologist
51.1803 Opthalmic Technician/Technologist
51.1804 Orthoptics/Orthoptist
51.1899 Ophthalmic and Optometric Support Services and AlliedProfessions, Other
51.19 Osteopathic Medicine/Osteopathy (DO)
51.1901 Osteopathic Medicine/Osteopathy (DO)
51.20 Pharmacy, Pharmaceutical Sciences, and Administration
51.2001 Pharmacy (PharmD [USA] PharmD, BS/BPharm [Canada])
51.2002 Pharmacy Administration and Pharmacy Policy and Regulatory Affairs (MS, PhD)
51.2003 Pharmaceutics and Drug Design (MS, PhD)
51.2004 Medicinal and Pharmaceutical Chemistry
51.2005 Natural Products Chemistry and Pharmacognosy (MS, PhD) (NEW)
51.2006 Clinical and Industrial Drug Development (MS, PhD) (NEW)
51.2007 Pharmacoeconomics/Pharmaceutical Economics (MS, PhD) (NEW)
51.2008 Clinical, Hospital, and Managed Care Pharmacy (MS, PhD) (NEW)
51.2009 Industrial and Physical Pharmacy and Cosmetic Sciences (MS, PhD) (NEW)
51.2099 Pharmacy, Pharmaceutical Sciences, and Administration, Other
51.21 Podiatric Medicine/Podiatry (DPM)
51.2101 Podiatric Medicine/Podiatry (DPM)
51.22 Public Health
51.2201 Public Health, General (MPH, DPH)
51.2202 Environmental Health
51.2205 Health/ Medical Physics
51.2206 Occupational Health and Industrial Hygiene
51.2207 Public Health Education and Promotion
51.2208 Community Health and Preventive Medicine (NEW)

51.2209 Maternal and Child Health (NEW)
51.2210 International Public Health/International Health (NEW)
51.2211 Health Services Administration (NEW)
51.2299 Public Health, Other
51.23 Rehabilitation and Therapeutic Professions
51.2301 Art Therapy/Therapist
51.2302 Dance Therapy/Therapist
51.2305 Music Therapy/Therapist
51.2306 Occupational Therapy/Therapist
51.2307 Orthotist/Prosthetist
51.2308 Physical Therapy/Therapist
51.2309 Therapeutic Recreation/ Recreational Therapy
51.2309 Therapeutic Recreation/Recreational Therapy
51.2310 Vocational Rehabilitation Counseling/Counselor
51.2311 Kinesiotherapy/Kinesiotherapist (NEW)
51.2312 Assistive/Augmentative Technology and Rehabilitation Engineering (NEW)
51.2399 Rehabilitation and Therapeutic Professions, Other
51.24 Veterinary Medicine (DVM)
51.2401 Veterinary Medicine (DVM)
51.25 Veterinary Biomedical and Clinical Sciences (Cert, MS. PhD
51.2501 Veterinary Sciences/Veterinary Clinical Sciences, General (Cert, MS, PhD)
51.2502 Veterinary Anatomy (Cert, MS, PhD) (NEW)
51.2503 Veterinary Physiology (Cert, MS, PhD) (NEW)
51.2504 Veterinary Microbiology and Immunobiology (Cert, MS, PhD) (NEW)
51.2505 Veterinary Pathology and Pathobiology (Cert, MS, PhD) (NEW)
51.2506 Veterinary Toxicology and Pharmacology (Cert, MS, PhD) (NEW)
51.2507 Large Animal/Food Animal and Equine Surgery and Medicine (Cert, MS, PhD) (NEW)
51.2508 Small/Companion Animal Surgery and Medicine (Cert, MS, PhD) (NEW)
51.2509 Comparative and Laboratory Animal Medicine (Cert, MS, PhD) (NEW)
51.2510 Veterinary Preventive Medicine Epidemiology and Public Health (Cert, MS, PhD) (NEW)
51.2511 Veterinary Infectious Diseases (Cert, MS, PhD) (NEW)
51.2599 Veterinary Biomedical and Clinical Sciences, Other (Cert, MS. PhD) (New)
51.26 Health Aides/Attendants/Orderlies
51.2601 Health Aide
51.2602 Home Health Aide/Home Attendant
51.2603 Medication Aide (NEW)
51.2699 Health Aides/Attendants/Orderlies, Other (NEW)
51.27 Medical Illustration and Informatics
51.2703 Medical Illustration/Medical Illustrator
51.2706 Medical Informatics (NEW)
51.2799 Medical Illustration and Informatics, Other (NEW)
51.31 Dietetics and Clinical Nutrition Services (NEW)
51.3101 Dietetics/Dietitians
51.3101 Dietetics/ Dietitian (RD)
51.3102 Clinical Nutrition/Nutrionist
51.3102 Clinical Nutrition/Nutritionist (NEW)
51.3103 Dietetic Technician (DTR) (NEW)
51.3104 Dietitian Assistant
51.3199 Dietetics and Clinical Nutrition Services, Other (NEW)
51.32 Bioethics/Medical Ethics (NEW)
51.3201 Bioethics/Medical Ethics (NEW)
51.33 Alternative and Complementary Medicine and Medical Systems (NEW)
51.3301 Acupuncture (NEW)
51.3302 Traditional Chinese/Asian Medicine and Chinese Herbology (NEW)
51.3303 Naturopathic Medicine/Naturopathy (ND)
51.3305 Homeopathic Medicine/Homeopathy (NEW)

51.3306 Ayurvedic Medicine/Ayurveda (NEW)
51.3399 Alternative and Complementary Medicine and Medical Systems, Other (NEW)
51.34 Alternative and Complementary Medical Support Services (NEW)
51.3401 Direct Entry Midwifery (LM, CPM) (NEW)
51.3499 Alternative and Complementary Medical Support Services, Other (NEW)
51.35 Somatic Bodywork and Related Theraputic Services (NEW)
51.3501 Massage Therapy/Therapeutic Massage
51.3502 Asian Bodywork Therapy (NEW)
51.3503 Somatic Bodywork (NEW)
51.3599 Somatic Bodywork and Related Theraputic Services, Other (NEW)
51.36 Movement and Mind-Body Therapies (NEW)
51.3601 Movement Therapy and Movement Education
51.3602 Yoga Teacher Training/Yoga Therapy (New
51.3603 Hypnotherapy/Hypnotherapist
51.3699 Movement and Mind-Body Therapies and Education, Other (NEW)
51.37 Energy and Biologically Based Therapies (NEW)
51.3701 Aromatherapy (NEW)
51.3702 Herbalism/Herbalist (NEW)
51.3703 Polarity Therapy (NEW)
51.3704 Reiki (NEW)
51.3799 Energy and Biologically Based Therapies, Other (NEW)
51.99 Health Professions and Related Clinical Sciences, Other
51.9999 Health Professions and Related Clinical Sciences, Other

TOPIC: **REVISIONS TO CAPITAL ASSETS POLICIES (SECTION III) AND THE POLICY ON TUITION, FEES, AND STUDENT AID (SECTION VI, PART C)**

PREPARED BY: **DIANE LINDNER/ANDREW CARLSON**

I. SUMMARY

This agenda item presents revisions to the Capital Assets Policies in order to streamline and align the policies with standard Commission procedures and recent statutory changes. Revisions to Parts A, B, C, D, E, J, M, N, and Q are recommended along with the repeal of Parts F and H. In addition, a minor conforming revision has been made to Commission Policy VI, C. Summaries of all revisions are described in the Staff Analysis section of this agenda item.

II. BACKGROUND

At the March 2, 2006, Commission meeting, the Commission approved the repeal of Parts I, L, O, and P of the Capital Assets Policies (Agenda Item III, B) and received a progress report and summary of anticipated future revisions to the remaining policies (Agenda Item IV, A). This agenda item presents revisions to Parts A, B, C, D, E, J, M, N, and Q and also recommends the repeal of Parts F and H; thus completing the revision of the CCHE Capital Assets Policies (see attachment). Additionally, a minor revision has been made to a paragraph in the TUITON, FEES, AND STUDENT AID Policy (Section VI, Part C) which relates to using tuition revenue and/or student fees for capital construction.

There are two main justifications for the revisions brought before the Commission in this agenda item. First, the revisions bring the policies into alignment with recent legislative changes affecting capital construction across state agencies and institutions of higher education. Secondly, the suggested revisions significantly streamline existing policies. For example, Parts D and E have been significantly revised. Originally, these sections included both policy and suggested guidelines for the preparation of capital construction program plans and facilities master plans, respectively. Typically, CCHE maintains guidelines for each policy area which are separate from the specific policy (e.g., Section II, Part D POLICY FOR PUBLIC INSTITUTIONAL REPORTING COLLEGE OPPORTUNITY FUND STUDENT CREDIT HOUR STIPEND ENROLLMENT provides the policy on COF stipend eligibility, while the COF REPORTING GUIDELINES provide institutions the detailed information needed to request stipend payments from CSLP on behalf of eligible students). In keeping with this trend, we removed sections within each of the Capital Assets Policies that would be more suitably presented as guidelines. It is the intent of Commission staff to work with the Subcommittee on Capital Assets and members of the Capital Construction Advisory Group to develop guidelines for facilities program planning and master planning document preparation.

The Subcommittee on Capital Assets held a public meeting to discuss revising the Capital Assets Policies on February 13, 2006. At this meeting, the Subcommittee, CCHE staff, and financial and facilities staff at institutions of higher education met to discuss proposed revisions to the policies. These groups agreed on the suggested revisions. However, at the meeting it became clear that much of the current policy's content should be incorporated into guidelines. Commission staff have therefore further revised the policies in the manner described above based upon the feedback received at the Subcommittee meeting.

III. STAFF ANALYSIS

The following is a summary of the recommended revisions to the Capital Assets Policies, each of which is presented in the attachment.

Part A – PURPOSE/INTRODUCTION

Only minor revisions were made to this part of the Capital Assets Policies which provides a general overview of the Commission's role in the management of capital assets and the statutory authority behind this role. SB06-49 transferred the State Council on the Arts from the Department of Higher Education to the Colorado Office of Economic Development; therefore, the specific reference to the Council has been deleted from Part A.

Part B – STATEWIDE POSTSECONDARY EDUCATION MASTER PLANNING MANUAL

General editorial changes were made to Part B. It was originally thought that this part could be repealed; however, C.R.S. 23-1-108 still requires the Commission to maintain a Statewide Postsecondary Education Master Plan. Commission staff will begin working to update the current plan to address the significant changes to higher education in Colorado, such as COF, fee-for-service contracts, and performance contracts.

Part C – GUIDELINES FOR SITE SELECTION

This policy has been significantly revised. Originally, the policy included guidelines for institutions to analyze whether a new campus site meets their needs. This information has been removed from the revised policy and will be incorporated into the guidelines that will be developed by CCHE staff. The revised policy establishes the approvals an institution must receive prior to selecting a new campus site.

Part D – GUIDELINES FOR LONG-RANGE FACILITIES/INFRASTRUCTURE

MASTER PLANNING

Two major changes have been made to Part D. First, the majority of this policy describes the various components of a master plan. These sections have been deleted from the policy and will be incorporated into guidelines for master planning. Secondly, as institutions begin developing new master plans, it is clear that the trend is to create less static documents that are more adaptive to the changing nature of higher education. For example, the new Master Plan for Fort Lewis College which was approved by the Commission at the October 2006 meeting is designed to be modified as the college's goals or demographics change. With that in mind, Part D has been revised to allow master plans to remain valid for ten years instead of the current six year life. At the end of ten years, the institution will not necessarily need to do an entirely new master plan, instead they may submit to the Commission an update to their current plan. This allows greater flexibility to institutions and recognizes that institutions are constantly planning in a dynamic environment.

Part E – GUIDELINES FOR FACILITIES PROGRAM PLANNING

This policy has been significantly revised. Originally, Part E included guidelines for program plan document preparation. This information has been removed from the revised policy and will be incorporated into the guidelines that will be developed by CCHE staff.

Part F – SPACE UTILIZATION PLANNING CRITERIA

It is recommended that Part F be repealed and incorporated into guidelines.

Part H – DEFINITIONS/ABBREVIATIONS

It is recommended that Part H be repealed and incorporated into guidelines.

Part J – POLICY FOR DELEGATION OF FACILITY PROGRAM PLANNING APPROVAL AUTHORITY

This policy has been revised to align with the new funding level requirements for projects commonly referred to as 209 projects, which are outlined in C.R.S. 23-1-106(9)(A) and (B).

Part M – CAPITAL IMPROVEMENTS PROGRAM POLICIES

General editorial revisions were made to Part M.

Part N – CRITERIA AND PROCEDURES FOR IMPLEMENTATION OF 23-5-112 (CRS 1973) CONCERNING GIFTS AND BEQUESTS TO INSTITUTIONS OF HIGHER EDUCATION

General editorial revisions were made to Part N.

Part Q – POLICIES FOR SELF-FUNDED CAPITAL CONSTRUCTION

This policy has been revised to align with the new funding level requirements for projects commonly referred to as 202 and 209 projects, which are outlined in C.R.S. 23-1-106(9)(A) and (B). In addition, the policy has been revised to allow institutions to use a portion of tuition revenue for the construction of academic facilities without a student vote. This change is allowed by the Enterprise designation under TABOR obtained by higher education institutions (23-5-109 (7) C.R.S.).

Section VI, Part C – TUITION, FEES, AND STUDENT AID

This section has been revised to allow institutions to use a portion of tuition revenue for the construction of academic facilities without a student vote and brings this section into conformance with CCHE Policy Section III, Part Q as amended and described above. This change is allowed by the Enterprise designation under TABOR obtained by higher education institutions (23-5-109 (7) C.R.S.).

IV. STAFF RECOMMENDATIONS

That the Commission approve the revisions to Parts A, B, C, D, E, J, M, N, and Q of the Capital Assets Policies as outlined in Attachment A with the understanding that a majority of the information that is no longer included in Parts C, D, and E will be incorporated into guidelines.

That the Commission approve the repeal of Parts F and H of the Capital Assets Polices with the understanding that this information will be incorporated into guidelines.

That the Commission approve the revision to the policy on TUITION, FEES, AND STUDENT AID (Section VI, Part C).

That the Commission reconvene the Task Force on Alternatives to Funding Capital Construction and Controlled Maintenance to address the following issues:

1. **Ways to address the affect of Capital Construction and Controlled Maintenance funding on an institution's TABOR Enterprise designation;**
2. **To consider the development of a formal policy for the prioritization of state-funded capital projects each year; and**
3. **Approve the guidelines for program and master planning developed by Commission staff.**

STATUTORY AUTHORITY

23-1-106 (C.R.S.) Duties and powers for the commission with respect to capital construction

and long-range planning.

ATTACHMENTS

SECTION III

PART A PURPOSE/INTRODUCTION

1.00 Capital Assets Program

Description and Authorization/Relationship to other Programs

The Commission prescribes uniform procedures and standards of space utilization, determines whether projections of capital construction needs are consistent with statewide plans, and establishes a five-year capital improvements plan. The Commission reviews and approves facility master plans and program plans for conform~~ity~~ANCE with~~ the Colorado Statewide Master Plan for Postsecondary Education,~~ approved institutional master plans, space utilization standards, and the requirements of other state executive agencies. Capital construction budget requests are reviewed for consistency with approved program plans, appropriate phasing, governing board priority, and timing of need. The Commission makes recommendations to the Capital Development Committee of the General Assembly on the priority of projects for ~~funding of~~ capital construction funding ~~projects~~. ~~The Commission administers the distribution of capital outlay appropriations to the Commission, the Council on Arts and Humanities, and the Historical Society according to need-based formulas and equipment replacement schedules.~~

The Commission is charged with the review and approval of campus master plans and program plans for all higher education capital construction projects in 23-1-106 (3), (4), and (5) C.R.S., and the approval of financing for capital construction financed by the ~~Postsecondary Educational Facilities Authority~~ Colorado Educational and Cultural Facilities Authority in 23-15-107 (3), C.R.S. Capital construction budgeting and five-year capital improvements programming responsibilities are assigned in 23-1-106 (6), and (7), C.R.S. Lease-purchase acquisition and lease utilization of real property are subject to Commission approval in 23-1-106 (8), C.R.S.. ~~Responsibility to allocate the centralized capital outlay appropriation is assigned by the Appropriations Bill~~. Higher Education capital assets programming is coordinated with ~~the~~ State Buildings and Real Estate Programs (SBREP)~~Division~~, the Office of State Planning and Budgeting (OSPB), and governing board staffs to ensure that higher education funding requests are consistent with state policies, plans, and priorities, and to ensure cost effectiveness in space allocations. Capital assets program planning is a prerequisite to capital construction budget recommendations, unless a program plan waiver is submitted and approved by the director or director's designee.

SECTION III

PART B STATEWIDE POSTSECONDARY EDUCATION MASTER PLANNING MANUAL

1.00 Preface

The purpose of this statewide postsecondary education planning manual is to: (1) describe the higher education planning process pursuant to Colorado statutes; (2) provide the format and content of the statewide postsecondary education and institutional master plans; (3) provide a connecting structure between the statewide postsecondary education and institutional master plans; (4) develop the master planning process so that it is useful as a management tool; and (5) enhance inter-institutional communication through community-wide discussion of role and mission statements.

- ~~Part I, The Statewide Postsecondary Education Master Plan; this section contains a description of the process and format for the revising and the updates of the statewide postsecondary master plan.~~
- ~~Part II, The Institutional Master Plan; this section contains a description of the process and structure for developing and presenting institutional master plans to the Colorado Commission on Higher Education.~~
- ~~Part III, The Appendices; this section contains specific statutory references on the purposes of the master planning process and the forms to be used for the statewide and institutional master plans.~~

The ~~S~~statutory authority for the Commission on Higher Education to engage in master planning is set forth in Colorado statute:

> 23-1-108. Duties of the commission with regard~~spec~~t to systemwide planning ~~comprehensive planning, research, and statistics~~.
>
> "(1) ~~(a)... After consultation with the institutions and governing boards,~~ The commission shall develop and submit ~~recommend~~ to the governor and the general assembly ~~statewide~~ master plans for Colorado ~~higher~~ postsecondary education ~~and maintain a comprehensive plan for public higher education in the state with due consideration of the needs of the state, the role of the individual public and private institutions in the state, and the ability of the state to support public higher education.~~ In developing the Master Plan, the Commission shall examine the statewide expectations and goals specified in section 23-13-104 and recommend that the general assembly amend the statewide expectations and goals if necessary. Following amendment of the statewide expectations and goals, the commission shall

design the Master plan to assure achievement of the statewide expectations and goals in the most timely, efficient, and effective manner. This plan shall recognize the importance of private and proprietary institutions and the role and relationship of elementary and secondary education in the state, though their inclusion in the plan in no way implies control or state authority over their operations. The Commission, after consultation with the governing boards of institutions and as part of the master planning process, shall have the authority to**:** ~~Such plans shall include the establishment of priorities for initiation of major programs and new institutions; the determination of the roles of institutions and sectors of the higher education system, including institutions size for planning purposes; and the establishment of such relationships with private institutions of higher education as may strengthen the total higher education resource of the state."~~

a) Establish a policy-based and continuing systemwide planning, programming, and coordination process to affect the best use of available resources.
b) Establish such academic and vocational education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access diversity, efficiency, and accountability. Such planning shall include identification by each governing board of programs of excellence at institutions under their control and plans for enhancement and improvement for those programs.
c) Determine the role and mission of each state-supported institution of higher education within statutory guidelines;
d) Establish enrollment policies consistent with roles and missions, at state-supported institutions of higher education as described in statute and further defined in paragraph (C) of this subsection (1);
e) Establish state policies that differentiated admission and program standards and that are a consistent with institutional roles and missions as described in statute and further defined in paragraph (C) of this subsection (1);
f) Adopt statewide affirmative action policies for the Commission, Governing Boards and State-supported institutions of higher education. Responsibility for implementation of such policies shall be reserved to the Governing Boards.
g) Report not less than every four years to the Education Committees of the General Assembly on the need for,

Advisability of, or progress toward reorganizing the structure of the public higher education in Colorado.

h) Establish systemwide policies concerning administrative costs.

~~"(2) No later than February 1, 1978, the commission shall develop its statewide plan for higher education pursuant to paragraph (e) of subsection (1) of this section. The commission members shall appear and report annually to the appropriate standing committee of each house of the general assembly, at a regular or special meeting of such committee, concerning higher education and its recommendations concerning such programs. Such plans may be revised from time to time thereafter, and any such revisions shall be reported to the appropriate standing committee."~~

Pursuant to the statutory requirements of 23-1-107, C.R.S., The Commission shall review and approve—consistent with the institutional role and mission, CCHE performance contracts with Individual institutions, and statewide expectations and goals—all new academic and vocational programs before their establishment. The Commission also is directed to establish policies and criteria for the discontinuance of academic or vocational programs; such policies and criteria must conform to achievement of statewide expectations and goals.

~~"Recommend to the respective governing boards . . appropriate roles and functions as part of the overall system of higher education in the state. . . ."~~

~~Other statutes define how the master plan is to be used in the decision-making of the Commission. Those statutes are contained in Appendix A.~~

2.00 Statewide Postsecondary Education Master Plan

2.01 The Statewide Master Planning Process

2.01.01 The Planning Period

The Commission shall update the plan as appropriate to reflect changes as directed by the General Assembly, the Governor's initiatives, Commission initiatives and any additions or deletions recommended by Governing Boards.

~~An~~ Annual updates on the Statewide Master Plan ~~shall~~ may be presented by the director and the Commission to the Joint Education Committees outlining any additions or deletions.

2.01.02 The Planning Process

The plan will be updated as needed to reflect directives from the General Assembly and the Governor's initiatives. Updated and revised plans will be submitted to the Colorado General Assembly and the Governor.

A. Revision of the statewide postsecondary education master plan.

Revision of the statewide postsecondary education master plan is initiated by the Commission on Higher Education as needed to reflect new legislative directives, the Governor's initiatives, or new Commission initiatives. To initiate the revision activity, the Commission staff will notify governing boards of the role and mission statements and planning assumptions as contained in the current statewide postsecondary education master plan. The governing boards will propose changes or notify Commission staff that no changes are requested.

The governing board's proposed changes and the currently approved role and mission statement and planning assumptions will be circulated within the education community. Commission staff will recommend a role and mission to the Commission based on the needs of the state and an analysis of the governing board recommendation and community comments. Commission approved role and mission statements and planning assumptions will be part of the statewide postsecondary education master plan.

B. Update of statewide postsecondary education master plan.

Updating of the statewide postsecondary education master plan is initiated by the Commission on Higher Education as necessary to reflect legislative direction, the governor's policy initiatives, or commission policy initiatives.

SECTION III

PART C ~~GUIDELINES FOR~~ CAMPUS SITE SELECTION

1.00 General

~~The s~~Selection of a campus site entails consideration of many factors ~~that will~~ affecting future construction and operation ~~in the future~~. Since no two institutions are alike, the overall requirements for a specific site will vary according to the specific need. What may be extremely important to an urban institution may be quite unimportant to a suburban or rural institution. The relevance of most factors will relate specifically to the major ~~form givers~~ characteristics of the institution such as:

- Student Population
- Educational Program
- Community Relationships

The initial development of site acreage requirements thus becomes an outgrowth of:

A. Buildings

Land Coverage
Circulation
Access

B. Outdoor Activities

Play Fields
Parking
Nature Preserves
Pedestrian and Automotive Circulation Systems

C. Expansion

The size of a site will vary with the specific concepts and goals for institutional development. The Commission provides guidelines to assist colleges in the planning and site selection processes related to choosing a new campus location.

~~**2.00 Enrollment and Building Space Projections for Site Analysis Purposes**~~

~~Enrollment size targets and projections accepted by the Colorado Commission on Higher Education for planning purposes are shown in Section F.~~

~~2.01 Building space projections should be those calculated on the basis of procedures set forth in Section D of this planning document.~~

~~3~~2.00 Review, Publication, Approvals

~~3~~2.01 During the site selection study, CCHE staff review should ~~accomplish~~ occur at completion of:-

~~At completion of~~ Preliminary site analysis and ~~choice~~ Selection of specific sites to study in detail, and

~~At completion of d~~ Detailed site analysis draft (prior to reproduction for final distribution).

These informal reviews will permit coordination of site selection ~~to be coordinated~~ between the institution and CCHE staff in order to avoid ~~and will assist in avoidance of~~ wasted effort.

~~3~~2.02 The final site selection decision must have the following approvals prior to becoming official:

- Institution
- Governing Board
- Commission on Higher Education
- ~~Governor of the State~~

~~4.00 Preliminary Site Analysis~~

~~Where many different sites are available, preliminary review and evaluation of each site should be made in order to determine the most likely ones for which detailed studies should be made. Factors to be considered should include, but are not limited to, the following (but not preclude others which might be unique to the institution.~~

~~1. Proximity to population center~~
~~2. Usable acreage required~~
~~3. Buildable area of site~~
~~4. Most desirable site shape~~
~~5. Appreciation value of real estate~~
~~6. Zoning adjacent to site~~
~~7. General soil conditions and general structural stability (using Geological Survey data, etc, Federal, State, or Local data -- no testing required)~~
~~8. Site preparation costs (cut/fill)~~
~~9. Surrounding noise factors~~
~~10. Proximity to police and fire protection~~
~~11. Proximity to public transportation~~
~~12. Proximity to utility services and available infrastructure~~
~~13. Access to and from site (including adjacent freeways)~~

~~14. View to site~~
~~15. View from site~~
~~16. Location in relation to flood plainne~~
~~17. Cost of operation and maintenance (due to site factors)~~
~~18. Approximate cost of property, total (no appraisals to be obtained)~~
~~19. Approximate cost of property, per acre (no appraisals to be obtained)~~

~~A general rating system should be used to allow comparisons and analysis. Careful study will allow a reasonable and rational selection of the most likely sites.~~

~~5.00 Detailed Site Analysis~~

~~Preliminary analysis should indicate the two or three most likely sites for which a detailed analysis should be made~~

~~Factors considered in the preliminary analysis should be expanded to provide more detail. It will now be necessary to obtain:~~

~~A. Detailed topography -- United States Geological Survey (USGS) maps and details combined from observation and/or photography~~

~~B. Utilities -- Detailed information from utility companies and districts or possible exploratory work if self contained utilities are to be developed~~

~~C. Soils investigation -- Study to determine feasibility of constructing facilities on site. Look for possible expansive soils and explain their effect on foundations.~~

~~D. Site appraisal -- Costs of land to be included in site.~~

SECTION III

PART D ~~GUIDELINES FOR~~ LONG-RANGE FACILITIES/INFRASTRUCTURE MASTER PLANNING

1.00 Scope of a Long-Range Facilities/Infrastructure Master Plan

The validity of a planning document is dependent on the integration of an institution's academic, facility, infrastructure and information technology goals. Information incorporated should be up-to-date and reflect an assessment of a governing board's vision for a particular institution.

Title 23-1-106 (3) directs the commission to "review and approve master planning and program planning for all capital construction projects of institutions of higher education" Title 23-1-106 (4), C.R.S. directs that ~~and to ensure that the~~ facilities master planS (23-1-106 (4) C.R.S.) conforms to "approved educational master plans." Any facilities/infrastructure plan must be driven in large part by the academic course set for a particular institution.~~ and therefore must incorporate those academic goals.~~ Although CCHE no longer reviews annual academic plans, the Long-Range facilities/infrastructure plan should outline ways it has been coordinated with institutional academic and information technology plans. CCHE staff may request copies of the institutional academic and information technology plans during review of the facilities/infrastructure plans.

The Commission provides guidelines that describe ~~the basic contents of~~ what a comprehensive long-range facilities master plan may include. ~~following outline presents the basic contents of a comprehensive long-range facilities master plan.~~ Such a plan is divided into two distinct sections -- Institutional Data and the Facilities/Infrastructure plan. ~~Since educational facilities exist to serve educational need,~~ It is logical that much data about the institution must be collected and analyzed ~~assembled~~ before planning infrastructure and facilities for the campus. Not all elements in the Commission guidelines will apply to each institution. It is suggested that Institution staff consult with CCHE staff prior to eliminating some of the planning elements.

~~I. Institutional Data~~

~~A. General~~
~~1. Role~~
~~2. History~~
~~3. Relationships~~
~~a. state system for higher education~~
~~b. community or service area~~

~~c. governing board~~

~~B. Service Area~~

~~1. Geographic~~

~~a. boundaries~~

~~b. characteristics~~

~~2. History~~

~~3. Population—present and projected~~

~~a. size~~

~~b. racial characteristics~~

~~c. socio-economic characteristics~~

~~4. Economic basis~~

~~5. Climate (temperature ranges, precipitation, etc.)~~

~~6. Transportation systems~~

~~7. Education~~

~~a. Role and mission, students' service needs~~

~~b. Systems existing (public and private)~~

~~c. Academic plan and its implications for facility planning~~

~~d. Assessment of strategic academic vision within institutional role and mission~~

~~8. Description of satellite* campuses~~

~~a. Enrollment—FTE and Headcount~~

~~b. Programs Offered~~

~~c. Locations~~

~~*Satellite campuses are those other than the main campus.~~

~~C. Policies~~

~~1. Admissions~~

~~2. Community programs~~

~~3. Ancillary programs~~

~~4. Housing~~

~~5. Student services~~

~~6. Automobile use and storage~~

~~7. Athletics~~

~~8. Class and laboratory scheduling~~

~~9. Maintenance of existing facilities~~

~~D. Enrollment Size and Distribution Data (Current and Phased Growth)~~

~~1. Basic enrollment~~

~~2. Enrollment distribution by organizational unit (generally college unit)~~

~~3. Student residence demographic data~~

~~4. Impact of distance education on enrollment~~

~~E. Faculty and Staff Size and Distribution Data (Current 6-year Growth)~~
~~1. By functional area~~
~~2. By organizational unit~~

~~F. Curriculum and Student Load Projections for plan life~~
~~1. Student-credit projections by organizational unit~~
~~2. Contact-hour projections by organizational unit and course~~

~~G. Building Space Projections by Functional Use Classification and Phased Enrollment~~
~~1. Resident Instruction~~
~~a. Classroom and classroom service space~~
~~b. Instructional laboratories and service space~~
~~c. Physical education facilities and service space~~
~~d. Other teaching facilities and service space~~
~~e. Instructional faculty offices and related secretarial, clerical, and office service space~~
~~f. Other instructional space~~
~~2. Organized activities related to instruction~~
~~3. Research~~
~~a. Research faculty offices and related secretarial, clerical and office service space~~
~~b. Other research space~~
~~4. Extension and Public Service~~
~~a. Office space~~
~~b. Other extension and public service space~~
~~5. Library~~
~~6. Administration and General~~
~~a. Office space~~
~~b. Other administration and general space~~
~~7. Physical plant service~~
~~8. Auxiliary enterprises~~
~~9. Non-institutional agencies~~

~~H. Outdoor Site Facilities Projections by Functional Use~~
~~1. Physical education/Academic~~
~~2. Recreation~~
~~3. Intercollegiate athletics~~
~~4. Physical plant~~
~~5. Automobile parking~~
~~6. Other~~

~~I. Inventory of Existing Facilities~~
~~1. Campus site~~
~~a. location~~
~~1) in service area~~

~~2) in community~~

~~b. environs~~

~~1) land use, zoning~~

~~2) access via transportation networks~~

~~3) visual~~

~~c. boundaries (if specific service area defined)~~

~~d. number of acres~~

~~e. topography~~

~~f. subsurface soils conditions~~

~~g. building locations[1]~~

~~h. circulation systems[1]~~

~~i. utility systems[1] (including technology infrastructure)~~

~~j. outdoor site facilities~~

~~2. Building data by functional use classification[1]~~

~~a. physical inventory list, including brief description, age of building and State Buildings Condition Index~~

~~b. space inventory by functional use classification, room type, and organizational unit~~

~~J. Information technology infrastructure summary and its impact on facility needs, including incorporation of distance learning and an assessment of its impact on infrastructure and facility needs~~

~~K. Recommended Use or Removal of Existing Facilities~~

~~L. Recommended Renovation of Facilities~~

~~M. Recommended Construction of New Facilities~~

~~N. Conclusions about the direction of facilities planning based on the institutional data submitted~~

~~II. Facilities Master Plan~~

~~A. Planning Concepts~~

~~1. Ideal functional diagrams~~

~~a. nature and relationships of land zones~~

~~b. functional relationships within land-use zones~~

~~c. utilizing the topography~~

~~d. utilizing the subsurface soils conditions~~

~~e. flexibility for growth~~

~~2. Land coverage decisions~~

~~a. building density (height and land coverage) with building zones~~

~~[1]Generally not required when planning new institutions.~~

~~b. parking facilities~~
~~1) surface~~
~~2) structures~~

~~B. Campus Plans and Supporting Data~~
~~1. Land perimeter~~
~~2. Land use~~
~~3. Circulation systems and Vehicle Storage~~
~~4. Utility systems, including technology infrastructure~~
~~5. Building location~~
~~6. Topography~~
~~7. Facility staging plan~~

~~C. Facilities Construction and Renovation Time Schedule~~

~~D. Facilities Construction and Renovation Economic Studies and Project Cost Estimates~~

~~E. Summary~~

~~A rolling five-year projection of capital improvement projects is required by 23-1-106 (6), which requires each governing board to submit a unified list that includes all capital projects anticipated, regardless of funding source, the estimated cost, funding source(s), schedule for completion and the governing board priority for each project listed.~~

~~III. Appendix~~

~~2.00 Publication of a Long-Range Facilities, Infrastructure Master Plan~~

~~Since each institution of higher education is statutorily required to complete both a facility and academic master plan (23-1-106 (4) C.R.S.) the format of the final plan should be standardized generally using these guidelines.~~

~~The final report should be developed for wide distribution. It should contain all the basic master plan data including summary tables taken from the working papers. This book should be considered a presentation document and should be designed and printed in a well-organized and usable manner. It should reference in the preface all information constituting the working papers.~~

~~The working papers should be provided electronically if possible as the supporting documentation or appendices to the final report. These papers will be made up of the detailed computations and tables primarily related to the following:~~

~~Student credit production~~

~~Contact hour computations~~
~~New building space computations~~
~~Inventory of existing facilities~~

~~(where possible electronic transmission of this data is preferred and may be transmitted via writable CD-ROM)~~

~~3~~2.00 Approvals of Long-Range Facilities, Infrastructure Plans

During the preparation of the long-range plan elements, informal review sessions with CCHE Staff are encouraged and may be requested by ~~available with staff at the request of~~ the institution to review any plan element.

These informal~~tion~~ reviews will permit planning to be coordinated between the institutional governing board and the Commission and will assist in final review of the strategic academic, facility and technology decision-making that serve as the foundation of the plan.

The final published document must have the following formal approvals in this order before becoming official:

- Institution
- Governing Board
- Commission on Higher Education

Formal approval of the facility master plan will not be scheduled before the commission until the plan has been approved at both the institutional and governing board levels, although a plan may be submitted pending those approvals to expedite ~~so~~ staff review ~~may begin~~.

~~4~~3.00 Periodic Updating of a Long-Range Plan

A long-range plan must be developed as a flexible framework for campus growth that ~~Its concept must~~ recognizes the dynamic nature of higher education. As enrollments grow or decline and/or as academic programs change or become more comprehensive to serve new student needs, ~~it is inevitable that~~ campus facility needs inevitably will change. A ~~The~~ facility master plan must be capable of meeting these changing circumstances. To ensure that a Long-Range plan remains valid, an institution must do one of the following before the ten-year life of the plan expires:

- Create a new Long-Range Plan;
- Send a letter to CCHE stating that all assumptions contained in the master plan are still valid and that all facilities' needs outlined in it are still needed but have not yet been completed; or

- Amend the master plan to bring it up to date.

Thus, at least every ten ~~six~~ years the long-range plan for each campus must be re-examined or updated in order to keep it current. ~~Minor changes that are necessary between major revisions may be accommodated through amendment~~. Each new master plan, major revision, or master amendment must receive the approval of the entities enumerated in section 3 ~~above~~.

~~**5.00 Relation to Statewide Plan**~~

~~The institutional master plan should relate to and be compatible with the Colorado Statewide Master Plan for Postsecondary Education. If the institution should desire to deviate in any way from provisions contained in the state plan, concurrence should be obtained from the Commission at an early point in the institutional master planning effort.~~

~~**6.00 Institutional Data**~~

~~It is necessary for an institution to assess its present and future mission, programs, and goals prior to making any attempt to create a facility and infrastructure plan that incorporates technology needs. Facilities and infrastructure must serve the program needs of the institution. Thus, it is necessary to generate much institutional data at the beginning of the planning process. As the full range of planning activities is carried out, revisions in these data no doubt will be made. Comprehensive planning should be an interactive process and no data should be prepared which cannot be changed after further analytical work in other areas is carried out. Gathering institutional data is not sufficient. Conclusions about the institutional data should be incorporated. These conclusions will guide the other major plan elements.~~

~~**7.00 Tables**~~

~~Much of the institutional data are to be compiled and presented in a series of tables within the working papers segment of the plan. Institutions are encouraged to incorporate all related information concerning organizational unit planning in an electronic appendix. Examples of these tables are available on request, or an institution may choose its own model, providing the modeling assumptions as part of its submission.~~

~~**8.00 Planning Criteria**~~

~~Presented in Part F are detailed planning criteria to be utilized in the planning process. These criteria are not all together complete and, in some instances, might not exactly "fit" all institutions.~~

~~**9.00 Campus Population**~~

~~Campus population -- along with educational programs and institutional policies -- is a powerful force in campus growth. The base population of a campus is the sum of the number of students, faculty, staff, and visitors. This section of the guidelines is directed toward projecting the elements of campus population.~~

~~**10.00 Academic Planning & Information Technology**~~

~~Information technology is a powerful force as institutions develop on-line courses and degree programs as well as integration of technology in more traditional instructional courses.~~

~~State-supported institutions submit annual updates of academic initiatives to CCHE (Policy I-O-1). Each facility/infrastructure master plan should therefore incorporate the academic update and an assessment of how its distance learning objectives impact the facility/infrastructure master planning.~~

~~In some instances, information technology decisions may reduce the need for new physical facilities because of the potential for students to access classes via the internet or other distance education media. Linkages among academic, information technology, and facility planning should be thoroughly discussed in the master plans. As academic updates and information technology strategic decisions are revised and approved, the updates will be included in the most current facilities/infrastructure master plan.~~

~~**11.00 Enrollment**~~

~~The first enrollment projection interval of the facilities master plan, Phase 1, should outline the expected enrollment over the three years following the year of the master planning study. The succeeding interval, Phase 2, should be the next three years. The enrollment projection should take into account (a) the size of the institution, (b) the expected growth of the institution, and (c) the impact of distance education.~~

~~Sample tables or models are available on request.~~

~~**12.00 Faculty and Staff**~~

~~Institutions should present summary data on faculty and staff projections. The information should be supplemented with appropriate descriptive material that will explain the institution's exact methodology employed in making the projections. The CCHE budget recommendations contain a great many statistics on college and university staffing which are useful for planning purposes and may be useful for base information. Sample data tables are available on request.~~

~~**13.00 Visitors**~~

~~While definitive projections of the number of visitors who can be expected on a campus are hardly feasible, the matter is of consequence and deserves more than passing consideration. Provisions must be made for routine day-to-day visitors who will need parking facilities, information centers, waiting areas, etc. Athletics events, performing arts, etc., will all contribute to this area of facility demand.~~

~~**14.00 Building Space Projections--Total**~~

~~The assignable area in square feet (ASF) of building space needed on a campus may be determined based upon the number of people to occupy the facility and the functions which they undertake while there. Assignable area may then be converted to gross area in square feet (GSF) through the use of appropriate conversion factors (See Part F).~~

~~Building space needs for the various structures on a campus at the two growth phases are an essential element of the long-range campus master plan.~~

~~**15.00 New Campuses**~~

~~Unless new campuses make use of existing facilities for the purposes of the institution, the projection of building space involves the consideration of new facilities only. In that instance, it is necessary to make use of the data in this section of the guidelines without consideration of the effects of continued use of existing building space.~~

~~**16.00 Campuses with Existing Facilities**~~

~~On existing campuses, or new campuses that will make use of some existing buildings, the procedure for determining the construction of new building space and the use of existing building space is more complex. In this instance, the following steps are logical:~~

~~A. Building Space Projections~~

~~Total building space needs must be projected at the two phases of campus growth. Procedures for making these projections are described in this section of the guidelines.~~

~~B. Inventory of Existing Facilities~~

~~An inventory must be made describing all existing facilities, regardless of funding source, establishing their present use and condition, as well as stating their appropriateness for continued use and life expectancy.~~

C. Use of Existing Facilities

Prior to recommending construction of new facilities, appropriate steps must be taken to assure the highest possible effective utilization of existing facilities with due consideration of operating costs. Greater utilization of capital resources should not be planned if inordinately high operating inefficiencies result. Utilization through Phase 1 should be projected in greater detail. For Phase 2, a more generalized approach should be taken. If it is possible to ascertain that certain facilities will be removed beyond Phase 1 development, this information should be incorporated in the plan. Renovating and remodeling existing facilities should be the preferred option over building new facilities when doing so is less costly in the long term than building new facilities.

D. Construction of New Facilities

After space provided in existing facilities is deducted from total space needs at the two enrollment growth phases, the remainder of space needs may be met through the construction of new buildings. Extending the hours and days of week classes and laboratories are taught should be explored before new instructional facilities are proposed. Substantial institutional attainment of CCHE space utilization guidelines outlined in Part F should be the goal before new facilities are proposed. If CCHE space utilization guidelines cannot be met, an institution should present a rationale for constructing new facilities.

17.00 Building Space Projection Categories

Space projections shall be grouped into the following categories:

A. Resident Instruction
1. Classroom and classroom service space
2. Instructional laboratories and service space
3. Physical education facilities and service space
4. Other teaching facilities and service space
5. Instructional faculty offices and related secretarial, clerical, and office service space
6. Other instructional space

B. Organized activities related to instruction

C. Research (if relevant)
1. Research faculty offices and related secretarial, clerical, and office service space
2. Other research space

~~D. Extension and Public Service (where relevant)~~
~~1. Office space~~
~~2. Other extension and public service space~~

~~E. Library (including related technology planning)~~

~~F. Administration and General~~
~~1. Office space~~
~~2. Other administration and general space~~

~~G. Physical plant service~~

~~H. Auxiliary enterprises (where relevant)~~

~~I. Non-institutional agencies (where relevant)~~

~~Various space standards and criteria relating to the above are presented in Part F. These standards should be followed wherever appropriate and any deviation from them should be justified in the planning documents.~~

~~18.00 Instructional Spaces~~

~~Projection of needs for instructional spaces at Phase 1 of campus growth (three years from present), or at Phase 2 (three years later) shall be based upon highly detailed data involving specific curriculum content, etc. Space projections of the three year (Phase 1) data as related to enrollment growth are adjusted to reflect predictable changes in space utilization as the size of the student body changes.~~

~~An estimate of the complete fall term (semester or quarter) curriculum at Phase 1 shall be made assigning credit-hour values to each course and estimating course enrollments. The total student-credit-hour production for the institution should yield FTE student numbers that concur with those projected. In some institutions, day enrollments in relation to day hours available will exceed evening enrollment loads in relation to evening hours available. In other institutions, evening enrollments may be greater in relation to evening hours available than daytime enrollments are to daytime hours available and may become the basis for the programming of some or all instructional space needs. Institutions should review these issues with staff as planning proceeds and make appropriate adjustments.~~

~~"Present year" data should be presented in a similar way for comparability.~~

~~Credit hours for each course should be converted to contact hours, and the room-contact hours per week established. (Institutions may use sample CCHE tables or an alternative.)~~

~~Room contact hours for all sections are converted to the number of rooms required for each room type. Then, using appropriate standards, the size of each room is computed. (Sample tables are available on request.)~~

~~As has been pointed out previously, projections for Phase 1 development should be more detailed, whereas a more generalized approach can be taken for Phase 2. Phase 1 projections may be used as a basis for calculating average assignable square feet per full-time equivalent student in various space categories (or similar averages) and the averages then applied to projected FTE students.~~

~~Institutions should show projections of faculty and staff office space needs. Data presented should be based on projections of faculty and staff for resident instruction and research as presented.~~

~~19.00 Research Space~~

~~Research institutions should provide projections for meeting the needs for (a) individual work space for faculty/professional research personnel and graduate students engaged in research, including related service space, and (b) space for large-scale specialized equipment and technical services used in supporting research programs.~~

~~The institution should outline for the commission the assumptions it makes to calculate research space needs and why it selected those assumptions.~~

~~Space requirements for research facilities needing special purpose space should be determined by the nature of the facility.~~

~~20.00 Library Space~~

~~Projection of library space needs shall be based upon the institution's library collection goals and service delivery strategies, including relevant technology infrastructure and information technology plans such as digitization or electronic storage options. Describe the existing and proposed functions of the campus library information network and the spatial distribution of campus library services. For decentralized library networks, describe the collection and services available at each branch library. The institution should integrate its technology plans with its information storage and access plan for its library services.~~

~~The institution's collection development policy should be compatible with the institution role and mission, academic programs, and research programs. It should also provide resources for state-recognized centers of excellence.~~

~~The collection development policy should include the following information, as applicable.~~

A. ~~Library role and mission statement.~~
B. ~~Clientele to be served, both institution and non-institution.~~
C. ~~General subject boundaries of the collection.~~
D. ~~Academic programs and user needs supported (instruction, research, reference, recreation, etc.).~~
E. ~~Library resource selection priorities~~
   1) ~~Collection breadth and depth of subject coverage.~~
   2) ~~Continuing financial support for strong collections.~~
   3) ~~Forms of materials collected or excluded.~~
   4) ~~Languages and geographical areas collected or excluded.~~
   5) ~~Chronological periods collected or excluded.~~
   6) ~~Other exclusions.~~
   7) ~~Duplication of materials.~~
F. ~~National, regional, and local cooperative collection agreements that complement or otherwise impact the institution's collection development policy.~~

~~The size of the institution's library collection is based upon the size of the existing collection plus the institution's net annual acquisition rate (See Section F: Space Planning Criteria for Libraries - Collection Size.)~~

~~Describe the historical acquisition trends for the past five years. Note any trends in short-term funding and special funding that have affected past acquisitions. Explain how the proposed annual acquisition rate relates to academic program goals and to governing board operating budget goals.~~

~~Discuss the de-selection (weeding) policy for the institution including the management of out-dated materials, damaged materials and multiple copies. Describe the institution's policies for reallocating library resources to respond to new programs, discontinued programs, research efforts and relocation of programs to other campuses.~~

~~Discuss the institution's access to non-campus collections and computer databases through contracts, library access agreements and inter-library loan agreements. Describe all information (access, storage, delivery) technology that will be integrated into the library system.~~

~~The percentage of student FTE to be provided with study stations is limited to a maximum of 20 percent for community colleges and 25 percent for four-year colleges and universities. (Specialized libraries such as medical and law libraries are not subject to these maximum percentages.)~~

~~Document and justify any need for additional study stations required for faculty or community users and describe the methods used to quantify this need.~~

~~Space utilization criteria to be used in master planning for library space are included in Part F.~~

~~21.00 Other Space~~

~~The institution should systematically develop space projections for each area not previously covered and should present those projections in appropriate formats similar to those shown in this section.~~

~~22.00 Inventory of Existing Physical Plant~~

~~For existing institutions which will continue to occupy part or all of their present facilities or for new institutions intending to convert buildings or other facilities already existing into educational facilities, it is necessary to generate and present a substantial amount of data about the existing physical plant. These data shall present a comprehensive overview of the entire facilities of the institution, including the amount and nature of its land holdings, the surface and subsurface development of its land, and much information about its buildings. It shall include all facilities which now exist and/or for which construction funds have been provided. Any facilities for which physical planning funds have been appropriated should be included to the depth that available information will permit.~~

~~The following data are essential elements of the inventory of existing physical plant:~~

~~A. Campus Site or Sites~~

~~A diagrammatic map showing the boundaries of the institution's service area and the location of the institution's main campus and other land holdings. Identify whether land holdings are owned, leased, rented, etc.~~

~~B. Main Campus or Campuses~~

~~A diagrammatic map showing the location of the main campus and other major permanent facilities or campuses in the city or community within which the main campus is located (e.g., at CSU, the Main Campus, the Foothills Campus, and the South Campus; at UNC, the three major campus areas). Include rented facilities (with special identification) if it is anticipated that such rental will be long-term (five years or more).~~

~~C. Environs~~

~~Diagrammatic maps and written descriptions of the environs of the main campus or campuses including zoning, land use, access networks, visual characteristics, utility systems, etc.~~

~~**23.00 Main Campus or Campuses**~~

~~Detailed campus maps and/or written description of the following:~~

~~A. Boundaries and Restrictions~~

~~Provide a boundaries map based upon current abstracts of all land holdings. Provide accurate information on all such restrictions as easements, rights-of-way, restrictive conditions imposed upon use of lands (i.e., restrictions imposed upon use of land by the donor of the land, etc.).~~

~~B. Topography and Drainage~~

~~Provide a topographic map or maps of all campus land holdings which are either already developed or will be considered for development within the time span of this master plan. Normally, topography based upon the aerial photography method will be sufficiently accurate but, in special cases, land surveys may be required. In many instances, topography obtained for this facilities inventory will also be suitable for use in the physical planning of actual projects. Any surface drainage problems should be identified and described.~~

~~C. Subsurface Soils Conditions~~

~~Adequate data must be obtained regarding the ability of subsurface soils conditions of land holdings to accept campus development. This includes the ability of soils to economically support building foundation loads and to be contoured as required. Subsurface water, if any, should be indicated. On raw land, it will probably be necessary to drill an appropriate number of test holes in order to determine subsurface conditions. On developed land, it is likely that investigations and reports already exist and may be used as a basis for a general summary statement.~~

~~D. Surface Land Development~~

~~Provide a map or maps indicating locations of all surface development including buildings, streets, sidewalks, parking lots, paved courts, fields, general location and type of landscape elements, air or surface utilities, etc. These maps may be combined with topographic maps if desired.~~

~~E. Underground Utilities~~

~~Provide a map or maps showing size, approximate or actual location, depth, etc., of all underground utilities systems.~~

~~**24.00 Buildings**~~

~~A. Key Map~~

~~Provide a key map identifying each building by name and the code numbers used in the room inventory.~~

~~B. Each Building~~

~~For each building shown on the key map, provide the following:~~

~~1) The facilities condition index.~~
~~2) A summary of the number of rooms by their functional use code (as defined by the National Center for Education Statistics).~~
~~3) A general building description, including its description.~~
~~4) Age of the building.~~

~~**25.00 Automobile Parking Facilities**~~

~~When land-use patterns on almost every campus are examined, it becomes evident that the storage of parked automobiles has rapidly become one of the several major functions that consumes campus land.~~

~~A. Key Map~~

~~Provide a key map identifying each automobile parking facility by type (surface lot, structure, or on-street) and capacity, and code number used in the parking facility inventory forms. On relatively simple campuses, this key map may be combined with the key map for buildings.~~

~~B. Each Parking Facility~~

~~Provide data for each parking facility indicating whether facility is surface parking, parking garage or on-street space and number of parking spots existing.~~

~~**26.00 Determining Parking Need**~~

~~Demand for automobile parking facilities is shaped by many influences -- enrollment, policy, physical characteristics of the campus, off-campus provisions, economic considerations, habits of automobile users, availability of mass transit, and a number of other things. These influences will vary broadly from campus to campus.~~

~~Generally, parking facilities will be required for students, faculty, staff and visitors. Policy decisions will be required for each category of user.~~

~~Analyses of the need (demand) for automobile parking facilities should be based upon information gathered from a series of questions similar to the following:~~

~~A. Policy~~

~~1. Will limitations be imposed upon the use of automobiles by students, faculty, staff and/or visitors? If so, what will they be?~~

~~2. Will parking fees be charged? If so, what will be their approximate amount by classification of user?[2]~~

~~3. Will restrictions be placed upon which parking facility may be used by the several classifications of auto user?~~

~~4. Will registration of vehicles be required?~~

~~5. Will curb parking be permitted on the campus street network? If so, will parking be regulated?~~

~~6. Will curb parking be permitted on the street network surrounding the campus? If so, will parking time be limited?~~

~~7. For whom and for what types of on-campus activities or functions will visitor parking facilities be provided? Parking demand by visitors can range from limited need at such visitor used buildings as the administration building, union, library, etc., to vast need at spectator facilities for the performing arts, athletic events, and other such affairs.~~

~~B. User Preference and Habits~~

~~1. What proportion of the students, faculty, staff and/or visitors presently drive an automobile for or on the campus? Daily or less frequently? If less than daily, how often?~~

~~2. How many passengers are there in the car on an average basis?~~

~~3. How far is the user in each classification willing to walk from his parked automobile to his destination?~~

~~4. Would the user be willing to pay a parking fee? If this fee were to vary depending upon distance between parking facility to~~

~~[2]Present policy provides that appropriated state funds will provide for facilities for parking of state-owned vehicles only.~~

~~destination, would this affect the selection of the location of the facility used?~~

5. ~~Would the use of mass transit be appealing if the price were considered reasonable? Is mass transit available or likely to be available in the area of the campus?~~

~~After adequate data related to policy, user preferences and habits have been generated, the number and kinds of parking spaces required to serve the several user categories may be estimated. Such estimates may be made upon a population served basis or by relationship to land uses. For the first method, determine the present ratios of automobiles to campus population and project that factor (weighted if necessary to reflect changing circumstances) over the several phases of enrollment growth. For the second method, determine how many vehicles are generated by each type of campus land use. Estimate future land-use requirements and, in turn, future parking loads. Perhaps, the two methods will be used in combination. Actually, conditions at the various campuses in Colorado vary so widely that a specific forecasting procedure will likely have to be developed for each campus.~~

~~27.00 Existing Parking Facilities~~

~~Existing parking facilities should be inventoried and evaluated for continued short-term and long-term use and deducted from total demand.~~

~~28.00 New Parking Facilities~~

~~Having identified quantity of parking spaces for the several user categories, it is necessary to consider the types and location of new parking facilities.~~

~~The availability and cost of land will bear heavily upon the type of parking facilities to be constructed. Surface parking lots including paving, curbing, stripes, and lighting may be capable of accommodating only 125 to 140 automobiles per acre. Multi-level parking structures are far more costly to build but can accommodate more vehicles per acre than surface lots. A criterion for deciding whether to build surface lots or multi-level parking structures relates to the ability to finance parking facilities without imposing undue financial strain on the users.~~

~~Location of parking facilities should be determined in large measure on the basis of the destination of the driver. Other factors which should be considered are campus policy and many aspects of general campus layout including the pattern of the street network, building location, location of available open land areas, contour of terrain, etc.~~

~~When land for parking facilities is simply not available on campus, remote parking lots may be workable using a system of shuttle buses to reach the campus.~~

~~29.00 Student Demand~~

~~A study of vehicle registration will frequently produce the number of vehicles registered to each category of user (resident students, non-resident students, etc.). The car ownership ratio (COR) may be computed for each user classification through the following formula:~~

$$\cancel{COR = \frac{\text{Total Population (Resident Student)}}{\text{No. of vehicles registered (resident students)}}}$$

~~The CORs developed for each user classification may be weighed and applied against population projections to compute future student parking demand.~~

~~An examination of the general trend of car ownership, using the past and present CORs for each category of parkers, will establish appropriate ratios for future years. It is expected that, with car ownership on the rise throughout the nation, and certainly with young people, these ratios will be no larger than the present CORs found and will probably be smaller. All future constraints should be taken into account. For instance, if the current administration's policy is not to build new dormitories and not to restrict enrollment, student enrollment increases will occur within the non-resident body. Therefore, very little, if any additional resident student parking will need to be provided. However, under these circumstances, non-resident student parking may quickly become critical.~~

~~30.00 Faculty-Staff Demand~~

~~The car ownership ratios for faculty and staff are used in conjunction with the maximum expected numbers of faculty and staff members on campus at any one time in order to determine the number of faculty-staff vehicles on campus. By using historical and current car ownership ratios, projections of the expected number of vehicles on campus, given the future number of faculty-staff members, can be made.~~

~~31.00 Turn-Over~~

~~The actual capacity of campus parking facilities must exceed the number of vehicles to be accommodated in order to permit turn-over of spaces between peak load periods only if the peak load periods occur back-to-back. In other words, if two peak load periods occur back-to-back, it would not be possible for sufficient parking spaces to be vacated and new vehicles accommodated within the time period available between classes.~~

~~**32.00 Other Surface Development**~~

~~A. Key Map~~

~~Provide a key map identifying significant surface development of campus land for other than buildings or automobile parking facilities. (example: paved courts for physical education, athletics, or recreation; grandstand; grass fields for physical education, athletics, or recreation; etc.) On smaller campuses, this key map may be combined with key maps for buildings and parking facilities. Identify each surface development included on the key map with the code number and use described in the inventory.~~

~~B. Each Facility~~

~~Provide adequate descriptions of each facility including use, size, condition, etc.~~

~~33~~4.00 Information Technology Strategic Planning

Information technology (IT) can help institutions reach evolving goals and deliver academic, administrative, student, and institutional business services; provide learning and research tools and resources for students and faculty; and provide a technology foundation to enable intellectual exploration, discovery, and growth.

Academic and institutional goals should drive priority setting and investments for information technology decisions. In this context, every higher education governing board and institution should have meaningful IT planning processes in place. Linkages between information technology and academic program initiatives should be incorporated within the framework of the institutional facilities/infrastructure planning ~~document~~ Master Plan.

A. Objectives

The objectives of information technology strategic planning are to ensure that appropriate resources are in place to support the institutions' roles and missions and that state, commission and system goals are achieved. Information technology planning enables governing boards and institutions to forecast areas in which new policy or funding initiatives are desirable.

B. Statutory Authority

23-1-108 C.R.S. provides general duties and powers of the commission with regard to systemwide planning, specifically, "(a) for the best use of available resources," which is interpreted to include IT resources.

23-13-104 C.R.S. provides statewide expectations and goals for higher education, including "(1) (d) technology integration to lower the institution's capital and administrative costs and improve the quality and delivery of education and provide effective stewardship of existing assets, recognizing that all technology changes may not result in lower costs in the academic arena. To meet this goal, each institution shall: (I) Integrate technology to reduce the institution's cost per unit of education; (II) Integrate technology to improve the marketability of graduates in the workplace; (III) Improve student access and continuing education through increased distance learning; (IV) Improve learning productivity."

~~3~~45.00 Governing Board and Institutional Planning

Each higher education governing board shall ensure that all institutions under its authority have appropriate and meaningful information technology decision-making processes and that governing board planning priorities and criteria, as appropriate, are used. Such governing board decisions should guide institutional IT decisions for ensuring adequate and appropriate assets (infrastructure, technology, and applications) are in place with adequate support for their effective use.

A governing board's assessment of information technology needs within its system and for specific institutions should serve as the foundation for technology decision-making within program plans and the institutional facilities/infrastructure Master plan. The Commission encourages institutional updates to IT strategic plans when appropriate, ***but an update must be incorporated in the institutional facility/infrastructure plan when it is submitted for review.***

IT strategic plans provide a context for individual initiatives and do not comprise detailed commitments.

IT strategic plans shall include high-level descriptions of key goals, strategies, initiatives, and resources required. Distance learning objectives shall be incorporated. Major initiatives identified in the strategic plan for investment will require additional detailed planning. An IT strategic plan shall provide information that is useful in understanding the context for any funding request to the institution, governing board, or the state.

~~**35.00 Expected Elements of an IT Strategic Plan**~~

~~The assessment shall provide the following information:~~

1. ~~A summary of recent technology initiatives and accomplishments;~~
2. ~~A summary of the current status of IT operations, initiatives, resources, and key issues;~~

3. ~~A statement of major goals and objectives for Information Technology support and investments;~~
4. ~~An assessment of distance learning progress and future objectives.~~
5. ~~An assessment of strategic IT issues and barriers or obstacles to successfully fulfill academic or administrative goals;~~
6. ~~A description of the proposed strategies for achieving the goals along with a statement of rationale; and~~
7. ~~A financial summary keyed to the resources required to implement the initiatives.~~

~~36.00 Relationship of Information Technology Planning to Facility/Infrastructure Planning~~

~~Governing boards may continue to request state capital construction funding through the commission for it projects within the capital construction request process. Such requests shall be submitted in accordance with CCHE policy and guidelines for capital construction requests. All capital funding requests must cite a current IT strategic plan.~~

SECTION III

PART E ~~GUIDELINES FOR~~ FACILITIES PROGRAM PLANNING

1.00 General Provisions and Policies

1.01 State-Level Capital Construction Decision-Making

~~The~~ CCHE ~~Instruction Manual for Higher Education Facilities Program Planning and Budgeting~~ distinguishes between two major phases of state-level decision-making.

A. A Facilities Program Planning Review Phase to determine the appropriateness, necessity, and sufficiency of the project with respect to institution programs, applicable State policies, plans and standards, and consideration of alternative actions and timetables.

B. A Construction Budget Priorities Review Phase to determine the relative urgency and impact of state investments with respect to statewide higher education system priorities.

1.02 Capital Construction Program Documents and Decision-Making

~~The Long Appropriation Act capital construction headnote policies define the scope and content of the planning documents required for facility appropriations.~~

A. Master Plans analyze institution-wide programs, relating academic programs with facilities requirements and technology objectives in conjunction with, the effectiveness of institution-wide space utilization, and the match between academic program and necessary physical facilities (based on objective standards), and recommend at least a five-year projection of capital construction needs.

B. Program Plans for specific improvement projects analyze the amounts, types, and relative locations of space required and/or facility system upgrades or replacement for current and projected programs (as determined by accepted State space standards), and define program and cost elements.

C. Physical Plans include architectural and engineering services that detail the development stages of the project including diagrammatic sketches indicating vertical and horizontal spatial relationships.

CCHE reviews and approves ~~C~~college and university campus facility master plans and facility program plans are ~~reviewed and approved by CCHE~~, with the technical assistance of the State Buildings Program and Real Estate Programs on matters of construction

standards compliance, appropriation compliance, and operating/life-cycle cost studies, including timing and funding sources for future controlled maintenance requirements.

1.03 General Policy and Capital Construction Decision-Making

Evaluation of Facility Program Plans should be addressed at two levels of decision-making:

A. Governing Boards

- Conform~~ity~~ance with institution master plan and academic and technology plans;
- Evidence of relevant educational program benefits;
- Assurances that operating and capital costs are appropriate to educational programming and sources and methods of financing;
- Consistency with ~~C~~campus 5-year capital improvements program schedule.

B. Commission on Higher Education

- Consistency with ~~CCHE State Master Plan~~ role and mission; academic, facility, and technology planning goals; state higher education policy;
- Consistency with campus facilities master plan and academic ~~master~~ plan~~s~~ning;
- Consistency of space utilization with CCHE guidelines and campus physical master plan space allocations;
- Alternative facilities solutions and life-cycle costs as required by CCHE;
- Appropriateness of source of funds, cost estimate methods, financing implications for life-cycle of construction as required, operations, and maintenance at projected enrollment increments.

Governing boards shall provide documentation with facility program plans to assure the Commission that ~~academic and facilities programming decisions, operating and capital budgeting decisions, and alternative sources of financing have been evaluated at the highest policy levels.~~ Program plans were reviewed and approved by the Governing Board Prior to submission to CCHE.

1.04 General Procedures for Capital Construction Program Planning

Facility program plans are the core element of the capital construction decision-making process. They provide full disclosure of specific planned actions, a longer-range context of operating and capital budget decisions, and a schedule for implementation of the space

requirements of educational programs. They are derived from the institution's long-range facilities master plan projections of needs and provide a broad range of specific policy, program, facility, and financing information for approving and implementing a specific capital construction decision.

Each institution of ~~postsecondary~~ Higher education supported in whole or in part by state funds will prepare a specific facility program plan for each of the major projects for which financing will be sought in the ensuing fiscal year, regardless of the source of funds. The Commission may exempt from the statutory requirements of program planning and physical planning specified categories of capital construction in which no project will require more than $500,000 of state funds [23-1-106(5)(B)].[1] Facilities to be financed through the Colorado ~~Postsecondary Educational Facilities~~ Educational and Cultural Facilities Authority must be approved by the Commission and the General Assembly. [23-15-107(3); 23-14-115(1) (B), C.R.S] [2]

CCHE must approve ~~F~~facility program plans ~~must be approved~~ in order to recommend projects ~~if the projects are to be recommended by CCHE~~ for funding in the ensuing fiscal years. Establishing funding priorities is, however, a separate process from approval of facility program plans. CCHE may elect to neither approve nor disapprove state-funded program plans when state revenue projections indicate insufficient money will be available to fund all higher education capital improvement requests.

1.05 Energy Conservation and Controlled Maintenance Projects

Colorado statute [24-30-1301(1)] [3] does not define energy conservation measures and controlled maintenance purposes as within the scope of capital construction projects that ~~shall be reviewed and approved by~~ CCHE reviews and approves. Proposals for Controlled Maintenance and Energy Conservation measures, therefore ~~will be~~ are submitted directly to ~~the~~ State Buildings and Real Estate Programs.

1.06 Unimplemented Facility Program Plans

Corresponding with a 1982 Commission policy requiring periodic review of facility program plans that are unfunded after the Annual Appropriation Bill called the Long Bill is adopted, the Commission asks that the following conditions be met before program plans are resubmitted for consideration in the next funding cycle:

A. The campus facility staff must submit an executive summary demonstrating the plan meets the following criteria:

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[1] 23-1-106(5), C.R.S., as amended
[2] 23-15-107(3); 23-15-115(1)(b), C.R.S.
[3] 24-30-13-1(1), C.R.S.

- The plan's space use assumptions have not changed, incorporating information on completed new construction and renovation since the original submission;
- The plan's education and enrollment assumptions remain valid, reflecting any changes from the previous year in enrollment and degree or program offerings;
- That capital costs and projected funding sources (Capital Construction Funds Exempt, Cash Funds, Cash Funds Exempt, and Federal Funds) remain valid and that any unusual construction issues resulting from the delay have been addressed; and
- That new code requirements will be met and that cost estimates are appropriately adjusted to reflect any changes.

B. The governing board has re-evaluated the project and indicated it will retain its original priority or that it has been reprioritized.

If the project remains unfunded three years after its original submission, the governing board will be asked to withdraw the plan and to re-evaluate the project.

2.00 Facility Program Planning -- Document Preparation ~~Guidelines~~

The CCHE guidelines for the preparation of facility program plans have been coordinated with revisions to the State Buildings and Real Estate ProgramS guidelines for facility program planning by non-higher education agencies. These coordinated revisions emphasize the integration of master plan policies, educational programming and capital facility decisions.

CCHE guidelines address the following categories of capital asset decisions:

- ~~the~~ remodeling/renovation of functionally obsolete space;
- ~~the~~ expansion of an existing facility or construction of all new facilities, or acquisition of real property;
- major instructional or scientific equipment purchases, defined as capital construction, pursuant to statute [C.R.S. 24-30-1301(1)(c)];
- Acquisition of real property;
- utilities and site improvements; and
- rental of off-campus space for any purpose.

2.01 Application of the Guidelines

The program planning guidelines provide ~~a "point of departure"~~ a basis for judgments about the appropriate scope and content of information needed for ~~a~~ capital investment decisionS.

~~Formats provided are guidelines to assist in the preparation and presentation of planning data important to the state-level review and approval of facility program plans. The information upon which the facility program plan and budget decision is based directly affects:~~

The information upon which the facility program plan and budget decision is based directly affects:

- capital investment funding priorities (CCHE, Governor, Legislature);
- appropriations (long bill); and
- Architectural/engineering design and construction (State Buildings and Real Estate Program).

State statutes direct that ~~the consistency of~~ architectural/engineering plans must be consistent with CCHE approved facility program plans. Deviation from the approved program plans will be brought to CCHE staff in the form of a list that State Buildings and Real Estate Programs will update during inspection of all completed buildings, building additions, and building renovations.

First, CCHE and the Institutions will fill out the list based on the program plan. The list that State Buildings and Real Estate Programs fills out comparing what the program plan provided for to what was actually built or renovated, along with a rationale for deviations, will go in a permanent file at CCHE.

2.02 Acquisition of Real Property

Acquisition or utilization of real property that is conditional upon or requires expenditure of state-controlled funds or federal funds is subject to the approval of the Commission [C.R.S. 23-1-196(8)].[4] The application of the guidelines is as follows:

- Financial Analysis (For Self-Funded, Revenue Bonded, Long-Range Lease Financed Projects or Real Property Acquisition)

  [Note: If the project is a Cash Funds financed facility or is financed through the Colorado Educational and Cultural ~~Postsecondary Educational~~ Facilities Authority, a financial analysis is necessary, pursuant to CCHE Policies for Self-Funded Capital Construction (Section III, Part Q).]

[4] 23-1-106(8), C.R.S.

- Lease-Purchase Acquisition of Real Property

  [Note: Lease-purchase agreements may require ~~to acquire real property from~~ state appropriated moneys, or funds donated for the acquisition ~~purpose~~, Those that do are subject to Legislative approval authorized in a separate bill. ~~by the General Assembly~~ (24-82.102, C.R.S.)

2.03 Exemptions

The Commission may exempt from the statutory requirements of program planning and physical planning any capital construction project that will require less than $500,000 [C.R.S. 23-1-106(5)(B)] ~~of state moneys~~.[5] The campus Chief Executive Officer or designee should submit a Request for Exemption that includes the source of funds and an estimate of total project cost ~~and a Capital Construction Budget~~ to the governing board staff and to CCHE staff. The Request for Exemption shall specify the educational program nature and scope of the proposed project, the relationship to the institutional master plan, and the facilities to be altered or constructed. If the project is a part of a phased project that will ~~to~~ be completed in future years or if it complements or completes an earlier project, the total scope of the project should be identified.

3.00 Facility Program Planning for Capital Construction Projects

3.01 Policy Requirements

All colleges, universities, and other agencies in the Department of Higher Education shall prepare facility program plans as required by CCHE Policies III - Capital Assets, Part E.

Projects or facilities requiring program plans or the equivalent include:

- facilities to be financed using any state capital construction funds, excepting projects defined solely as controlled maintenance and/or energy conservation projects;

- facilities financed through the Colorado ~~Postsecondary~~ Educational and Cultural Facilities Authority;

- facilities financed by student fees, auxiliary funds, cash funds, research revolving funds, gifts, grants, bequests, or any other sources of funds; and

- acquisition or utilization of real property by lease, lease-purchase, or rental that is conditional upon or requires expenditures of state controlled, federal funds, or other funds identified in 2.02 above that will require payments of more than $75,000 annually.

[5] 23-1-106(5), C.R.S., as amended.

4.00 Program Plan Equivalents

EQUIVALENTS TO PROGRAM PLANS ARE:

~~Preface and Summary~~

1. ~~Brief abstract of scope, justification, relation to institutional master plan, future considerations, project cost and schedule, suitable for use as an executive summary.~~

2. ~~Describe process used to develop the facility program plan. Describe the management decisions made by the institution and the governing board that assure the plan is appropriate to current institutional mission and sources of financing.~~

- Capital Renewal projects: State Buildings and Real Estate Programs CM-03 Form for strictly maintenance projects costing $2 Million or more in State or Cash funds. A program plan is required, however, if the maintenance projects have some programmatic elements (i.e., changes in square footage, room configuration, or space use.)

- Information technology projects: These projects should follow the format that is included in the Appendix of the CCHE Instruction Manual for Higher Education Facilities, Program Planning and Budgeting issued each year.

~~4.01 Program Information - New Projects~~

1. ~~Description of standard Program Plan - New Buildings, Facilities~~

   ~~A concise statement describing the educational program related to this Facility Program Plan, including educational program objectives and accreditation standards.~~

2. ~~History, Role and Mission, Unique Program(s)~~

   ~~A short statement of the educational program history and the relationship to the approved role and mission, and to unique degree programs.~~

3. ~~Program Needs and Trends~~

   ~~Describe annualized five-year history and campus enrollment projections causing the qualitative and quantitative needs for construction or acquisition of this space. (Appendix: CCHE Table C-2a Enrollment Trends). Emerging and changing enrollment composition and educational requirements should be analyzed and long-range resource requirements developed. Establish a general schedule for accommodating changing conditions.~~

4. ~~Relation to Academic or Institutional Strategic Plans~~

~~Show relationship of this program to institutional academic plan(s) or strategic plan(s).~~

~~5. Relation to Other Programs or Agencies~~

~~Show the relationship of this program to any applicable federal, state, and/or community program(s)/plan(s).~~

~~6. Existing Programmatic/Operational Deficiencies~~

~~Describe the programmatic or operational deficiencies that justify the need for this project. This should be coordinated with the enrollment trends. The discussion should establish the relationship of specific educational and facilities space management issues, by organizational unit, to be resolved by the program plan.~~

~~7. Program Alternatives~~

~~Summarize the findings of the program analyses of alternative teaching modalities, class section size, educational technology, new equipment, off-campus resident instruction and other program delivery factors affecting educational program life-cycle operating costs and space programming for this capital investment decision. Evaluate the educational program delivery alternatives in terms of such factors as cost, quality, and results. Estimate the relative life of the educational program before additional capital investments are likely to be needed.~~

~~4.01.01 Facilities Needs~~

~~1.Total Space Requirements~~

~~Establish existing and five-year space planning assumptions and program size data from curriculum and student load projections and station utilization rates. Space requested should be justified, by category, based on the applicable CCHE guidelines. Should the program planning indicate a need for modified utilization criteria, appropriate justification should be provided. This analysis should show the total impact of net space utilization, campus-wide.~~

~~If the project is only a part of a phased larger project to be completed in future years, or if it complements or completes an earlier project, the ensuing total scope of the project must be fully disclosed.~~

~~After detailed space planning has been completed, summaries of space requirements, by program and by space category, should be included in the program plan (Appendix: CCHE Table C-1a Plan Summary, Total Space Requirements and Table C-1b, Summary, New Space Growth). If significant~~

~~deviations from the Facilities Master Plan occur as a result of this study, the Facilities Master Plan may need revision and reapproval; consult with CCHE.~~

~~Provide conceptual floor plan and bubble-diagrams illustrating the interaction and working relationships between and among the different spaces. Summarize the organization of the proposed new spaces by functional areas, spaces shared by different organizational units, and spaces that will be used exclusively by specific organizational units. It is recognized that program plans are early conceptual solutions to the problems described in the plan. In that context, the gross square footage in the final design may be within 5 percent of the gross square footage in the program plan.~~

~~2.Unique or Special Features~~

~~Describe any unique or special facility features required to accommodate the program. Identify the criteria used to justify these needs.~~

~~3.Health, Life Safety, and Code Issues~~

~~Describe any facility operational problems, code, or health/life safety deficiencies, which must be addressed at this time.~~

~~Sufficient explanation must be given to provide a clear understanding of the necessity (or desirability) of the code and accessibility issues, special features, environmental controls, and security requirements.~~

~~4.Site Requirements~~

~~Summarize the pedestrian/vehicular access, topography, soils condition, surface and subsurface drainage, vegetation, and utility system requirements that impact the cost or design of the project. This information may be summarized from the Long-Range Facilities Master Plan.~~

~~5.Equipment Requirements~~

~~Briefly summarize the fixed and movable equipment to be relocated, replaced and purchased for occupancy of the new facility. List each new movable equipment item having a unit cost in excess of $50,000. Movable equipment items, which are desirable, but not essential to current program accreditation, shall be so identified.~~

~~6.Acquisition of Real Property~~

~~Lease-purchase agreements to acquire real property from state appropriated moneys, or funds donated for that acquisition purpose, are subject to legislative authorization by a separate bill enacted by the General Assembly (24-82-102, C.R.S.).~~

~~4.01.02 Project Description~~

~~1.A statement of the intended facility improvements resulting from implementation of the Facility Program Plan, stated in terms of specific CCHE space utilization criteria and applicable codes and standards.~~

~~Develop scope of work statements for the physical systems and physical environment requirements to accommodate the program(s), including meeting all applicable standards and codes.~~

~~2.Include diagrammatic plans or sketches to help describe the proposed project.~~

~~3.Project Cost Estimate~~

~~Show the estimated cost for this project, consistent with the OSPB Budget Procedures. Indicate the methods used to determine cost estimates. Document the cost estimating data source for material and labor costs.~~

~~Identify the type and estimated costs of any new and replacement movable equipment needed to operate the program(s) upon completion of this project. Identify the educational program cost effects of delaying the real property acquisition or facility construction time beyond the period considered for initial occupancy.~~

~~Identify any changes in operating budget needs resulting from the capital improvement project. Disclose the revenue sources and amounts to annually fund the changes in facility operating costs.~~

~~4.Life-Cycle Cost Analyses (when required by CCHE)~~

~~Include analyses of life-cycle owning and operating costs for all relevant alternatives considered. The analyses shall be performed according to the methods included in ASTM E917-89, Standard Practice for Measuring Life-Cycle Costs of Buildings and Building Systems. Include all costs for each alternative, not just cost differentials. Show all interest rates, unit costs, terms, capital repair cycles, etc., in sufficient detail to clearly show all assumptions.~~

~~5.Financial Analysis~~

~~Describe source(s) of funds including capital construction appropriations, cash funds, bond proceeds, gifts or bequests, or lease/purchase arrangements.~~

~~For projects that are self-funded, revenue bonded, lease purchased, or lease financed, provide a financial analysis, including interest rates, length of term(s), repayment schedule(s), and source(s) of repayment funds. The analysis also shall include a discussion of the institution's debt structure and the impact of this project on that structure.~~

~~If the project is a Cash Funds financed facility or financed through the Colorado Postsecondary Educational Facilities Authority, a financial analysis is necessary, pursuant to CCHE Policies for Self-Funded Capital Construction (Section III, Part Q).~~

~~If the project includes receipt of gifts and bequests of money or property which directly or indirectly involves significant ongoing expenditures (23-5-112 C.R.S.), an endowment sufficient to fund such expenses may be required; consult with CCHE for approval of an exception.~~

~~Financial documentation should conform to the budget instructions issued for the funding year.~~

~~6.Project Schedule~~

~~Identify the project's relation to or dependence upon other current or future master plan designated capital improvement projects.~~

~~Identify the relative urgency for funding the project. Describe the consequences of delayed spending authorization and provide documentation as applicable. This should include a risk management analysis, if applicable.~~

~~Estimate the schedule to complete the physical planning, bidding construction, and equipment phases for occupancy. Describe the construction management process that impacts project phasing.~~

~~4.01.03 Relation to the Master Plan/Other Projects~~

~~Describe the relation of the project to the Facilities Master Plan, academic use zones, space inventory, and space projections. References should be made to the pertinent portions of the master plan. Describe any programmatic elements or space allocations that are at variance with the current Facilities Master Plan.~~

~~Describe the appropriateness, necessity, and sufficiency of the implementation of this project on the achievement of specific Institutional Master Plan policy objectives.~~

~~Describe how this project relates with other current or previous five-year capital investments in the same programmatic area. Describe how this project fits into the five and/or ten-year capital project projections.~~

~~If the educational program to be accommodated is now in a facility proposed to be vacated, briefly discuss plans for that facility and any resultant series of relocations. The proposed reuses or new uses of each facility affected by the educational program should be summarized, including the relationship of such uses to the Facilities Master Plan. When programming an initial portion of a new facility, the basic phasing concept should be explained here. Additionally, provide a conceptual cost estimate for the subsequent series of relocations or proposed reuses.~~

~~4.01.04 Facilities Alternatives~~

~~Summarize alternate facilities solutions considered, including (as appropriate) lease/rent, real property acquisition, construction, and relocation, with cost analysis conclusions, indicating the best use of institutional or community shared resources. Operating costs, as well as space efficiency, should be considered. Explain contingency plans for operating the program in the event that capital construction funds are not approved.~~

~~Construction of a new facility in excess of 20,000 gross square feet should include costs analyses of phased construction, including assumptions about projected cost increases.~~

~~4.01.05 Appendices~~

~~Other supporting data should be included in the appendix. A map should be included to indicate the locations of the project.~~

~~1. Append such supporting documents, as appropriate, to establish approvals from other federal, state, or community agencies having jurisdiction over any aspects of the project. Examples may include hazardous waste management, hazardous emissions, ditch company easements, zoning authorities, etc.~~

~~2. Master Space Scheduling Guidelines, Policies, and Procedures (Complete this section if significant additional classroom space will result from construction).~~

~~3. Room Utilization Addendum~~

~~This section should detail room scheduling and station utilization rates, by course, as they relate to the facility being programmed. Data showing room sizes, weekly room contact hours, hourly room use, average section sizes, and percent of station use should be appended.~~

~~4.Life-Cycle Owning and Operating Cost Analyses~~

~~This section should include the detailed life-cycle cost analyses for all alternatives considered for the project if required by CCHE.~~

~~5.Library Projects~~

~~For projects exceeding $650,000, additional information is required for the expansion, construction, or the remodeling/renovation of functionally obsolete library space. (Reference CCHE Library Space Planning Tables L-1 through L-9 for analysis format and content.~~

~~6.Independent Third-Party Review~~

~~Include the report from the independent third-party review required by CRS 24-30-1303(1)(r). This review **MUST** be completed before final governing board approvals of the program plan.~~

~~7.Student Demographics (may not be required for projects under $2,000,000 if described in Section 2)~~

- ~~Enrollment Trends for campus and institution~~
- ~~Class/Lab Information~~

~~4.02 Program Information – Renovation, Remodel Projects~~

~~Institutions renovating or remodeling existing facilities should provide a concept paper briefly outlining its project goal to the Commission. No program plan is required for these projects.~~

~~4.03 Concept Paper for Building Renovations~~

~~A concept paper should include the following summary information:~~

1. ~~an outline of the academic program using the facility;~~
2. ~~whether renovation encompasses exterior-interior space additions;~~
3. ~~whether any academic program expansion or new uses are contemplated;~~
4. ~~whether office/service spaces are for specific program or general uses;~~
5. ~~an assessment of three alternatives available to address the need;~~
6. ~~whether the existing master plan contemplates the project and which plan needs are met;~~
7. ~~the facility audit on record with the Office of State Buildings indicating the Facilities Condition Index of the building(s);~~
8. ~~a list of controlled maintenance projects of record with State Buildings Division for the facility, including current future controlled maintenance priorities that will be incorporated within the project. The assessment should include the dollars saved in future maintenance as a result of project approval;~~

9. ~~Functional areas impacted by any proposed remodel, renovation or demolition and an assessment of whether relocation costs will be needed for existing occupants;~~
10. ~~if project anticipates total re-surfacing of an historic building or restoration, submit a summary of proposed building materials;~~
11. ~~a preliminary inventory list of planned spaces, and a basic description of technologies.~~

~~4.04 Building Condition Survey~~

~~When an institution contemplates renovating an existing facility, a building condition survey must be incorporated within the project review and submitted with either the program plan or the concept paper. The executive director, or designee, may waive this requirement for minor projects.~~

1. ~~Description of Building Condition~~

~~Prior to the approval of any renovation, remodel project, the institution shall submit an existing condition survey assessment completed by a qualified third-party Architect or Engineer not directly employed or related to the institution for any existing building(s) affected.~~

2. ~~Existing Condition Survey Assessment~~

~~The Existing Condition Survey should assess the following issues:~~

A. ~~Overall Site Survey: Address any existing historic site elements. List any site conditions that contribute to the existing stability of the building that might affect the proposed building addition.~~

B. ~~Building Envelope: Assess the condition and possible restoration necessary for exterior walls, windows, doors, roofing, waterproofing system and foundations.~~

C. ~~Structural System: Discovery should document the existing structure. If historic construction documents are unavailable, an engineer shall review the existing structure and estimate loading conditions and the appropriateness for the planned uses from a code standpoint. If the existing structural system is not viable, the best method for an acceptable structural system should be provided. Review all existing interior structural elements – floor/roof systems, bearing walls, foundations and vertical support systems.~~

D. ~~Building Systems: An engineer shall evaluate existing systems – mechanical, electrical, plumbing, fire alarm and any existing technology –to assess the need for full or partial replacement.~~

~~3. Financial report~~

~~In conjunction with the concept paper, the institution should submit a preliminary project cost estimate that incorporates its request for the total project based on the third-party assessments of the building condition and its estimated architectural and engineering costs. Include projected sources of financing – including fund-raising potential, grants and/or gifts already committed. Also note any potential historic preservations funds and/or why such funding has or has not been included.~~

~~4. Continuity of Project Consultants~~

~~Consultants selected for this initial phase should be consistent throughout the project contingent upon a positive performance evaluation by the institution at the end of the phase 1 process. The concept of continuity is important to alleviate duplication, create more ownership in the preliminary assessment process, and reduce the potential for added costs resulting from different project visions from one phase to another. If the institution chooses not to follow this procedure, an explanation should accompany the concept paper.~~

~~5. Approval for architectural and engineering funding request~~

~~Following submission of the information in lieu of program planning, the Commission may choose to forward the institutional request to the General Assembly and the Office of State Planning and Budgeting recommending funding a portion of/or total estimated architectural and engineering fees to complete the schematic design phase of the project. Approval of this phase does not constitute final project approval by the Commission.~~

~~6. Final Project Approval~~

~~Following completion of schematic design, the Commission will review the building efficiencies and programming elements proposed as well as the estimated costs for completing the proposed renovation/remodel or addition. The Commission will then determine whether to forward the project for completion of the design phase and construction.~~

5.00 Planning for Leases of Space for ~~a~~Any Purpose

"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" [C.R.S. 23-1-106(8)].

5.01 ~~Reporting Requirements for~~ Lease~~s~~ Application Requirements

Electronic lease applications shall be submitted to CCHE and shall include the following information: Specific Guidelines That Describe the lease approval process are available from the commission.
~~Electronic reports on leases shall be due to CCHE on the following dates:~~

- ~~December 15 — should include all leases to be executed January 1 for the next calendar year through June 1.~~
- ~~May 15 — should include all leases to be executed June 1 or for the remainder of the year.~~

~~The reports on leases should include the following information:~~

- ~~Name of institution~~
- ~~If each lease is new or is a lease renewal~~
- ~~Names of lessors for each lease~~
- ~~Square footage of each lease~~
- ~~Purpose of each lease using national center for education statistics (NCES) codes:~~
  - ~~100 (classrooms)~~
  - ~~200 (labs)~~
  - ~~300 (office)~~
  - ~~400 (study)~~
  - ~~500 (special use)~~
  - ~~600 (general use)~~
  - ~~700 (support)~~
  - ~~800 (health)~~
  - ~~900 (residential)~~
  - ~~000 (unclassified)~~
  - ~~999 (nonassigned)~~
- ~~Program or function for each lease proposed (i.e., provide improved classroom and support space for master's program in business administration in downtown Denver)~~
- ~~Term of each lease (from what date to what date)~~
- ~~Address of each leased property~~
- ~~Annual cost of each lease~~
- ~~Cost per square foot of each lease~~
- ~~Source of funding for lease ("cash funded" must be described)~~
- ~~Special requirements for each lease, if any~~

5.02 Requirements for different categories of leases

The dollar amount of each lease determines the requirements for CCHE review and approval. The categories and their requirements are:

- Leases of less than $75,000 a year.

For new leases or lease renewals of less than $75,000 annually, ~~the~~ institutions must ~~would~~ submit electronic lease application forms. ~~report in the appropriate biannual reporting period as established in Part E, 5.01 to CCHE via an electronic filing on a form to be posted on the CCHE web site. Institutions will fill out the form and submit it electronically.~~ CCHE ~~S~~staff ~~will~~ reviews the information submitted ~~for the waiver request~~ and electronically transmits the waiver approval or denial to the institution. This does not take the place of review of State Buildings and Real Estate Programs review of the actual executed leases. ~~by the state buildings division. Once CCHE approves such leases, they must be included in the appropriate biannual lease report.~~

- Leases of more than $75,000 annually.

~~Leases of more than $75,000 during the lease period will need to be submitted to CCHE as electronic program plans following the requirements outlined in sections 3.00 and 4.00 of this policy.~~

For new leases or leases renewals greater than $75,000 annually, the following additional electronic information also will be required on the electronic filing:

- ✓ A ~~summary and~~ justification of the lease proposal;
- ✓ A brief explanation about why the function or program cannot be housed in existing state-owned or institution space;
- ✓ A brief analysis of space needs done in table form; And
- ✓ A comparative analysis of other possible leased spaces that meet the space requirements located within the targeted area;
- ~~✓ Annual lease and operating costs under the proposed lease term; and~~
- ~~✓ Time by which the lease needs to be executed.~~

For lease renewals, the analysis of space needs and a comparative analysis of other possible leased spaces should be done for the current real estate market, analysis done several years before in a different real estate market may not assure that institution is making the best use of its leasing dollars.

~~These leases may not be executed by the~~ Institutions may not execute the leases until approval is received from the CCHE executive director (or ~~his~~ designee). State Buildings and Real Estate Programs retain its Authority to review the actual executed leases. ~~Once CCHE approves them, the institutions must include them in the appropriate biannual report to be filed electronically.~~

TOPIC: TEACHER EDUCATION REAUTHORIZATION: COLORADO CHRISTIAN UNIVERSITY

I. SUMMARY

Colorado Christian University, 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 to offer an educator licensing program leading to initial teacher licensure pursuant to rules found in 22-2-109 C.R.S.

Colorado Christian University's teacher licensure programs were visited by a team of CDE and CCHE staff in March 2006; CCU's programs were re-authorized, as specified in 22-2-109 (3) C.R.S., by the Colorado State Board of Education on October 5, 2006.

Based on the Colorado State Board of Education's approval, the Colorado Christian University authorization was subsequently reviewed by CCHE 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 Colorado Christian University educator licensing programs, as submitted, 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 State Board of Education and the Colorado Commission on Higher Education. The focus of each review is to ensure the teacher education program's compliance with the Colorado State Board of Education's Teacher Preparation Content Standards and the Commission on Higher Education's requirement that each preparation program includes 800 hours of field experiences.

Following statute, the State Board of Education (SBE) is the first agency to review and act upon requests for authorization. Upon SBE approval of preparation program content, the Colorado Commission on Higher Education takes its action.

On October 5, 2006, Colorado Christian University was approved by the State Board of Education to offer licensure programs in the following endorsement areas: Secondary English/Language Arts; Secondary Social Studies; Secondary General Science; Secondary Mathematics; K-12 Music; Elementary Education.

CCHE staff analysis of the aforementioned teacher education programs at Colorado Christian University finds that all programs require at least 800 hours of field based experiences.

III. STAFF RECOMMENDATION

That the Commission re-authorize the licensure programs in the following endorsement areas offered by Colorado Christian University: Secondary English/Language Arts; Secondary Social Studies; Secondary General Science; Secondary Mathematics; K-12 Music; and Elementary Education.

STATUTORY AUTHORITY

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

SUPPLEMENTAL INFORMATION

Copies of the Colorado Christian University teacher education licensure application materials as well as the letter of authorization from the Colorado State Board of Education are on file in the Office of Academic and Student Affairs.

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~~SECTION III~~

~~PART H DEFINITIONS/ABBREVIATIONS~~

~~Over the years, there have been many and conflicts and misunderstandings which have arisen during planning efforts which would have been avoided if there had existed appropriate understanding and consistency in connection with the "planning language." This listing of definitions includes the most frequently used terms, setting forth the term itself, its abbreviation in parenthesis, and the definition of the term. In order to facilitate its use, the listing is divided into the following related categories:~~

~~1. Instructional Program~~
~~2. Students~~
~~3. Faculty/Staff~~
~~4. Facilities~~

~~1.00 Instructional Program~~

~~Academic Year~~

~~The academic year is the twelve-month period beginning July 1 and includes summer term and the subsequent fall, spring and interim terms.~~

~~Class~~

~~A class is a unit of one or more students organized for formal instruction in a specific course under the supervision of an instructor or instructors. A "class" is a division of a course and would be the same as "section." A "class" generally would be the same as "activity" as used in the campus system.~~

~~Contact Hour~~

~~A contact hour is a programmed class period of not less than 50 minutes nor more than 60 minutes. Generally, in lecture situations one contact hours equals one student credit and in laboratory situations 2-3 contact hours equal one student credit.~~

~~Course~~

~~Course denotes a unit of instruction, normally carrying a credit value, which constitutes a part of the curriculum.~~

~~Course Credits~~

~~Course credit is the numerical credit value, described in semester or quarter credits, which is awarded upon successful completion of a course. A course credit normally is awarded for: (1) a lecture meeting one hour per week for a term, (2) a recitation or laboratory activity meeting two hours per week, or (3) a laboratory meeting three hours per week, or combinations of these, depending primarily upon the kind of instruction and material covered in the course. Quarter credits are converted to semester credits by multiplying the number of quarter credits by two-thirds.~~

~~**Maximum Term Enrollment**~~

~~The maximum term enrollment is that quarter or semester which generates the largest student FTE for the entire institution. In most cases this will be fall term.~~

~~Once the maximum term has been determined, it should be used for all space requirement calculations even though the maximum enrollment for a particular course may occur during a different quarter or semester.~~

~~An exception to this could occur in an instance where a very specialized space was required for a particular course offering. Here the space requirements might be generated by a maximum term enrollment different than that for the remainder of the institution. When this occurs, it should be noted and explained.~~

~~**Period**~~

~~The terms, "period," "class period, " and "contact hour" are used synonymously. See contact hours.~~

~~**Section**~~

~~See "class."~~

~~**Semester**~~

~~A semester is a subdivision of the academic calendar, normally consisting of 15 to 18 weeks. Two semesters constitute one academic year.~~

~~**Student Credits**~~

~~A figure which represents the credit value of a course multiplied by the number of students enrolled in the course. Total student credits for an institution would be the sum of the student credits for each course.~~

~~**Quarter**~~

~~A quarter is a subdivision of the academic calendar, normally consisting of 10 to 12 weeks. Three quarters constitute one academic year.~~

~~2.00 Students~~

~~Full-Time Equivalent (FTE)~~

~~One full-time equivalent student (FTE) is represented by the amount of instruction undertaken by one student in a "normal" program of 15 credits of instruction in a quarter or semester. Thus, during a full academic year, each 45 hours of quarter credits or 30 hours of semester credits are equal to one FTE student. In addition to the formally awarded credits used as a basis for calculating FTE students, a factor should be added for doctoral dissertations. In the term in which any doctoral degree is awarded for which it is presumed that the dissertation subject requires approximately one year of full-time work, one FTE (30 semester or 45 quarter credits) should be added. If any credits are awarded to doctoral research or dissertations, such credits must be deducted form the one FTE (30 semester or 45 quarter credits) added upon completion of the doctorate. Computation of institutional workload in terms of FTE student (or student credits produced) removes distinctions between full-time and part-time students.~~

~~Head Count (HC)~~

~~Head count is the measure of the total number of different individual students enrolled in an institution. Head count includes full-time students, part-time students, day students, evening students, credit earning students, and student taking courses for no credit. Head count number are normally used in computing space requirements for facilities related to number of individual students regardless of how many credits each is taking; i.e., housing, food service, parking, health center facilities, admissions counselors, etc.~~

~~Level of Student~~

~~Level of Student denotes the extent of progress toward a degree. It is divided into the following categories:~~

~~Lower Division.--Freshmen and Sophomores (students will fewer than 60 semester credits or 90 quarter credits)~~

~~Upper Division.--Juniors and Seniors (students with 60 or more semester credits or 90 or more quarter credits who have not earned a baccalaureate degree)~~

~~Graduate I.--Students who have completed undergraduate degree requirements and have earned less than 30 graduate credits, but not master's degrees (or equivalent by institutional criteria) who have been admitted to the graduate college or division either as candidates for advanced degrees or certificates, or as unclassified graduate students. Students enrolled in the first year of professional program in law or veterinary medicine are considered as first-year graduate students.~~

~~Graduate II.--Students who have earned 30 or more graduate credits and are admitted into a doctoral degree program or are enrolled in the second and succeeding years of professional programs in medicine, pharmacy, dentistry, law and veterinary medicine.~~

~~3.00 Faculty and Staff~~

~~Full-Time Academic Administrators--Academic Year Equivalents~~

~~All academic deans, deans of faculty, deans of graduate schools, the provost, summer school deans, and divisional and department heads (to the extent they perform administrative functions).~~

~~Full-Time Instructional Faculty Member--Academic Year Equivalents~~

~~A full-time instructional faculty member is defined as a person whose contract of employment provides that his primary obligation to the college or university of the academic year shall be teaching, including those faculty on sabbatical leave. The responsibility will normally extend to the determination of course content, the monitoring of school progress and the assignment of grades upon completion of required work. This definition is intended to exclude teaching assistants and fellows who may do some teaching but have only a limited responsibility for a laboratory or class section.~~

~~Full-Time Resident Instruction Professional Staff--Academic Year Equivalents~~

~~Includes both academic administrative staff and instructional staff as shown above, as well as other professional staff whose functions relate directly to the on-campus instructional process.~~

~~Here, and for the two preceding categories, staff who are employed full-time during any term of the year should be equated to 9-10 month FTE's and shown as full-time for the term or terms during which staff teaches full-time. Thus, faculty member teaching full-time during a summer quarter and half-time during each of the other three quarters would be counted at 1/3 FTE in the full-time category (for summer teaching) and 1/2 FTE in the part-time category (for academic teaching). The summer load of a faculty member teaching at an institution whose summer session is the equivalent of 1/2 a semester would be counted as 1/4 FTE.~~

~~Payment for sabbatical leaves should be included on the basis of the academic year and the amount of time for which individuals are being paid. For example, if an individual is granted a sabbatical leave for one academic year at one-half his regular pay, he should be reported as 1/2 FTE.~~

~~Faculty who are employed on a 11-12 month basis should be converted to 9-10 monthly FTE's by dividing the total number of 11-12 month personnel by 0.833.~~

~~**Part-Time Professional Instructional Faculty--Academic Year Equivalents**~~

~~This category may include any of the following:~~

~~a) Graduate students assigned responsibility for teaching undergraduate classes.~~
~~b) Administrative, student counseling, or any other such personnel who have accepted responsibility for teaching a class.~~
~~c) Retired faculty members, or faculty members approaching retirement, who have accepted a reduced teaching load.~~
~~d) Community resource people and honorarium faculty specifically retained to teach on a part-time basis.~~

~~The full-time equivalency designation for a part-time faculty member should be made on the basis of the contractual agreement with the faculty member. Presumably this would be determined on the basis of the service which the part-time faculty member agrees to provide as related to service expected of a full-time faculty member. If, for example, (1) faculty members generally teach 12 credits is considered to be about 80 per cent of a faculty member's total contribution to the institutions (a total of 36 credits for three quarters, (2) the teaching of the 12 credits is considered to be about 80 per cent of a faculty member's total contribution to the institution, and (3) a part-time faculty member is hired to teach 3 credits for one quarter and provide no additional service beyond the teaching, the FTE designation for the part-time faculty should be computed as follows: 3/36 X .80 = .067. If the faculty member teaches 3 credits for three quarters, the FTE would be .20.~~

~~Graduate teaching assistants should be included in this category if they are responsible for teaching classes even if they are under nominal supervision of senior faculty.~~

~~**FTE Instructional Faculty--Academic Year**~~

~~The number of FTE instructional faculty is determined by adding the number of full-time faculty and full-time equivalencies of all part-time faculty. Thus, if there are 100 faculty employed on a full-time basis and 50 faculty employed on a half-time basis, the FTE count would be 125.~~

~~**Professional Staff**~~

~~The term "professional staff" when used for classification of personnel, should be used in the generally accepted usage or sense of the term, to designate personnel who have attained some special degree of education or competence and who are charged with a major responsibility, or the supervision of some phase of the institutional program.~~

~~Professional staff should be those institutional employees who are exempt from the state personnel system (Section 16, Article 25-5-34, Colorado statutes) as follows:~~
~~a) Officers of an educational institution and their professional staff assistants.~~
~~b) Heads of administrative units directly responsible to officers.~~

c) Heads of administrative units, and their professional staff assistants, whose responsibilities relate directly to the educational function of an institution and whose qualifications include comparable training and experience as that required for a faculty member.

d) The heads of those functions of an educational institution whose positions are supported primarily by student fees and charges, including heads of residence halls.

e) Professional staff members of departments of intercollegiate athletics.

Student/Professional Staff Ratio--Main Campus

The ratio is computed by dividing the FTE student enrollment for a given term, academic year, or fiscal year (main campus) by the FTE resident instruction professional staff (full- and part-time) for the term, academic year, or fiscal year. Extension FTE should be excluded in computing this student/professional staff ratio.

Support Staff

Defined as personnel of varying skills whose responsibilities are limited to specific tasks or assignments and who generally will have limited supervisory responsibilities.

Assistants

Defined as graduate students (and occasionally undergraduate students) who may assist the faculty in teaching and research, although they are not directly responsible for class or laboratory sections. Assistants who have major responsibility for the teaching of classes should be reported as part-time faculty.

4.00 Facilities

Assignable Area (ASF)

Assignable area is measured in square feet and consists of all areas assigned to, or available for assignment to, an occupant, including every type of space functionally usable by an occupant except those spaces included in "non-assignable area" defined in a following paragraph. Areas are measured from inside face of exterior walls and inside face of interior partitions and walls.

Building Cost

The cost of a building is measured in dollars and is the sum of the cost of the structure, built-in equipment, and utilities out 5 feet from the building.

Building Cost Per Gross Square Foot

The building cost per gross square foot is measured in dollars and is computed by dividing the total gross square feet into the building cost.

~~**Building Efficiency Ratio**~~

~~The building efficiency ratio is measured in percentages. It compares the assignable area against the gross area of the building. Thus, a building efficiency ratio of 68:100 would indicate that 68 per cent of the gross area is made up of assignable areas. The remaining 32 per cent of the gross area is the sum of the building's construction area and non-assignable area.~~

~~**Construction Area (CSF)**~~

~~Construction area is measured in square feet and consists of the area of the building that is occupied by exterior walls, fire walls, permanent partitions, and demountable partitions. Generally, the construction area is the residual after assignable and non-assignable areas have been subtracted from gross area.~~

~~**Construction Cost**~~

~~The construction cost of a building is measured in dollars and is the sum of the costs of the structure, including built-in equipment and utilities out 5 feet from the building, architectural and engineering fees, program planning, surveys and site investigation, construction supervision, material tests, and contingencies. For completed buildings, construction cost is based upon actual amounts. For buildings under construction, construction cost is based upon current contract amounts. For proposed buildings, construction cost is based upon estimated amounts plus a contingency, which should be calculated based on the definition in the current year's Office of State Planning & Budgeting/CCHE budget instructions.~~

~~**Construction Cost Per Gross Square Foot**~~

~~The construction cost per gross square foot is measured in dollars and is computed by dividing the total gross square feet into the construction cost.~~

~~**Construction Cost Per Cubic Foot**~~

~~The construction cost per cubic foot of a building is measured in dollars and is computed by dividing the volume into the construction cost.~~

~~**Gross Area (GSF)**~~

~~The gross area of a building is the square foot measurement including the area taken up by structural elements such as exterior and interior walls and columns. It should be the sum of the areas of all floors of the building, including basements, mezzanines, and roofed loading or shipping platforms. Such features as pope trenches, exterior terraces or steps, chimneys, roof overhangs, covered walkways, porches, and open roofed-over areas that are paved should be excluded from the measurements.~~

~~Generally, the gross area of a building shall be the total area exclusive of covered walkways, open roofed-over areas that are paved, porches, and similar spaces.~~

~~**Non-Assignable Area**~~

~~Non-assignable area is measured in square feet and is the sum of all areas used for custodial services, corridors, elevators, escalators, stairways, lobbies, mechanical equipment, utility services, public toilets, and loading platforms (except when required for operational reasons and thus, includable in assignable area). Areas are measured form the inside face of exterior walls and the inside face of interior partitions and walls.~~

~~**Project Cost**~~

~~The project cost of a building is measured in dollars and is the sum of the construction cost, landscaping, utilities from supply to 5 feet from the building, movable equipment, and land acquisition.~~

~~**Fixed Equipment**~~

~~Fixed equipment is the equipment which is attached to the building; i.e., AV blinds, window coverings, carpeting, non-movable seating, demountable partitions, coil walls, lockers, basketball backstops, fixed casework attached and not attached to the utility systems, etc.~~

~~**Movable Equipment**~~

~~Movable equipment is that equipment not attached to the building, such as chairs, tables, desks, rolling storage units, portable projection screens and tables, partitions on wheels, etc.~~

~~**Room Capacity**~~

~~The room capacity denotes the number of student stations an instructional space is designed to accommodate, the number of office stations an office is designed for, etc.~~

~~**Room Utilization**~~

~~Room utilization denotes the number of hours per week a room is occupied by regularly scheduled classes. This number varies among institutions and will vary with different types of teaching spaces.~~

~~**Student Station**~~

~~A student station consists of those facilities necessary to accommodate one student for one class period in a particular teaching space. The area required for one student station will~~

~~vary with the type of teaching space and, in the cases of classrooms and lecture halls, with the number of student stations in the teaching space.~~

~~**Student Station Utilization**~~

~~Student station utilization is the number of hours student stations are occupied when the room is in scheduled use. This percentage varies among institutions and also varies among institutions and also varies with different types of teaching spaces.~~

~~**Total Area**~~

~~The total area of a building is measured in square feet. It is the sum of the areas of the several floors of the building, including basements, mezzanine and intermediate floored tiers and penthouses of headroom height, measured from the exterior faces of exterior walls or from the center line of walls separating buildings. Covered walkways, open roofed-over areas that are paved, porches and similar spaces shall have the architectural area multiplied by an area factor of 0.50.* The total area does not include such features as pope trenches, exterior terraces or steps, chimneys, roof overhangs, etc.~~

~~*These spaces are understood to include entrance canopies, window canopies and overhanging portions of buildings. Roof overhangs projecting more than 3 feet from face of exterior wall shall be considered as "similar spaces" and shall have the total area multiplied by an area factor of 0.50.~~
~~(Source: American Institute of Architects, Document D101)~~

~~**Volume**~~

~~The volume of a building is measured in cubic feet and is the product of the total area defined herein and the height from the under side of the lowest floor construction system, to the average height of the surface of the finished roof above for the various parts of the building.~~
~~(Source: American Institute of Architects, Document D101)~~

~~**Work Station**~~

~~A work station is office-type space in either single occupancy or multiple occupancy area used by faculty, professional or support personnel.~~

SECTION III

PART J POLICY FOR DELEGATION OF FACILITY PROGRAM PLANNING APPROVAL AUTHORITY

1.00 Preface

The Commission Executive Director or Designee is delegated approval authority for the following categories of capital projects:

1.01 Exemption from the statutory requirements of program planning and physical planning set forth in 23-1-106(5), C.R.S., as amended, ~~"any project which will require less than $500,000 capital expenditure of state monies, conforms with master planning, and is reported at the regular Commission meeting next following such approval." (CCHE Minutes, December 1973, p. 988; as amended by H.B. 1187, 1985 General Assembly).~~ For projects that cost less than one million dollars. Under 23-1-106(9)(A), and (9) (B) C.R.S., any cash funded project costing $500,000 or less and above the capital outlay limits, commonly referred to as 209 projects, are not subject to Commission approval. Instead, institutions are to report such expenditures to the Commission once a year.

~~1.02 Minor Capital construction projects, regardless of source funds costing less than $2,000,000, regardless of source of funds, that:~~

~~N do not involve the addition of more than 20,000 gross square feet of space; or~~

~~N remodel or renovate existing space and do not include a basic change in the function of existing space; or~~

~~N correct health and life-safety hazards and do not involve a basic change in the function of existing space; or~~

~~N remove space that should be razed, sold, or converted to non-higher education use, consistent with master planning; or~~

~~N acquire new or replace existing instructional or scientific equipment and do not involve a basic change in the function of existing space.~~

1.02 ~~Major~~ Capital construction projects, regardless of source of funds, ~~costing more than $2,000,000, regardless of source of funds~~, that fully comply with program and financial planning guidelines, and that raise ~~where~~ no state policy issues ~~are raised~~ during the plan review. ~~process.~~

1.03 ~~Major~~ Capital construction projects estimated to cost more than $1,000,000 to be constructed, operated, and maintained solely from auxiliary enterprise funds,

student fees, research building revolving funds, or wholly endowed gifts and bequests, or a combination of such funds as set forth in 23-1-106(9), C.R.S., and that are consistent with master planning, applicable Commission student fee policies, and governing board approved financing plans. These projects are commonly referred to as 202 projects. ~~and applicable codes and standards~~.

1.04 Requests for supplemental appropriations to increase cash-spending authority or total appropriations for state-funded capital construction projects.

2.00 Approval Notification

The Executive Director or designee shall certify that such capital project approval conforms with master planning, program and financial planning guidelines, ~~applicable codes and standards,~~ and the technical recommendations from the coordinated state agencies' review process, if any. ~~and~~ The Executive Director or Designee shall report each such capital project approval at least quarterly to the ~~at the next~~ regular Commission ~~meeting~~ following such approval.

All capital projects that are to be constructed with state funds in whole or in part shall be referred to the Commission for prioritization toward the middle of each calendar year for general assembly action in the following fiscal year.

3.00 Referrals to Commission

The Executive Director or designee shall refer to the Commission any such capital projects that raise state policy issues, or which the Commission staff is not prepared to favorably approve.

4.00 Rental of Off-Campus Facilities

~~4.01 Commission FTE REPORTING POLICY III.B.1 provides that:~~

~~"a) under certain conditions, due to a shortage of instructional facilities on campus for programmatic reasons, a campus may rent facilities, after approval by the Commission on Higher Education (23-1-106(8), C.R.S.), for the purpose of offering resident instruction."~~

4.01 The Commission Executive Director or designee is delegated ~~program plan~~ approval authority for rental of off-campus space ~~resident instructional facilities, consistent with CCHE FTE REPORTING POLICY III.B.1(a), and~~ CCHE policy ~~CCHE FACILITY PROGRAM PLANNING GUIDELINE C.7~~. Section III, Part E – Guidelines for facilities program planning (5.00). The Executive Director or designee ~~shall certify justification of need for off-campus resident instruction space~~ and shall report approval of leases at least quarterly to commission. ~~each such decision at the next regular Commission meeting following such approval.~~

~~The AHEC Board shall review the utilization of all on- and off-campus space used by the Auraria institutions and shall supply evidence to the Commission that such proposed off-campus resident instruction activity by Auraria institutions cannot be accommodated in current state-owned space. Conflicts concerning the use of physical facilities at the Auraria Higher Education Center shall be resolved, pursuant to 23-70-106.5, C.R.S.~~

The Executive Director shall refer to the Commission any such campus rental needs that the Commission staff is not prepared to favorably approve.

1.00 Statutory Authority

In addition to setting a recommended priority of funding, 23-1-106 (7) (a), C.R.S., directs the Commission to "annually establish a unified five-year capital improvements program coordinated with education plans and ~~shall~~ transmit it to the Office of State Planning and Budgeting, the Governor, and the General Assembly."

The five-year capital improvement program outlines the scheduling of the projected capital construction needs identified in the long-range facilities master plan for each institution. The long-range forecast may outlines long-range building needs scheduled beyond the five-year capital improvement program.

The legislative Capital Development Committee has requested the Commission to submit a long-range forecast of higher education capital construction needs. That joint legislative committee is statutorily directed to "forecast the state's requirements for capital construction ... for at least the next five and ten fiscal years next following the fiscal year for which recommendations are made." ~~(~~[2-3-1304 (1)(d), C.R.S.]~~).~~

2.00 Review Process

STATE STATUTES REQUIRE ~~E~~each higher education institution governing board ~~is required~~ to submit ~~by statute~~ a five-year capital development plan, outlining all approved and proposed capital construction projects. All major projects regardless of whether an institution proposes them for~~they are~~ state, federal ~~cash-funded, federally-funded~~ or ~~proposed from cash-funded exempt sources~~ cash funding or a combination of these funding sources ~~proposed by each institution under the governing boards jurisdiction~~ must be included in the plan, which shall ~~to~~ be submitted no later than July 15 ~~June 30~~ of each year (as long as the Long Bill is approved by June 1st). (For the purposes of this section, a "Major" project is one costing $500,000 or more, regardless of source of funding.) The capital improvement plan shall be annually updated on the appropriate electronic and~~/or~~ written form as stated in the annual budget instructions. The Commission is to "determine whether a proposed project is consistent with role and mission and master planning of the institution and conforms to standards recommended by the Commission" ~~(~~[23-1-106 (6), C.R.S.]~~)~~.

3.00 General Policies and Criteria

Commission acceptance of the governing board projections of five-year building requirements does not constitute support for such future project requests. It must be determined that these long-range needs are generally consistent with:

~~E State Postsecondary Education Master Plan policies and designated campus role and mission~~

- ~~State Postsecondary Education Master Plan policies;~~
- Designated campus role and mission; And
- Campus Long-Range Facilities Master Plan

~~Where these~~ Long-range projections of future building requirements ~~have been determined~~ that CCHE determines are ~~to be~~ not consistent with this policy, ~~these projects are noted by CCHE staff and~~ will be omitted from the recommended Capital Improvement Program after consultation with Governing Board and Institutional staffs.

Conform~~ity~~ance with approved space and utilization standards, codes, regulations, and program standards is determined through the facilities program planning process, usually in the year prior to the project budget request year.

Capital construction projects often require spending patterns that extend to three fiscal years. Code compliance programs are often phased into manageable projects that extend over several years ~~for completion.~~ Accordingly, the capital improvements program form ~~these projected spending patterns~~ should show ~~represent~~ the funding source(s) and amount of spending planned for each year ~~in which the money would be spent. The actual appropriation would necessarily include the money to be spent in the following year or a commitment to completion of a project~~. Projected costs are to be shown in current year dollars.

4.00 Scheduling of Capital Investments

In order to assist the Governor and General Assembly in ~~forward~~ financial planning, the annual capital costs set forth in the CCHE "Capital Improvement Program" should be realistic ~~relative to~~ regarding the state's fiscal policies and economic outlook.

The Governor and General Assembly may seek ~~T~~the Commission's judgments about the essential needs of the system of higher education ~~are sought by the governor and legislature~~ because state resources are so limited, and because construction budgets compete with tax dollars for operating budgets.

~~The Commissions assessment in forwarding~~ The CCHE five-year Capital Improvement Plan that CCHE sends to the Governor and General Assembly should reflect ~~its~~ the various institutional facilities master plans and the Commission's assessment of higher education priorities. ~~for the higher education system and the various institutional and system-wide Master Plans.~~

5.0 Policies and Criteria for Essential Capital Investment Needs

Policies and criteria for essential capital investment needs include completion of current projects authorized by the general assembly and new projects intended to meet programmatic space needs or to preserve public property and the safety of occupants.

5.01 Completion of Current Projects Authorized by the Legislature

Current projects that have received a partial capital construction appropriation or an architectural/engineering appropriation for subsequent construction funding may be in the following categories:

~~New projects for:~~

- ~~o~~ Renovation of existing space for revised academic programs~~, or to consolidate programs from functionally obsolete existing facilities when renovation is not practical or feasible; and~~

- Cosolidat~~e~~ation of programs from functionally obsolete existing facilities to new buildings when greater space utilization or renovation is not practical or feasible; and

- Replacement of specialized instructional, or hospital equipment with item costs exceeding ~~$50,000~~ $250,000.

~~Physical Plant Support Facilities~~

~~New projects for replacement of obsolete or hazardous Physical Plant department facilities.~~

- Capital Construction Consultant Services

Recommendations include campus physical facilities Master Plan updates and detailed life-cycle cost analyses and program planning for complex projects, as provided for by statute and Long Bill headnotes.

5.02 New projects for:

New Projects included in the five year plan may:

- Consolidate programs from functionally obsolete existing facilities to new buildings when greater space utilization or renovation is not practical or feasible.

- Correct~~ion of~~ serious health hazards;

- Renovate~~ion to bring many~~ campus buildings to bring them into compliance with more stringent fire safety codes;

- Make ~~U~~utility and site improvements responsive to demands for more efficient physical plant operation or to prevent~~ion~~ of disruptions to vital campus operations; and

- Compliance with changing codes, regulations and standards not otherwise rectified through space renovation projects.

PART N CRITERIA AND PROCEDURES FOR IMPLEMENTATION OF 23-5-112 ~~(~~C.R.S. ~~1973)~~ CONCERNING GIFTS AND BEQUESTS TO INSTITUTIONS OF HIGHER EDUCATION

~~Approved August 24, 1976~~
~~Revised June 7, 2001~~

1.00 Authorized Acceptance of Gifts and Bequests

1.01. Subsection (1) of 23-5-112 C.R.S. ~~1973~~ authorizes state institutions of higher education to receive gifts and bequests of money or property under stated conditions.

1.02. C.R.S 23-5-112(2). When a governing board of an institution of higher education is offered a gift of property, whether real or personal, which directly or indirectly involves significant ongoing expenditures, the institution shall require in connection therewith, an endowment sufficient to fund such expenses. This subsection (2) shall not apply when the gift has been approved by the Colorado Commission on Higher Education with the understanding that acceptance will require an allocation of state funding and the Commission is satisfied that provision therefore can be made within available resources. The Commission shall prepare a statement of procedures of review and of criteria to be applied in its review of any such gifts, which shall have the approval of the Governor and the Joint Budget Committee.

1.03 ~~(3)~~ Prior to acceptance of a gift or bequest covered under the terms of section 23-5-112, C.R.S., the institution shall certify to the CCHE the following information: (a) the proposed or anticipated use of the property by the institution; (b) the proposed or anticipated cost to the institution of the maintenance, operation or improvement of the property by the institution; (c) the proposed or anticipated source of funds to be used by the institution for the operation, maintenance, or improvement of the property; and (d) evidence that the institution has revenues sufficient to maintain, operate, or improve the property within available resource.

1.04 ~~(4)~~ In the event the institution cannot satisfy the requirements in 1.03 (d), it must indicate its intention to submit either a capital funding or operational budget request to accommodate its plans and estimate those needs.

2.00 ~~Definitions and~~ Procedures

The following ~~definitions and~~ procedures shall apply to gifts and bequests covered by 23-5-112 (2), C.R.S., ~~1973~~ which directly or indirectly involve significant ongoing expenditures.

~~2.01 An ongoing expenditure shall be deemed to be "significant" when such expenditure will lead to a specific institutional request for funding from tax fund or cash appropriations, or when it exceeds one-quarter of one percent of the institution's operating budget appropriation in the year concerned, or $50,000, whichever is less.~~

2.01~~2~~ An institution, or any person or organization acting in behalf of such institutions or its governing board, will consult with the Commission, through its Executive Director, at the earliest feasible date concerning any gift or bequest covered by 23-5-112 (2) (C.R.S. ~~1973~~), or campaign for funds similarly covered, in order to determine appropriate procedures for Commission review and approval relating to the particular situation.

2.02~~3~~ The Commission, ~~in~~ at its discretion, may approve an exception from the requirement of an endowment sufficient to cover the ongoing operating costs, upon adequate demonstration by the institution to the Commission of any of the following:

2.02~~3~~.01 The resulting facility or resource is in accord with the institutional master plan including approved statements of institutional role and mission and is shown, through the facility program plan or other appropriate documentation, to contribute to approved programs and functions of the institution such that it would be appropriate to provide the facility or resource through state funds, if such funds were available.

2.02~~3~~.02 The institution governing board states that the facility or resource will be utilized without requirement of or request for funding beyond the current operating appropriation by reason of the provision of such facility or resource.

2.02~~3~~.03 The facility or resource is shown to require operating funding beyond the current operating appropriation but in the opinion of the Commission is a facility or resource of such importance to the institutions and its programs that it is justified to expect an ongoing state appropriation for operating expenses.

2.03~~4~~ The criteria set forth in item 2.03 above will not exclude consideration of any other gift or bequest or campaign ~~related thereto on an exceptional basis~~.

2.04~~5~~ ~~Each proposal approved by~~ The Commission shall submit each proposal it approves ~~which~~ requires or may require funding for operations beyond current appropriation levels, with documentation describing all elements affecting the state interest including operating costs, ~~will be submitted by the Commission~~ to the Governor and to the Legislative Capital Development and Joint Budget Committees. Where additional construction or operating costs for facilities will be involved, Commission approval is effective upon approval of the Governor, The Capital Development Committee and Joint Budget Committee.

PART Q POLICIES FOR SELF-FUNDED CAPITAL CONSTRUCTION

1.00 Introduction

1.01 The Cash Funds Fiscal Accountability Reporting Policy and Implementation Plan was established pursuant to the FY 1989-90 Long Bill (S.B. 245), Footnote 34 requesting the Commission to develop recommendations on the use of cash funds for capital construction and controlled maintenance projects. This policy does not apply to any project funded wholly or in part by state moneys as defined in 24-75-302(1), C.R.S. ~~The CCHE policy was r~~Ratified by the legislative Capital Development Committee and Joint Budget Committee during November 1989, ~~T~~this policy was amended July 1, 1999, to bring it into compliance with the new requirements of section 23-1-106, C.R.S. brought about by ~~the~~ General Assembly Passage ~~in 2001~~ of ~~adopted~~ SB01-209 and the Passage of SB05-132 ~~which amended section 23-1-106, C.R.S. The amendments to this policy are effective August 9, 2001, following the 90-day period during which it may be subject to referendum petition pursuant to the Colorado Constitution.~~

1.02 The effect of these policies will be: (1) Projects costing less than $1 million that are constructed, operated, and maintained with cash funds and (2) projects constructed with cash funds but operated and maintained with cash, general fund or a combination of both costing less than $500,000 will no longer require Commission approval. These projects will be reported on the yearly SB01-209 small projects report. ~~the policy will be that certain cash-funded capital projects not exceeding $250,000 will be exempted from legislative spending authority in the Long Bill and from Commission review for pre-expenditure approval or waiver of program planning. Section 23-1-106(5) (b), C.R.S., allows the Commission to exempt from program planning and physical planning certain projects below $500,000 of state monies. The combined effect of both the planning and appropriation policies will permit more timely and efficient implementation of cash-funded minor space remodeling, major capital equipment purchases, and demolition projects while continuing CCHE approval and legislative fiscal oversight of more expensive capital projects.~~

The combined effect of both the planning and appropriation policies will permit more timely and efficient implementation of cash-funded minor space remodeling, major capital equipment purchases and demolition projects while continuing CCHE approval and legislative fiscal oversight of more expensive capital projects.

1.03 The statutory revisions to 23-1-106 (9) (a), C.R.S., require that the Commission review and approve any plan for a capital construction project estimated to require expenditures exceeding $1 million that is constructed, operated and maintained from auxiliary enterprises, student fees, research building revolving funds, or wholly endowed gifts and bequests, or a combination of such sources. These projects are commonly referred to as 202 projects.

1.04 The statutory provisions in 23-1-106 (10), C.R.S., require that the Commission review and approve any plan for a capital construction project that is estimated to require total expenditures exceeding $500,000 that is constructed solely from cash funds held by the institution other than those funds specified in 1.03. No Commission review or approval is required for such State Funded projects costing $250,000 or less.

1.05 CCHE Tuition and Fees Policy (CCHE approved policy VI-C, p.5 Approved in October of 2001) permits ~~prohibits~~ institutions ~~from~~ to use~~ing~~ student fees, tuition or general fund increases to pay for academic facility construction projects. This policy will no longer require a student vote if an institution is using a portion of tuition to fund construction of academic facilities.

2.00 Legislative Fiscal Oversight and Fiscal Accountability Reporting Policy

2.01 Any capital construction project with a total value of ~~over~~ more than $500,000, except those constructed, operated and maintained from auxiliary enterprises, student fees, research building revolving funds, or wholly endowed gifts and bequests, or a combination of such sources, must be specifically appropriated by the legislature. This policy does not exempt from legislative spending authorization:

a) Any capital construction project which is conditional upon or requires expenditures of state-controlled funds for capital construction, facilities operations, and facilities maintenance; or

b) Any gift or bequest funded capital construction project which directly or indirectly involves significant ongoing expenditures for facilities operations and maintenance by the state of Colorado.

2.02 Effective September 1, 2001, and every September 1 thereafter, each institution shall submit to the Commission in an electronic format ~~to be specified~~ a list and description of each project for which expenditure was made during the immediately preceding fiscal year that was not subject to Commission review in 1.03 and 1.04 for the purposes of compiling the annual report required in 23-1~~06~~-106(11), C.R.S.

2.03 The annual fiscal reporting on the cumulative impact of all prior and current cash-funded capital projects is intended to assure the General Assembly that the proposed use of cash funds is prudent: will not endanger cash reserves; and will not – by themselves – lead to higher General fund support or ~~s~~Student ~~t~~Tuition levels.

~~- is prudent;~~
~~- will not endanger cash reserves; and~~
~~- will not - by themselves - lead to higher General Fund support or Student Tuition levels.~~

3.00 Approval Procedures for Cash-Funded Capital Projects

3.01 Governing boards currently have statutory duties for control and direction of all funds and appropriations. CCHE has statutory duties for review and approval of program and financial plans for capital construction.

(A) The governing boards and the state-supported institutions of higher education may not authorize, or acquire, sites, or initiate any program or activity requiring capital construction for the use of state-supported institutions of higher education, regardless of the source of funding, unless it has obtained the prior approval of CCHE. This includes the acquisition or utilization of real property for ~~the use of a~~ state-supported institutions of higher education by lease, lease-purchase, purchase, gift or otherwise.

(B) CCHE will review and approve master and program planning for all capital construction projects for institutions of higher education on state-owned or controlled land, regardless of the source of funds. No capital construction can commence except in accordance with the CCHE approved master plan, program plan, and physical plan.

(C) ~~Plans for a~~Any capital construction project for the use and benefit of any state-supported institution of higher education to be funded through private, foundation, or federal funds requires review and approval of CCHE prior to acquisition or commencement of any such project.

3.02 CCHE ~~Facility Program and Financial Plan approval policy will~~ requires governing board actions to specifically make documented findings of fact that sufficient cash funds will be available to pay the capital project costs, and that projected operating funds will not be adversely affected by the project. The Governing Board should also disclose the source and use of cash funds for each project.

3.03 CCHE ~~Capital Construction Budget Instructions will~~ requires the governing board documented findings of fact in (3.02) above, as well as the source and use of cash funds, to be appended to each cash-funded major capital project's budget request document; ~~and an annual fiscal report on the cumulative impact of all cash-funded major and minor capital projects for the fiscal years affected~~.

~~For fiscal reporting and review purposes:~~

~~a) Major capital projects exceed $250,000;~~
~~b) Minor capital projects cost $250,000 or less, but exceed Capital Outlay expenditure thresholds established in the Long Bill~~

~~3.04 CCHE will require a Cash-Funded Projects Capital Construction Budget Addendum to disclose the Source and Use of Funds for each major capital construction project.~~

~~3.05 Amended Policy implementation for FY 2001-02.~~

SECTION VI

PART C TUITION, FEES, AND STUDENT AID

1.00` General Description and Intent

Tuition and fees, along with state General Fund support, provide financial resources to the institutions of higher education to conduct academic programs and to support campus needs. Tuition and fees represent a major portion of students' cost of attendance. Financial aid assists students in gaining access to higher education by offsetting a portion of costs, including tuition and fees, room and board, books, transportation and other living expenses. Financial aid assists institutions of higher education by making attendance for low-income students affordable.

Governing boards have the responsibility and authority for the financial management of their institutions. A major component of sound financial management is the setting of tuition and fees, including refund policies. Since institutions have different roles and missions, governing boards must consider a number of factors when setting tuition and fees, and establishing a refund policy. The CCHE has responsibility to exercise oversight to ensure that educational quality and access for students are maintained consistent with the role and mission of each institution.

It is the intent of the Commission that the following will be considered when establishing tuition and fee rates:

- Governing boards should consider the relationship of proposed tuition and fee rates to total cost per student.

- Board approved institutional tuition and fee proposals should consider financial aid available from all sources for needy students.

2.00 Tuition Policy

2.01 CCHE guidelines are that average tuition rates for full-time undergraduate resident students - on a governing board basis - should cover between 25 percent and 30 percent of the cost of the academic program, and average tuition rates for full-time nonresident students should cover at least 100 percent of costs. These guidelines do not apply to the Colorado School of mines.

2.02 Governing boards shall establish tuition rates based on legislatively set limits on tuition rate increases and other legislative directions regarding tuition rates.

2.03 Governing boards have the authority to set individual tuition rates and tuition rate increases as long as compliance with 2.02 is achieved on a governing board basis. When appropriate, governing boards may request exceptions from 2.02 as part of the annual budget request cycle. The CCHE may forward such exceptions as part of its governing board budget recommendation to seek legislative approval.

2.04 In times of emergency, certain students (e.g., reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country. When the call for service or national emergency is issued, it is often necessary for students to interrupt their coursework in mid-semester without advance notice. Public two-year and four-year institutions' policies should explicitly recognize that normal refund and withdrawal policies may not be appropriate and make provisions for individuals who leave the institution mid-semester to respond to a state or national emergency, including:

- Institutions' tuition policies should permit reimbursement for tuition paid by reservists called to active status during times of national emergency.
- Institutions may offer these individuals the option of crediting the current term's tuition to a future semester's tuition charges.
- Institutions shall waive any fee for breaking the room and board contract for reservists who are called to active status during a national or state emergency.
- In addition, an institution shall refund any fees paid for room and board based on the date that the individual left the residence hall.
- Institutions shall adopt policy language that ensures that individuals who are unable to complete a course due to a call to active status under a state or national emergency have a choice either to withdraw from the course without a grade or receive an incomplete with an opportunity to complete the course work at a later time.
- The refund and grading policies should recognize that normal withdrawal procedures may not apply in this situation, e.g., withdrawal timetables.

2.05 Institutions will not be penalized financially by the general fund for interrupted enrollment and will be allowed to include in-state students who are called to active duty in the FTE report during the semester they are called to active duty.

3.00 Student Fee Policy

Section 3.00 Student Fee Policy shall apply to all fees adopted on or after July 1, 1997.

3.01 Each institution of higher education, including the Auraria Higher Education Center, shall give at least a thirty-day notice of any fee assessment or increase. At a minimum, such notice shall specify:

- The amount of the new fee or fee increase;
- The reason for the fee assessment or increase;

- The purpose for which the institution will use revenues received from the fee assessment or increase; and

- Whether the fee assessment or increase is temporary or permanent and, if temporary, the repeal date for the fee assessment or increase.

3.02 Billing requirements for institutions of higher education, including the Auraria Higher Education Center:

3.02.01 Each institution of higher education shall separately disclose the fees charged to the students by their respective governing board for the institution, by the institution, or by any auxiliary facility associated with the institution in its student billing statements.

- This requirement shall apply to fees, the purpose of which is to cover any administrative costs; permanent student purpose fees; and nonpermanent student purpose fees.

- Such itemization shall not be required for any academic course fee that is specifically listed in the course catalogue.

- Such itemization shall not be required for the detailed allocations of general student fees. However, such itemization may include an itemization of other general student fees.

- If a governing board uses revenues from a general student fee for the repayment of bonds or other debt obligations, the governing board shall specify the portion of the general student fee that is actually applied to repayment of the bonds or other debt obligations.

3.02.02 Each institution shall have information available to students containing a description of all fees, including the purposes for which the institution uses revenues from the fees.

3.02.03 Each billing statement shall conspicuously identify any optional fees or charges that are automatically assessed unless the student chooses not to pay the fee through a negative check off.

- A form to elect not to pay the optional fees shall accompany the billing statements.

Effective July 1, 1997, any optional fees or charges that are automatically assessed unless the student chooses not to pay, <u>except for health care fees</u>, shall be refunded by the institution or organization that receives the fee, upon request, to any student who paid the fee. The refund shall be available during the entire semester in which the student paid the fee.

3.02.04 The requirements of section 3.02 shall become effective as of the fall term of 1996.

3.03 All governing boards shall annually review and approve all mandatory fees including: administrative fees, student activity fees, and instructional fees (including college specific and program specific fees). Such fees will be charged to students only after the review and approval of the governing board.

3.03.01 All governing boards shall annually review and approve all new course specific fees and all increases in course specific fees. Such new fees and fee increases will be charged to students only after the review and approval of the governing board.

3.04 For all Four-Year Institutions. The administration of each institution and the student government shall establish a fee policy for such institution. Such policy shall be subject to the modification and approval of the governing board of the institution, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.07.

3.05 For all Community Colleges. The State Board for Community Colleges and Occupational Education shall meet with the Student Advisory Council, established in 23-60-104 C.R.S., to establish a fee policy for all institutions under the control of such board. Such policy shall be subject to the modification and approval of such board, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.07.

3.06 For Institutions Located at the Auraria Campus: The administration of the Auraria Higher Education Center and the Student Advisory Council to the Auraria Board (SACAB) shall establish a fee policy for the institutions located at the Auraria Campus. Such policy shall be for all fees assessed by the Auraria Higher Education Center. Such policy is in addition to the policy each institution will have with their respective governing board. The policy shall be consistent with the requirements of section 3.06 and C.R.S. 23-70-107 relating to student fees assessed by the Auraria Board. Such policy shall be subject to the modification and approval of the board, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.07.

3.07 Institutional Plan for Student Fees. All administrative, course specific, instructional, and student activity fees, as defined in section 7.00, are subject to the requirements of section 3.07. (This excludes fees defined as "charge for services.≅) A copy of the plan and any revisions to the plan must be filed with CCHE. Each plan shall include, but not be limited to, the following components:

- Defining the student fee proposal and approval process. Absent any autonomy agreement already in place, such process includes the opportunity for the students

and institutional student government representatives to address the governing board during board discussion and action of the student fee proposal.

- Defining and categorizing all campus wide mandatory student fees to include, but not be limited to, permanent student purpose fees, nonpermanent student purpose fees, bond fees, fees for a specific academic course and administrative fees.

- Establishing procedures for student participation in setting student fees at the institution, including: administrative fees, instructional fees (including course specific), and student activity fees.

- Establishing a complaint resolution process for disputes on student fee proposals or any issues relating to student fees.

- Including a time frame of the budget approval and board action of the tuition and fees action.

- Whether to allow for the use of student fees or tuition for academic facilities construction. Use of tuition or fees would be allowed only under the following conditions, including:

    - All other financing options have been explored;
    - Students approved the use of funds through a student vote/referendum or student government approval (to be specified in the Plan). Note: Only the use of a student fee for academic facilities construction must be approved by vote/referendum or by student government. Institutions may use tuition for the construction or renovation of academic facilities without approval through a student vote/referendum, provided that, at a minimum, the institution has explored all other financing options and has informed students which capital projects will be funded with tuition revenues;
    - Any referendum relating to the use of fees under this section is initiated by the student government; and
    - Students are involved in the entire project.

- Procedures for any student referendum relating to student fees shall include:

    - Full disclosure of information relating to the referendum.
    - Agreements on disbursement of factual information regarding the referendum which is non-biased in nature.
    - Restrictions on campaigning by the institution and student government relating to such referendums.
    - No new fee, fee increase, or fee extension that is defeated by a vote of the student body may be resubmitted for a student vote until the following regularly scheduled election.

- Any administrative costs charged to students/student groups, such as: maintenance, utilities, or accounting services.

3.07.01 Any new or increased fee approved by governing board action after July 1, 1994 must conform to an approved Institutional Plan, as outlined in section 3.03.

3.07.02 The revised Institutional Plan for Student Fees, as amended to include the definition and categorization of fees, shall be submitted to CCHE by January 1, 1998. The Commission shall review the new plans for consistency with Commission policy.

3.08 Course Specific Fees

Course specific fees should cover the unusual costs for a course offering.

3.08.01 Any limitations on the increase in course specific fees shall be addressed in the Institutional Plan on Student Fees per section 3.03.

3.08.02 Course specific fee revenues must be used for costs directly related to the course for which they are charged.

3.08.03 All sections of the same course offering must have the same course fee charge for all sections.

3.09 Governing Boards are required to provide written notification to CCHE, the Legislative Joint Budget Committee, and the Office of State Planning and Budgeting if total revenue resulting from proposed non-exempt fee increases (in total) is greater than the Denver-Boulder Consumer Price Index and enrollment increases. Such notification shall be due no later than November 1.

3.10 Fees Related to Bonds Issued on Behalf of Auxiliary Facilities

As a result of the passage of Senate Bill 97-028, all governing boards shall follow the procedures outlined in statute regarding fees related to bonds issued on behalf of auxiliary facilities. Procedures for fees related to bonds issued on behalf of auxiliary facilities prior to July 1, 1997 are outlined in 23-1-123 (5) (b) and procedures for fees related to bonds issued on behalf of auxiliary facilities on or after July 1, 1997 are outlined in 23-1-123 (5) (a).

3.11 Fees for Administrative Costs

3.11.01 Student approval is not required for existing fees, new fees, or increases in fees relating to actual administrative costs for a specific academic course.

3.11.02 Effective July 1, 1997, no new fee or fee increase (in excess of inflation) assessed to cover administrative costs not related to an academic course shall be

collected unless approved by a student election and such new fee or increase contains an expiration date.

3.11.03 Every fee assessed to cover administrative costs (including course fees) shall be separately itemized on the student billing statement; except:

- such itemization would not be required for any academic course fee that is specifically listed in the course catalogue.

3.12 Fees for Nonpermanent Student Purposes

3.12.01 All nonpermanent student purpose fees, in existence prior to July 1, 1997 and are not scheduled to expire prior to July 1, 2000 - shall be subject to approval by student election at the first regularly scheduled student election after July 1, 2000.

3.12.02 Effective July 1, 1997, no new fee or fee increase (in excess of inflation) assessed for nonpermanent student purposes shall be collected unless approved by a student election and such new fee or increase contains an expiration date.

3.12.03 Every student purpose fee, whether or not permanent, shall be separately itemized on the student billing statement.

4.00 Use of Tuition and Fees for Academic Facilities Construction

Student fees or tuition may be used for academic facilities construction if approved for use in the institutional plan for student fees.

5.00 Reporting Requirements

5.01 By September 1 of each year, each governing board is required to submit institutional tuition and fee rates to the Commission, along with evidence of their consistency with the above listed policies on forms provided by CCHE. A report summarizing tuition and fee decisions and analyzing their consistency with Commission policy will be prepared by the CCHE staff for approval by the Commission and distribution to the General Assembly no later than December 15 of each year.

5.02 In addition to the standard Tuition and Fees Report (5.01), each governing board is required to report any changes in current mandatory student fee rates and all new mandatory student fees.

5.02.01 Reporting Requirements for New and Increased Mandatory Fees Only

- Why the additional cost was covered by a fee increase or a new fee and not by tuition.

- Date of governing board review and approval.

6.00 Student Fee Categories

6.01 Health Service

Mandatory fees allocated for either clinics or contract health services. Report insurance fees in section 2.

6.01.01 Program

Fees allocated to the direct operating costs of the health clinic and/or service program.

6.01.02 Debt Instruments

Fees which are allocated for principal and/or interest payments and other costs associated with the long-term debt of the health clinic.

6.02 Student Center/Union

6.02.01 Program

Fees which support the activities housed in the student center/union or the operation of the center itself.

6.02.02 Debt Instruments

Fees which are allocated for principal and/or interest payments and other costs associated with the long-term debt of the student center/union.

6.03 Student Government Operations

Fees allocated for the direct operating expenses of the student government for the executive, legislative and judicial branches.

6.04 Student Activities

Fees allocated to student programs, such as cultural or social events, legal services, off-campus housing assistance, student clubs, newspapers, etc.

6.05 Physical Recreation

Physical recreation activities supported through student fees, including intramural and club sports.

6.05.01 Program

Fees which support the operating budgets for all recreation programs, including fees allocated to the operating budget of a student recreation center.

6.05.02 Debt Instruments

Fees which are allocated for principal and/or interest payments and other costs associated with the long-term debt of a student recreation center.

6.06 Intercollegiate Athletics

Any mandatory fee allocated to support intercollegiate athletics.

6.06.01 Men

Fees allocated to the operating expenses of the men's program.

6.06.02 Women

Fees allocated to the operating expenses of the women's program.

6.06.03 Debt Instruments

Fees which are allocated for principal and/or interest payments and other costs associated with the long-term debt of any facility used for intercollegiate athletics.

6.07 Parking Facilities

Mandatory fees collected for the operation or construction of parking facilities.

6.07.01 Program

Fees collected for the operating costs of the parking facilities.

6.07.02 Debt Instruments

Fees which are allocated for principal and/or interest payments and other costs associated with the long-term debt of the parking facilities.

6.08 Facility Construction/Capital Fee

Mandatory fees collected for the purpose of constructing, altering, or maintaining facilities or purchasing equipment which are not utilized for the purpose of retiring debt. List the names of the facilities where funds are expected to be used during the coming fiscal year.

6.09 Technology Fees

Mandatory fees collected for the purpose of providing or purchasing equipment or programmatic activities relating to computer equipment, laboratory equipment, or other technology.

7.00 Definition of Key Terms

Academic Course: For purposes of this policy, includes all instruction, including: vocational, occupational, technical, music, and physical education courses.

Academic Facilities Construction: Includes buildings and site improvements, or specific space within a multi-use building (including utilities and transportation infrastructure) as defined in C.R.S. 24-75-301. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space. If a multi-purpose building, the space determination shall be based on the primary usage of the space during the regular academic year.

Administrative Fees - mandatory campus wide fees categorized as administrative fees by the institutional plan for student fees.

Auxiliary Facility - same meaning as defined in section 23-5-101.5 (2) (a).

Campus wide Mandatory Student Fees: Required minimum student fees for the academic year. Does not include fees which are optional or frequently waived.

Charge for Service: Charges to cover the costs of delivering specific services which are incidental to the instructional activities. These include, but are not limited to: application fees, add/drop fees, fines and penalties, late fees, orientation fees, and room and board charges.

Cost of Academic Program: Includes total general fund and cash funds (including governing board costs), less indirect cost recoveries.

Course Specific Fee: Those mandatory fees that a student must pay to enroll in specific courses. (e.g., lab fees, music fees, art fees, materials fees, and telecourse fees).

Fees: Any mandatory campus-wide fee assessed against students by any institution of higher education, the revenues from which are used for academic or nonacademic purposes, including but not limited to the following:

(a) Support for student programs, including but not limited to cultural or social events, off-campus housing assistance, student clubs, student organizations, and student media;
(b) Construction, maintenance, operation, or lease of areas that are used as student centers, recreational facilities, parking lots, or child care centers or for

payment of bonds issued for principal or interest payments on long-term debt for student facilities;
(c) Establishment and operation of campus health clinics or contract health services;
(d) Support for intercollegiate or intramural club athletic activities or for payment of bonds allocated for the principal or interest payments on the long-term debt of any facility used for intercollegiate athletics;
(e) Payment of direct and indirect operating expenses of student government;
(f) Providing or purchasing equipment or programmatic activities relating to computer equipment, laboratory equipment, or other technology;
(g) Providing administrative services, including registration fees;
(h) Payment for costs incurred in specific courses including, but not limited to, laboratory, music, art, materials, and telecourse fees;
(i) Payment of nonspecific costs related to the instructional program or college; and
(j) Payment for additional insurance costs necessary due to the nature of a particular course.

Fees exclude items defined as a Charge for Service.

Inflation - means the percentage change in the CPI for the Denver-Boulder consolidated metropolitan statistical area for all urban consumers, all goods, as published by the U.S. Department of Labor, Bureau of Labor Statistics, or its successor index.

Institution of Higher Education - means any state-supported institution of higher education in Colorado, including junior colleges, area vocational schools, and the Auraria Higher Education Center.

Instructional Fee: Any mandatory academic fee which is not a course specific fee. These are fees related to the instructional program or college, but not to the specific course offering. These include, college specific fees and program specific fees.

Long-Term Deposits: Non-damage related deposits that are held more than one academic term. Does not include short-term damage deposits and dormitory deposits.

Mandatory Insurance Fees: Fees which are charged for insurance required beyond regular health insurance based upon the nature of the course.

Nonpermanent Student Purpose Fees - mandatory campus wide fees categorized as nonpermanent by the institutional plan for student fees and do not meet the definition of permanent student purpose fees.

Permanent Student Purposes - means student centers, recreation facilities, parking lots, intercollegiate athletics, child care centers, campus health clinics, contract health services, student government, and similar facilities and services, and includes any general fee, the revenue from which is to be appropriated by student government for a specific purpose.

Student Activity Fees: Those mandatory fees charged to the student body which are allocated to specific student programs. Examples of these types of fees are general student activity fees, student health service fees, student organization fees, student newspaper fees, fees for social-cultural development, and fees for intramural athletics, as well as student activity fees pledged to repay bonded indebtedness.

Optional Fees: Those fees which the students have a choice of whether or not to pay the fee.

User Fee - means a fee paid by a student to exercise a privilege or receive a service provided by an auxiliary facility. *Excludes:*

- Any general fee charged to all students;
- Any fee paid for continuing education facilities or activities; or
- Any fee paid to purchase a ticket to an athletic event occurring at the institution.

8.00 Student Aid Policy

In order to continue to assure access, any campus that has a percentage increase in the total amount of resident undergraduate tuition and mandatory campus-wide student fees which is in excess of the percentage increase of the Denver-Boulder Consumer Price Index (DBCPI), shall be required to utilize 16.5 percent of the revenue generated by the amount of the percentage increase in resident undergraduate tuition and mandatory student fees less either (DBCPI) or the percentage increase in state general fund support of need-based student financial aid (whichever is greater) to increase need-based resident undergraduate student financial aid.

TOPIC: **TECHNICAL MODIFICATIONS TO ACADEMIC AFFIARS POLICY I, PART F: ADMISSIONS STANDARDS POLICY.**

PREPARED BY: **MATT McKEEVER**

I. SUMMARY

Since 1986, the Colorado Commission on Higher Education has held the authority to establish statewide admission standards for public colleges and universities. In 2003, CCHE Academic Affairs Policy I, Part F (Admissions Standards Policy) was modified dramatically to include minimum academic coursework requirements, otherwise known as the Higher Education Admission Requirements (HEAR). The addition of the HEAR was accompanied by several other technical changes to the Admissions Standards Policy, such as the adoption of a proxy grade point average for home-schooled students. While the policy changes approved by the Commission in 2003 were meaningful, implementation questions about them persisted. In 2006, CCHE staff met with K-12 curriculum officials and teachers, college faculty, community advocates, college admission officers, institutional researchers, and college academic administrators to craft modifications to the admission policy that address some of the technical problems found in it. The changes to the policy described herein and found in Attachment A are the combined result of these efforts.

II. BACKGROUND

Between 2005 and 2006 two institutions, Fort Lewis College and Mesa State College, modified their admission indexes, the former to reflect changes to its role and mission, the latter, to address changes to its enrollment management plans. Though these changes were previously approved by the Commission, until now the CCHE Admissions Standards Policy had not been modified to reflect them.

To address the policy matters not related to changes to FLC and MSC's indexes, in January 2006, CCHE staff began holding a series of meetings with K-12 educators and curriculum experts, college faculty, college admission officers, institutional researchers, and academic administrators. The goals of these meetings were to address collaboratively proposed modifications to the CCHE admissions standards policies. The results of these meetings are the policy modifications described below and found in Attachment A.

All of the policy modifications found herein were shared with and approved by the state's senior admission officers and chief academic officers.

III. STAFF ANALYSIS

Modifications to the CCHE Admissions Standards Policy presented herein are as follows:

1. Correcting Fort Lewis College's role and mission.

2. Adding a clarifying definition of a "Lab-based Science Course"

    a. This definition was drafted by high school science teachers and shared with the postsecondary community in early 2006.

3. Implementing proficiency standards for high school level foreign language and postsecondary remedial education courses in mathematics and writing.

    a. A score of "Novice-Mid" or higher or its equivalent on an assessment that employs the American Council on the Teaching of Foreign Languages (ACTFL) performance guidelines has been proposed as demonstrating mastery of non-English languages equivalent to two years' high school level (i.e., HEAR qualifying) instruction.

    b. Successful completion (grade of "C" or better) of certain remedial (basic skills) mathematics and English writing courses at certain levels would be accepted as equivalent to certain high school level, HEAR qualifying courses (see below and section 4.02.03.02 for details).

        i.

Course Title	*HEAR Units*
English Language Fundamentals (e.g. 060)	1
Basic Composition (e.g. 090)	1
Pre-Algebra (e.g. 060)	1
Introductory Algebra (e.g. 090)	1*
Survey of Algebra (e.g. 106)	1**

*The successful completion of Introductory Algebra (e.g. 090) or an equivalent course will be considered as comparable to three years of high school level, HEAR qualifying mathematics courses.

**The successful completion of Survey of Algebra (e.g. 106) or an equivalent course will be considered as

comparable to four years of high school level, HEAR qualifying mathematics courses.

4. Revising freshman and transfer admission index tables to reflect changes to Fort Lewis College and Mesa State College's minimum cut scores.

5. Adding an allowance to the policy for home-schooled and other alternatively educated students who receive verifiable transcripts. The policy amendment reads that, "when a GPA is provided or calculable, institutions must use it for the calculation of an admission index regardless of the academic setting through which it was earned, that is, regular or non-traditional (e.g., home schooling). Institutions must not differentiate between index scores calculated according to grade point averages earned by way of either a regular or non-traditional academic setting when rendering admission decisions or awarding financial assistance according to official institutional guidelines otherwise consistently applicable to other applicants" (Section 5.03.04.01).

6. Amending existing language in Section 5.05 to clarify that, beginning in 2008, all freshman *applicants* must meet both the admission index and HEAR standards, and that only units completed, in progress, or planned *at the time of application* will count toward a freshman student's meeting the higher education admission requirements.

IV. STAFF RECOMMENDATION

That the Commission approve the modifications to the CCHE Admissions Standards Policy presented herein.

STATUTORY AUTHORITY

23-1-108 C.R.S.

23-1-113 C.R.S.

Attachment A

SECTION I

PART F ADMISSIONS STANDARDS POLICY

1.00 Introduction

Admissions standards are established, pursuant to statute, for undergraduate applicants for admission at each public institution of higher education in Colorado. The original policy was adopted by the Commission in 1986, implemented the following year, and established state-level admission standards for both first-time freshmen and transfer students at each of the Colorado baccalaureate public institutions. The standards represent minimum requirements at four-year public institutions and not for the state's community colleges, which are open admissions. Institutions are allowed to admit up to the percent determined by the Commission of the undergraduate applicants on criteria other than the CCHE freshmen index or transfer grade point average through admissions "windows." Meeting the CCHE admission standards does not guarantee admissions as institutions consider a broad range of factors in making admissions decisions.

The current policy reflects a significant addition for applicants who will be high school graduates beginning in spring 2008. In addition to defining institutional admissions indices for first-time freshmen and grade point averages for entering undergraduate transfers, the standards are expanded to require a strong higher education admission requirement so that students seeking admission to four-year public colleges and universities are ready to progress successfully in higher education. The course-preparation requirements are based on research known to increase a student's likelihood for success in postsecondary education, particularly at baccalaureate-granting institutions. The Commission adopted recommendations concerning the secondary school curriculum in 1983 that strongly encouraged institutions and governing boards to follow these or more rigorous recommendations. That action, however, did not require such standards as part of its admissions standards policy. The current policy articulates and requires the curriculum that will enable the CCHE admission standard of completion of a specified higher education admission requirement to be met by first-time entering undergraduates who graduate from high school in spring 2008 or later.

The policy is comprised of seven sections:

1.00 Introduction

2.00 Statutory Authority
3.00 Policy Goals
4.00 Higher Education Admission Requirements
5.00 CCHE Undergraduate Admission Standards Index and Transfer GPA
6.00 Penalties for Not Meeting the Standards
7.00 Enrollment Limits on Admission Standards

To ensure that the Admission Standards Policy continues to meet state goals and priorities, the Commission will review the policy every three years to determine if changes are appropriate. Additionally, institutions shall report all undergraduate freshmen and transfer applicants, including those for summer terms, to the Commission on the Student Unit Record Data System (SURDS) Undergraduate Applicant File. Included with this policy is a technical appendix describing the methodology used to calculate the CCHE admissions indices and supporting documentation for data submissions. These data will be used to monitor the compliance of institutions with the Commission's standards and to evaluate the impact of the policy on institutions and students annually.

2.00 Statutory Authority

There are a number of sections of the law that are applicable to the establishment of the Commission's policy on admission standards. These are listed below.

23-1-108 (1) (e) Establish state policies that differentiate admission and program standards and that are consistent with institutional role and missions as described in statute and further defined in paragraph (c) of this subsection (1);

23-1-113 <u>Commission directive -- admission standards for baccalaureate and graduate institutions of higher education</u>.

(1) (a) The Commission shall commence immediately to establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The standards shall be established by the Commission, after consultation with the governing boards of institutions, and the first step of implementation shall be completed by the governing boards by the beginning of the fall term in 1986.

(b) The standards established shall use at least two of the following three criteria for first-time admitted freshmen students: Standardized test scores, high school grade point average, and high school class rank. The criteria established shall be consistent with the role and mission established for each state-supported institution of higher education. In lieu of such criteria, additional criteria may be used for up to twenty percent of the admitted freshmen. Students who meet the

minimum criteria for admission shall not be guaranteed admission to the institution to which they have applied, but they shall be eligible for consideration.

(c) The standards established shall use college grade point average. In lieu of such criterion, additional criteria may be used for up to twenty percent of the admitted transfer students. The academic admission standards and policies established for transfer students shall be consistent with the student transfer agreements established by the Commission pursuant to section 23-1-108 (7).

(d) (I) No other admission standards shall be imposed by any agency or committee of the executive or legislative branch of state government.

(II) This paragraph (d) is repealed, effective June 30, 1988.

(2) The Commission shall make an annual report to the General Assembly detailing the specific admission requirements in the categories of students described in subsection (1) of this section at each campus and institution of higher education. Such reports shall be due not later than January 1 of each year, beginning January 1, 1986.

23-1-108 (1) (c) Determine the role and mission of each state-supported institution of higher education within statutory guidelines;

23-20-101 (1) (a) The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admission standards . . . .

(b) The Denver campus of the University of Colorado shall be an urban comprehensive undergraduate and graduate research university with selective standards . . . .

(c) The Colorado Springs Campus of the University of Colorado shall be a comprehensive university with selective admission standards . . . .

23-31-101 . . . Colorado State University shall be a comprehensive graduate research university with selective admission standards . . . .

23-40-101. . . The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards . . . .

23-41-105 . . . The School of Mines shall be a specialized baccalaureate and graduate research institution with high admission standards . . . .

23-55-101 . . . Colorado State University-Pueblo which shall be a regional, comprehensive institution with moderately selective admission standards.

23-51-101 . . . Adams State College, which shall be a general baccalaureate institution with moderately selective admission standards.

23-52-102 . . . Fort Lewis College, which shall be a public liberal arts institution, with selective admission standards.

23-53-101 . . . Mesa State College, which shall be a general baccalaureate institution with moderately selective admission standards.

23-54-101 . . . Metropolitan State College, which shall be a comprehensive baccalaureate institution with modified open admission standards; except that non-traditional students, as defined by the Colorado Commission on Higher Education after consultation with the Board of Trustees of the Consortium of State Colleges, who are at least twenty years of age shall only have an admission requirement of a high school diploma, a GED high school equivalency certificate, or the equivalent thereof.

23-56-101 . . . Western State College of Colorado shall be a general baccalaureate institution with moderately selective admission standards.

23-60-201 . . . A state system of community and technical colleges . . . offers a broad range of general, personal, vocational, and technical education programs. No college shall impose admission requirements upon any student.

23-72-121.5 . . . Aims Community College and Colorado Mountain College shall be two-year local district colleges with open admission standards.

3.00 Policy Goals

Through this policy, the Commission intends to:

1. establish admission standards based on student performance and differentiated institutional role and mission while ensuring broad access to undergraduate programs with minimum duplication;

2. set clear performance expectations and communicate those expectations to prospective students;

3. reaffirm the principle that the opportunity to be admitted to a state-supported institution of higher education in Colorado must be earned, while assuring that the opportunity to enter the state-supported system of higher education is provided for Colorado residents; and

4. encourage diversity by supporting the admission of applicants from underrepresented groups, applicants with special talents, and applicants with disabilities.

4.00 Higher Education Admission Requirements

Effective with applicants who graduate from high school in spring 2008 or later, in-state and out-of-state freshmen must meet both the institution's index standard and have completed the required higher education admission requirements (if applicable) to meet CCHE's freshmen admission standard. The requirement also applies to other students subject to the freshmen admission standard, if the year of high school graduation is spring 2008 or later. Freshmen who have not completed the required higher education admission requirements will not meet the CCHE admission standard for any four-year college or university (except students age 20 or older at Metropolitan State College of Denver), regardless of the student's index score. The 15 units, based on research by American College Testing (ACT), identify secondary course-taking that significantly enhances students' academic success in postsecondary education.

English	4 Units
Mathematics	3 Units
Natural Science	3 Units
Social Science	3 Units
Academic Electives*	2 Units
TOTAL	**15 Units**

*Foreign languages (2 units must be from same language) and others listed in section 4.01.

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

4.01 Higher Education Admission Requirements

Fifteen academic units/credits are required according to the distribution below. Students must receive a passing grade in each course to fulfill the requirement.

English: Acceptable courses include at least two units that emphasize writing or composition skills as well as literature, speech, and debate. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. Examples of unacceptable courses are business English, ESL English, school publications, yearbook, drama, and journalism.

Mathematics: Acceptable courses include algebra I, intermediate algebra, geometry, algebra II, pre-calculus, or trigonometry, or comparable coursework. A computer science course with a prerequisite of at least algebra I is

permissible as fulfilling a mathematics requirement. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. It is recommended that prospective students take a mathematics course in twelfth grade. Examples of unacceptable courses are pre-algebra, general math, business math, accounting, and consumer math.

Natural Science: Acceptable courses include biology, chemistry, physics, earth science or comparable coursework. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. Examples of unacceptable are general science, outdoor education, environmental studies, and physical science. To meet the higher education admission requirements, the student must complete at least two courses with laboratory work.

A course with laboratory work shall not be limited to textbook or lecture instruction, but shall include a variety of hands-on/minds-on activities including experiments and investigations, whether occurring in a classroom laboratory, a simulated online environment, or the field. Emphasis should be placed on inquiry skills that nurture and support high-level thinking, such as developing scientific questions, writing hypotheses, designing and/or refining experimental procedures, collecting/or analyzing data, and drawing conclusions.

Social Science: Acceptable courses include U.S. history, world civilization, state and/or international history, civics, principles of democracy, geography, economics, psychology, sociology, and comparable coursework. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. Examples of unacceptable courses are family living, marriage and family, and consumer education. To meet the higher education admission requirements, the student must complete at least one course in U.S. history and/or world civilization.

Academic Electives: Acceptable courses may come from any academic area listed above or foreign languages (2 units must be from same foreign language), computer science, art, music, journalism, or drama. Also acceptable are honors, advanced placement, and/or international baccalaureate courses.

TOTAL: 15 Units

See section 4.05 for higher education admission requirements beginning in spring 2010.

4.02 Approved Alternatives for Fulfilling Higher Education Admission Requirements

4.02.01 Successful completion of college-level academic courses taken in high school via programs such as Postsecondary Enrollment Options (PSEO) or Fast Track may be counted toward satisfying the higher education admission requirements.

4.02.02 Precollegiate courses taken prior to ninth grade may be counted as meeting the higher education admission requirements if the content is equivalent to high school courses (e.g., foreign language I and algebra I). Successful completion of a high school course at the second-year level will satisfy this requirement, regardless of whether the courses were taken before the ninth grade.

4.02.03 Specific precollegiate course requirements may be fulfilled by successfully completing assessments of comparable knowledge and competencies approved by the Colorado Commission on Higher Education.

4.02.03.01 Students may demonstrate proficiency in Foreign Languages and earn two units of credit toward the Higher Education Admission Requirements in 2010 and all years thereafter by earning a score of "Novice-Low" or higher or its equivalent on an assessment that employs the American Council on the Teaching of Foreign Languages (ACTFL) performance guidelines.

4.02.03.02 Successful completion (grade of "C" or better) of certain remedial (basic skills) mathematics and English writing courses at certain levels (see Table 1) will be accepted as equivalent to high school level, HEAR qualifying courses.

Table 1: Comparability of HEAR Qualifying Remedial Level (Basic Skills) College Courses to High School Level, HEAR Qualifying Courses

Subject	Course Description/Level	HEAR Units
English Writing	English Language Fundamentals (e.g. 060)	1
English Writing	Basic Composition (e.g. 090)	1
Mathematics	Pre-Algebra (e.g. 060)	1
Mathematics	Introductory Algebra (e.g. 090)	1*
Mathematics	Survey of Algebra (e.g. 106)	1**

*The successful completion of Introductory Algebra (e.g. 090) or an equivalent course will be considered as comparable to three years of high school level, HEAR qualifying mathematics courses.

**The successful completion of Survey of Algebra (e.g. 106) or an equivalent course will be considered as comparable to four years of high school level, HEAR qualifying mathematics courses.

4.03 Students Required to Meet Higher Education Admission Requirements

4.03.01 Completion of the higher education admission requirements is required to meet the admission standard by all entering undergraduates admitted to Colorado's four-year public colleges and universities for first-time undergraduate enrollment since high school graduation, effective with spring 2008 graduates and later. The requirement also applies to other students subject to the freshmen admission standard if the year of high school graduation is spring 2008 or later. See section 5.04.04 for curricular requirements that apply to transfer students who graduate in spring 2008 or later.

4.03.02 Students who drop out of high school, earn a GED, and apply to a four-year institution are subject to the same requirements as other students. If a student's transcript does not meet the higher education admission requirements, s/he may be admitted through the institution's window. See section 5.05 for explanation of the admission window.

4.03.03 Home schooled students are subject to the same requirements as other students.

4.03.04 Students admitted to degree and certificate of completion programs offered through the Colorado Statewide Extended Studies Program.

4.03.04.01 Persons who wish to enroll in a degree or certificate of completion program offered either through the Statewide Extended Studies Program, the Off-Campus State-Funded Program or under the authority as a Regional Education

Provider shall meet exactly the same institutional requirements for admission that are applied to students enrolling on-campus.

4.03.04.02 Students who have not been formally admitted to an institution and who wish to enroll in any off-campus course not offered as part of a complete off-campus degree program may enroll through the Statewide Extended Studies Program. The sponsoring institution/campus may implement policies regarding enrollment of non-matriculated off-campus students.

4.03.04.03 Students enrolling for courses through the Statewide Extended Studies Program, upon deciding to complete a degree, apply for admission, and, if accepted, are matriculated and become degree candidates. When they apply for admission they shall meet the same admission standards as are applied to students enrolling on-campus who have previously completed the same number of credits. (A non-matriculated student with credits earned through the Statewide Extended Studies Program could be formally admitted to the institution, depending upon the number of credits actually earned, either as a new freshman student or as a transfer student.)

4.03.04.04 A student who has been formally admitted to the institution may enroll in courses through the Statewide Extended Studies Program and apply the credits toward a degree, but should be advised to consult with the institution to ensure that the credits earned would fulfill degree requirements.

4.04 Students Exempt from Higher Education Admission Requirements

The following students are exempt from the higher education admission requirements:

4.04.01 Any student who graduates from high school prior to spring 2008.

4.04.02 Concurrently enrolled students are exempt from the higher education admission requirements until they are formally admitted by an institution.

4.04.03 Students entering a baccalaureate-degree program with 30 or more college-level semester credit hours and a minimum grade point average that meets or exceeds that specified in Table 2 unless transferring within the same institution.

4.04.04 Students applying for a certificate or two-year degree program at a four-year institution.

4.04.05 Students who have a foreign (non-U.S.) transcript.

4.04.06 Students who have earned a baccalaureate degree.

4.04.07 Nontraditional applicants to Metropolitan State College of Denver. More specifically, first-time freshmen and transfer students who are at least 20 years of age on or before September 15 for admission in a summer or fall term on or before February 15 for admission in a winter or spring term are considered non-traditional by statute.

4.04.08 Students who are non-degree-seeking summer only

4.04.09 Students participating in a formal national, international, or Colorado Consortium exchange program with a planned enrollment for one year or less.

4.04.10 Students who are non-degree-seeking without a baccalaureate degree and are age 20 or older. When non-degree-seeking undergraduates apply for formal admission to enroll in the same institution and become degree-seeking students (i.e., transfer within an institution), however, these applicants are then subject to the higher education admission requirements, regardless of age if s/he graduated in spring 2008 or later.

4.05 Higher Education Admission Requirements Effective for Spring 2010 Graduates

Beginning with students graduating from high school in spring 2010, in addition to the requirements of section 4.00, a student must complete a fourth unit of mathematics of the same or greater academic rigor as described in section 4.01, and two units of the same foreign language will be required. Electives may include foreign language for more than two years. Total academic course units total 18.

4.06 Compliance with Higher Education Admission Requirements

Beginning with students graduating in spring 2008 and reported as admitted students in summer/fall 2008 (FY2009) who have not completed the higher education admission requirements will be counted as window admits unless exempt from higher education admission requirements (see section 5.05). Institutions shall report the status of student completion of the higher education admission requirements via the SURDS Undergraduate Applicant File. These data will be used to monitor the compliance of institutions with the Commission's standards and to evaluate the policy's impact on students.

5.00 CCHE Undergraduate Admission Standards Index and Transfer GPA

5.01 Background

In 1987, pursuant to statute, the Commission established state-level admission standards for first-time entering undergraduates and transfer students at each of Colorado's baccalaureate-granting public institutions. The standards established by the Commission in 1987 for an entering freshman were based on the calculation of an admissions index. The index has two components: a student's high school performance (i.e., high school grade point average (g.p.a.) or class rank) and performance on a standardized test. For an undergraduate transferring from another institution, the standard's criterion was a specific grade point average.

Prior to the adoption of this revised policy by the Commission, at least 80% of an institution's fiscal year admits had to meet the appropriate CCHE freshman or transfer standard. Each institution was allowed to admit students who do not meet the CCHE admissions standards up to a number not exceeding 20% of the admitted pool of students. This pool, often referred to as "the admissions window," provides institutional flexibility in admitting promising students who meet institutionally established criteria but not the Commission's numerical standards. In addition, some students explicitly are exempt from the CCHE standards.

5.02 Applicants Exempt from CCHE Admission Standards Index or Transfer GPA

The following types of undergraduate applicants are exempt from the Commission's freshmen and transfer admission standards.

5.02.01 Degree-seeking applicant:

5.02.01.01 Applicants who have a foreign (non-U.S.) transcript. The Commission directs the individual institutions to evaluate to the best of their ability, the foreign credentials presented by the student to assure that they are of an equivalent level to those students admitted under the Commission's standards.

5.02.01.02 Applicants who have completed a baccalaureate degree.

5.02.01.03 Applicants to Metropolitan State College of Denver who are age 20 or older. More specifically, first-time freshmen and transfer students who are at least 20 years of age on or before September 15 for admission in a summer or fall term on or

before February 15 for admission in a winter or spring term are considered non-traditional.

5.02.04 Applicants to the two-year role and mission component of a four-year institution (See section 5.04.02)

5.02. Non-degree-seeking applicant

5.02.02.01 Applicants who are still enrolled in high school and applying for enrollment for a term prior to high school graduation.

5.02.02.02 Applicants for the summer session only.

5.02.02.03 Applicants to the two-year role and mission component of a four-year institution.

5.02.02.04 Applicants without a baccalaureate degree who are age 20 or older. When non-degree-seeking undergraduates apply for formal admission to enroll in the same institution and become degree-seeking students (i.e., transfer within an institution), however, these applicants are subject to freshmen admission standards, regardless of age.

5.02.02.05 Applicants participating in a formal national, international, or Colorado Consortium exchange program with a planned enrollment for one year or less.

5.03 Freshman Standards

The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions listed in section 5.02. The freshmen standard also applies to students transferring within an institution and to new non-degree admits under age 20 (except summer). The Commission has developed a single scale for evaluating the achievement records of applicants that incorporates measures of standardized test scores, high school class rank, and high school grade point average.

More specifically, grade point average and class rank were found to be closely related and a correspondence was defined. It was used to create the Commission's High School Performance Index, with a mean and median of 50 and a standard deviation of 10. Similarly, standardized test scores from the ACT and SAT were used to create the Commission's Standardized Test Index. The Commission's Admissions Index was computed by adding the Commission's High School Performance Index and the Commission's Standardized Test Index. This creates a

scale with a mean of 100. This scale is used in the freshmen admission standard. See technical appendix for more complete information (Attachment T.A.).

5.03.01 The specific minimum index score at each Colorado public four-year institution is summarized in Table 2.

Table 2: CCHE Index Scores for First-time Freshman Applicants

Institution	Freshman Admissions Index
Adams State College	80
Colorado School of Mines	110
Colorado State University	101
Colorado State University – Pueblo	86
Fort Lewis College	86*
Mesa State College	80**
Metropolitan State College of Denver	76
University of Colorado at Boulder	103
University of Colorado at Colorado Springs	92
University of Colorado at DHSC	93
University of Northern Colorado	94
Western State College	80

*Fort Lewis College's index score for 2006 and 2007 will be an 86; in 2008 it will be increased to 92 pursuant to SB 05-194 and CCHE action on October 6, 2005.

**Mesa State College's index will increase to 85 in summer 2007 pursuant to CCHE action on March 2, 2006.

5.03.02 Students may be admitted at Adams State College or Mesa State College in either a two-year or a four-year program. Those admitted to a four-year program as first-time freshmen must meet the freshmen admission standards.

5.03.03 The GED test is a test of equivalency for the high school diploma. Students without a high school diploma who receive a score of 550 or greater on the 2002 version (55 or greater on the 1988 version) are considered to have met the Commission standards for the high and selective institutions. Students receiving 450 or greater on the 2002 version (45 or greater on the 1988 version) meet the Commission standards for the moderately selective and modified open institutions. This route to admission is not to be used by students with a diploma.

5.03.04 Calculation for non-graded students: When a GPA is not calculable institutions shall use a proxy GPA of 3.3 to generate an admission index, which should be used to render an admission decision and may be used in the awarding of financial aid according to institutional guidelines consistent with other applicants.

5.03.04.01 When a GPA is provided or calculable, institutions must use it for the calculation of an admission index regardless of the academic setting through which it was earned, that is, regular or non-traditional (e.g., home schooling). Institutions must not differentiate between index scores calculated according to grade point averages earned by way of either a regular or non-traditional academic setting when rendering admission decisions or awarding financial assistance according to official institutional guidelines otherwise consistently applicable to other applicants.

5.04 Transfer Standards

The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions listed in section 5.02 and are not covered by the freshmen standard. No single scale comparable to that for the freshmen standard has been developed for transfer admission standards, but rather, the standards are based on grade point average from previous collegiate work, transfer hours, and high school record.

5.04.01 To meet the CCHE transfer admissions standards, students must meet one of the following conditions. A student must:

5.04.01.01 be enrolled in a CCHE-approved statewide guaranteed transfer agreement (business, engineering, education (early childhood or elementary), or nursing) and meet the minimum academic qualifications outlined therein; or

5.04.01.02 transferred from a different institution and earned more than 12 collegiate semester credit hours with a GPA at or above the minimum shown in Table 2.

5.04.02 Students may be admitted at Adams State College or Mesa State College in either a two-year or a four-year program. Students admitted into the two-year programs must meet the Commission's transfer admission standards in order to pass from the two-year programs to the four-year programs.

5.04.03 The specific institution grade point average required to meet the CCHE Transfer Standards at each public education is summarized in Table 3.

Table 3: Minimum Grade Point Average Requirement for Students Transferring from Another Institution with More Than Twelve Collegiate Semester Credit Hours

Receiving Institution	GPA	Transfer Window Size
Colorado School of Mines	2.70	20%
University of Colorado at Boulder	2.70	20%
Colorado State University	2.50	20%
Fort Lewis College	2.40	20%
University of Colorado at Colorado Springs	2.40	20%
University of Colorado at DHSC	2.40	20%
University of Northern Colorado	2.40	20%
Adams State College	2.30	20%
Colorado State University – Pueblo	2.30	20%
Mesa State College	2.30	20%
Western State College	2.30	20%
Metropolitan State College of Denver	2.30	20%

5.04.04 Higher Education Admission Requirements

Transfer applicants with under 30 college-level semester credit hours and students transferring within the same institution must also demonstrate academic preparation comparable to the higher education admission requirements to meet the transfer standard, if they graduated from high school in spring 2008 or later. Such preparation can be demonstrated by completing the higher education admission requirements in high school and/or by successfully completing (with a grade of C- or higher) a college-level course in each core area (English, mathematics, natural sciences, and social sciences) where the high school unit requirements have not been fulfilled.

5.05 Students Not Meeting Institution's Admissions Standards (Window Admissions)

The purpose of the admissions window is to provide the institution greater flexibility in recognizing promising students who do not meet the CCHE admission standards. The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission (see Tables 3 and 4).

Table 4: Projected Window Size for Freshman Admission Standard for Colorado Public Four-Year Institutions

	FY 2007*	FY 2008	FY 2009	FY 2010**
Highly Selective				
Colorado School of Mines	10%	10%	10%	10%
Selective				
University of Colorado at Boulder	14%	12%	10%	10%
Colorado State University	16%	14%	12%	10%
Fort Lewis College	19%	18%	17%	15%
University of Colorado at Colorado Springs	19%	18%	17%	15%
University of Colorado at DHSC	19%	18%	17%	15%
University of Northern Colorado	19%	18%	17%	15%
Moderately Selective				
Adams State College	20%	20%	20%	20%
Colorado State University – Pueblo	20%	20%	20%	20%
Mesa State College	20%	20%	20%	20%
Western State College	20%	20%	20%	20%
Modified Open				
Metropolitan State College of Denver	20%	20%	20%	20%

*Evaluation year for assessing the impact of freshman admission window changes.
**Evaluation year for assessing the impact of the implementation of the Higher Education Admission Requirements.

The window applies to the entire pool of admitted students, including those students who transfer within an institution by changing from non-degree to degree-seeking status if they have not previously been subject to freshmen admission standards. Students with missing data are included as part of the window percentage since such students do not meet the CCHE admission standards. Since the CCHE admission standards specified in this policy apply equally to both resident and non-resident students, no differentiation is made by tuition status in the calculation of the window.

Institutions may admit students with index scores below its specified minimum score including those with missing indices as a window admit, but the proportion of freshmen standard admits with an index more than ten points below the minimum is limited to one percent. This percentage of admits exceeding the ten-point range is included as part of the window size specified for each institution.

Effective with applicants who graduated from high school in spring 2008 or later, freshmen applicants must meet both the institution's index standard and have completed the required higher education admission requirements (if applicable) to meet an institution's freshmen admission standard. Only units completed, in progress, or planned at the time of application will count toward a freshman student's meeting the higher education admission requirements. Freshmen who have not completed the required higher education admission requirements will not meet the CCHE admission standard for any four-year college or university (except student age 20 or older at Metropolitan State College of Denver),

regardless of the student's index score. Institutions may admit students who have not completed the required higher education admission requirements, but these students will be counted as window admits.

5.06 Admission Not Guaranteed

Applicants who meet the appropriate Commission admission standard for an institution are not guaranteed admission to that institution. Institutions may make admission decisions based on other criteria resulting in admission standards more rigorous than the Commission admission standards.

5.07 Reporting of Data

Institutions shall report all undergraduate freshmen and transfer applicants, including those for summer terms, to the Commission on the SURDS Undergraduate Applicant File. These data will be used to monitor the compliance of institutions with the Commission's standards and to evaluate the impact of the policy on institutions and students. An institution must keep up at least one, full, prior year of files and records to document admissions decisions.

Each year the Commission staff will collect data on enrollment, transfer, and freshmen admission standards for all institutions and will prepare a report for Commission consideration. The Commission then will formally review the report and reconsider the question of whether the ultimate standards designated under the policy should be retained or modified and whether the implementation schedule should continue on track.

6.00 Penalties for Not Meeting the Standards

If an institution should admit more than the CCHE-determined window percent for either the freshmen or transfer standard in any fiscal year, the Commission shall assess a financial penalty against the governing board. Such penalty shall be based on the number of admitted students, regardless of residency, exceeding the window percent limitation. The penalty will be calculated by doubling the number of admitted students exceeding the window percent and then multiplying the amount of state support applicable in the fiscal year in which the institution exceeded the window percentage. The penalty is binding and may not be appealed.

If an institution exceeds the CCHE-determined window percent for two consecutive years, the Commission, in addition to the financial penalty, may adjust the institution's index score by lowering it to the next index level or the point at which the institution would comply with the standards, whichever is lower.

7.00 Enrollment Limits on Admission Standards

7.01 Standards for Out-of-State Students Must Equal or Exceed Those For In-State Students

SB 93-136 added the following language to 23-1-113 (1) (a):

> Effective July 1, 1993, the academic admission standards established for determining admission of students who do not have in-state status, as determined pursuant to section 23-7-103, shall equal or exceed those established for determining admission of in-state students.

The admission standards policy applies equally to both in-state and out-of-state students, no differentiation is made by tuition status and the CCHE-determined window percent apply to the pool of all accepted students. It is possible, however, for an institution to use its available window "slots" to give preferential treatment to applicants according to student residency. Such a practice would violate the intent of the statutory language. Therefore, the following procedures will be carried out yearly in order to monitor compliance with the intent of this requirement.

7.01.01 Separate Window Calculations for In-State and Out-of-State Accepted Students

Each fiscal year, after final Undergraduate Applicant data has been submitted and edited, separate window calculations will be made by Commission staff for students reported as in-state and out-of-state. Institutions whose in-state window percent is less than the out-of-state percent (by at least 0.5 percent) will be subject to further analysis. If this further review is not indicated by this comparison, then the institution will be considered to be in compliance.

7.01.02 Acceptance Decisions by Admission Index Range

The acceptance decisions made by institutions who do not meet the criteria identified in 7.01.01 will be analyzed by in-state and out-of-state applicant for significant differences.

Within each category, the number of total applicants and the percent offered admission will be calculated for both in-state and out-of-state applicants. If the percent of in-state applicants offered admission is greater than the percent of out-of-state applicants in almost every case, then the institution will be considered to be in compliance with the intent of the statutory language. One or two exceptions will not necessarily be considered as evidence of lack of compliance as long as these exceptions

do not indicate a clear preference for out-of-state applicants, especially in the ranges around the institution's cutoff score.

7.01.03 Consequence for Not Complying With Statutory Intent

If the data for an institution does not show compliance with the analysis described in both 7.01.01 and 7.01.02, then staff will formally request an explanation and corrective action from the institution's governing board, and a discussion item for Commission review will be prepared.

7.02 Not less than 55 percent of the incoming freshman class at each state-supported institution of higher education shall be in-state students.

SB 93-136 added the following directive to statute (amended by SB 94-218):

> 23-1-113.5. Commission directive - resident admissions. It is the intent of the general assembly that all state-supported institutions of higher education operate primarily to serve and educate the people of Colorado. The general assembly therefore directs the commission to develop admission policies to ensure that, beginning with the fall term of 1994 and for the fall term of each year thereafter, not less than fifty-five percent of the incoming freshman class at each state-supported institution of higher education are in-state students as defined in section 23-7-102 (5). Commencing with the fall term of 1995, this requirement shall be met if the percentage of in-state students in the incoming freshman class for the then current fall term and the two previous fall terms averages not less than fifty-five percent. Such fifty-five percent requirement shall also apply to the up to twenty percent of incoming freshmen students admitted based on criteria other than standardized test scores, high school class rank, and high school grade point average pursuant to section 23-1-113 (1) (b).

7.02.01 Use of the Fall Term, SURDS Enrollment File

Fall term data from the Student Unit-Record Data System (SURDS) Enrollment File will be used to test compliance.

7.02.02 Calculation of the In-State Percentage for First-Time Freshmen

This statutory language applies to all public institutions, including state system community colleges and local district colleges. The in-state percentage will be calculated from the selection of all students on the Fall Enrollment File who meet the following conditions: credit hours - resident instruction greater than zero (in other words, students with only extended studies or sponsored program credit hours will be <u>excluded</u> from this calculation); student level less than 19; and registration status equal 1.

The percent will be calculated as the total number meeting the above condition divided into those from this group that are reported as having in-state tuition status. It should be noted that this calculation includes all enrolled students, including those who were admitted through an institution's admission window, with the exception of Native American students attending Fort Lewis College, who are excluded from this calculation. Beginning with fall 1995, the average of the most recent three fall term percentages will be used to test compliance. This percentage will be calculated as the total in-state over the three years divided by the total enrollment.

7.02.03 Consequence for Not Complying With 55 Percent Restriction

If the data for an institution shows an in-state percent less than 55 percent for first-time freshmen, then staff will formally request an explanation and corrective action from the institution's governing board, and a discussion item for Commission review will be prepared.

7.03 Reports to the Commission

Upon receipt and final editing of the data specified in sections 7.01, Commission staff shall prepare an analysis of the data and prepare a report for the Commission. Any institutions failing to meet the statutory language shall be identified and a subsequent discussion item from the institution and/or its board shall be prepared for Commission action.

Technical Appendix to the Admissions Standards Policy
(Updated: October 2, 2003)

Each four-year public institution must report all formal applicants for admission to a bachelor's degree program on the SURDS Undergraduate Applicant File (UAF). The purpose of this document is to explain procedures used in calculating eligibility for admission standards, meeting the precollegiate curriculum, and the admission index. This update replaces calculations associated with previous versions of admissions standards policies.

1.00 Background

In May 1985, the Commission began to develop the Student Unit Record Data System (SURDS) to support the development of statewide admission standards. A committee of governing board representatives met with Commission staff, and the final data format was approved by the Commission at the November 1, 1985, Commission meeting. The data elements, as well as a full description of the Undergraduate Applicant File, are provided in the SURDS Data Dictionary.

In January 2003, the Commission began to review both the admission policy and the calculations of the admission standards. A committee of governing board representatives met with Commission staff throughout the spring to bring forward updates and revisions to the admissions policy and technical appendix.

2.00 Definitions

Admission to a bachelor's degree program: Admission directly to a baccalaureate degree-granting program or to a major/program from which students in good academic standing may move to a baccalaureate degree-granting program at the same institution without submitting another application or meeting additional academic criteria.

Eligible: A student covered by an admission standard as specified in the policy.

Exempt: A student not covered by an admission standard as specified in the policy.

First-time freshman: First-time students in undergraduate degree programs (student levels 11-15).

First-time student: A student attending post-secondary education for the first-time after high school at the undergraduate level. Includes students entering with advanced standing (college credits earned before graduation from high school).

Formal applicant: An individual who has fulfilled the institution's publicly-listed requirements for application. These may include a written application, submission of high school and/or college transcripts, an application fee, scores on college entrance tests, etc.

Freshmen admissions index: Sum of the high school performance index and the standardized test index.

Freshman standard: Standard applied to all formal applicants who have been admitted to the institution with 12 or fewer credit hours unless exempted as specified in section 5.02. The freshman standard also applies to internal transfers and non-degree-seeking students under the age of 20 unless exempted as specified in section 5.02.

High school performance index: Concorded index score based on either a students high school grade point average or high school rank, whichever index is higher.

Internal transfer: A student moving from non-degree-seeking status to degree-seeking status within the same institution where the non-degree status included terms after high school graduation.

First-time non-degree: First-time students not in a degree program (student level 19).

Standardized test index: Concorded index score based on either a student's ACT composite score or the sum SAT math and SAT verbal scores, whichever index is higher. In cases where students report multiple ACT or SAT scores, the highest composite score should be used. Subscores used to calculate the composite must be from a single administration.

T-score distribution: A method to normalize a distribution where the mean is equal to 50 and the standard deviation is 10.

Transfer standard: Standard applied to all formal undergraduate transfer applicants who have been admitted to the institution with more than 12 hours who do not meet one of the exemptions listed in section 5.02 and are not covered by the freshman standard. Does not apply to those who move from non-degree seeking status to degree-seeking status within a single institution.

Transfer student: A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (undergraduate). The student may transfer with or without credit.

3.00 Exemptions to Standards

Exemptions to Precollegiate curriculum, Freshmen Index and Transfer Standards:

1. Students applying to a 2-year institution or to a certificate program or 2-year program at a 4-year institution. For these students at 4-year institutions, the degree-level field must be 01-03 or 11-13, depending on which program the student is enrolled.

2. Students who will be concurrently enrolled in high school.

3. Students with a foreign transcript. These students are indicated in the Undergraduate Applicant File with a transcript type of 1.

4. Students who have already attained a baccalaureate degree. These students are indicated in the Undergraduate Applicant File with a previous degree type of 6 or greater, or with a student level of 20 or greater.

5. Nontraditional applicants to Metropolitan State College of Denver. More specifically, first-time freshmen and transfer students who are at least 20 years of age on or before September 15 for admission in a summer or fall term on or before February 15 for admission in a winter or spring term are considered non-traditional.

6. Non-degree-seeking applicants to the summer session only.

7. Non-degree-seeking applicants without a baccalaureate degree who are age 20 or older (on or before September 15 for admission in a summer or fall term on or before February 15 for admission in a winter or spring term) as specified in sections 4.04.09 and 5.02.02.04 of the policy.

8. Non-degree-seeking applicants participating in an exchange program as specified in sections 4.04.08 and 5.02.02.05 of the policy. Not reported in SURDS.

Exemption to Precollegiate curriculum only:

The year of high school graduation field in the Undergraduate Applicant File is less than 2008. If the field is unknown or blank...

4.00 Precollegiate Curriculum

Institutions shall report attainment of each curriculum area in the Undergraduate Applicant File beginning with summer term of 2007.

5.00 CCHE Freshmen Admission Index Updates

Upon conclusion of the spring Undergraduate Applicant File submission for FY 2003, updated concordances (Tables 1 - 4) for subsequent submissions were produced by Commission staff for the standardized test score index and the high school performance index using an equipercentile methodology (Kolen, M. J. & Brennan, R. L., 1995). To insure the populations were as homogeneous as possible, only 2002 high school graduates were examined. Statewide, 12,553 students were reported with both ACT and SAT scores and 31,919 students were reported with both high school grade point average and high school rank.

Standardized t-score distributions were calculated for ACT scores using a mean score of 20.8 and a standard deviation of 4.8. These data were based on national norm groups provided by ACT. Standardized t-score distributions were calculated for high school GPAs using the

applicant data provided in the Undergraduate Applicant File for FY 2003. The mean was 3.23 with a standard deviation of .56. Statewide distributions are shown in Table 5.

These processes are to be evaluated with the policy review in FY2007 and again, in FY2010, once the precollegiate curriculum requirement is implemented, in order to account for any shift in the population data, and to review the validity of the policy.

Standardized test index: ACT scores for the entire population will be standardized into an index using a t-score distribution so that the resulting scale will have a mean of 50 and a standard deviation of 10. Where ACT scores are not available, concorded ACT from actual SAT scores will populate missing data. If records are still missing ACT scores, these will not be used in producing the t-score distribution.

High School performance index: High school GPAs for the entire population will be standardized into an index using a t-score distribution so that the resulting scale will have a mean of 50 and a standard deviation of 10. Where high school GPAs are not available, concorded high school GPAs from reported high school ranks will populate missing data. If records are still missing high school GPAs, these will not be used in producing the t-score distribution.

6.00 CCHE Freshmen Admission Index Calculation

The Freshmen Admission Index is calculated by summing the student's standardized test t-score with the student's high school performance t-score as shown in Table 6. Where students provide both an ACT and an SAT, the score producing the higher index will be used. Where students provide both a high school GPA and a high school rank, the score producing the higher index will be used.

The floor for each institution will be calculated by subtracting 10 points from the admission standard listed in Table 1 of the policy.

6.01 Calculation for Students Whose School Did Not Issue a GPA (Including Home Schooled)

Students reported in the Undergraduate Applicant File who graduated from a school that did not issue a GPA, as well as those who are home schooled, will be assigned a proxy grade point average of 3.30, based on the average high school GPA of unduplicated applicants in Fiscal Year 2003 who had graduated from high school in 2002. Institutions may not use this option when high school performance data are available but not provided by the student.

Table 1. EQUIPERCENTILE DISTRIBUTION BASED ON FY2003 DATA - HS GRADS 2002
N=12,553

ACT	Percentile	Matching SAT	Previously Assigned SAT	STINDEX	Previous STINDEX
11	0.0%	400-490	400-590	30	23
12	0.1%	500-540	600-620	32	26
13	0.2%	550-600	630-660	34	27
14	0.7%	610-680	670-720	36	31
15	1.4%	690-740	730	38	32
16	2.8%	750-790	740-760	40	34
17	4.9%	800-830	770-820	42	37
18	7.8%	840-870	830-850	44	38
19	12.2%	880-920	860-900	46	41
20	17.1%	930-960	910-930	48	42
21	23.8%	970-1000	940-990	50	45
22	31.4%	1010-1040	1000-1020	53	47
23	40.0%	1050-1070	1030-1050	55	48
24	49.2%	1080-1110	1060-1080	57	50
25	58.4%	1120-1150	1090-1120	59	52
26	66.9%	1160-1190	1130-1160	61	54
27	75.2%	1200-1230	1170-1190	63	56
28	82.4%	1240-1270	1200-1230	65	59
29	87.9%	1280-1300	1240-1270	67	61
30	92.6%	1310-1340	1280-1310	69	64
31	95.8%	1350-1390	1320-1370	71	67
32	97.6%	1400-1430	1380-1410	73	70
33	99.0%	1440-1480	1420-1510	75	74
34	99.8%	1490-1540	1520-1560	78	79
35	100.0%	1550-1590	1570-1590	80	83
36	100.0%	1600	1600	82	86

Table 2. EQUIPERCENTILE DISTRIBUTION BASED ON FY2003 DATA - HS GRADS 2002
N=31,919

HS GPA	Percentile	Matching Rank	Previously Assigned Rank	HSINDEX	Previous HSINDEX
LO - 1.3	0.1%	0-1	.1-3.0	15	19
1.4-1.5	0.3%	2-3	3.1-6.0	19	23
1.6	0.6%	4	6.1-8.0	21	25
1.7	1.0%	5-6	8.1-10.0	22	27
1.8	1.4%	7-8	10.1-14.0	24	29
1.9	2.1%	9-10	14.1-17.0	26	30
2.0	3.0%	11-12	17.1-21.0	28	32
2.1	4.3%	13-15	21.1-26.0	30	34
2.2	5.9%	16-18	26.1-30.0	31	36
2.3	7.9%	19-22	30.1-36.0	33	38
2.4	10.2%	23-26	36.1-40.0	35	39
2.5	12.8%	27-30	40.1-46.0	37	41
2.6	15.9%	31-34	46.1-51.0	39	42
2.7	19.2%	35-38	51.1-56.0	40	44
2.8	23.2%	39-43	56.1-61.0	42	45
2.9	27.7%	44-48	61.1-66.0	44	47
3.0	32.8%	49-53	66.1-70.0	46	48
3.1	38.2%	54-58	70.1-75.0	48	50
3.2	43.8%	59-62	75.1-79.0	49	51
3.3	49.7%	63-67	79.1-82.0	51	53
3.4	55.9%	68-72	82.1-86.0	53	55
3.5	62.3%	73-76	86.1-89.0	55	56
3.6	68.8%	77-81	89.1-91.0	57	58
3.7	75.1%	82-85	91.1-93.0	58	60
3.8	81.6%	86-89	93.1-96.0	60	62
3.9	87.5%	90-92	96.1-98.0	62	65
4.0	100.0%	93-100	98.1-99.9	64	68

Table 3. ACT/SAT CONVERSION TABLE FROM FY 2003 DATA

ACT			SAT EQUIVALENTS TO ACT VALUES			
SCORES	FREQ	CUM FREQ	LOW	HIGH	FREQ	CUM FREQ
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	2	2	400	490	5	5
12	8	10	500	540	5	10
13	25	35	550	600	21	31
14	55	90	610	680	55	86
15	91	181	690	740	102	188
16	176	357	750	790	198	386
17	257	614	800	830	217	603
18	360	974	840	870	337	940
19	556	1,530	880	920	623	1,563
20	611	2,141	930	960	686	2,249
21	841	2,982	970	1000	818	3,067
22	957	3,939	1010	1040	1,000	4,067
23	1,080	5,019	1050	1070	832	4,899
24	1,162	6,181	1080	1110	1,184	6,083
25	1,146	7,327	1120	1150	1,144	7,227
26	1,071	8,398	1160	1190	1,193	8,420
27	1,048	9,446	1200	1230	1,057	9,477
28	903	10,349	1240	1270	939	10,416
29	690	11,039	1280	1300	582	10,998
30	582	11,621	1310	1340	585	11,583
31	404	12,025	1350	1390	459	12,042
32	228	12,253	1400	1430	237	12,279
33	174	12,427	1440	1480	166	12,445
34	95	12,522	1490	1540	82	12,527
35	28	12,550	1550	1590	19	12,546
36	3	12,553	1600	1600	7	12,553

Table 4. GPA/RANK CONVERSION TABLE FROM FY 2003 DATA

HS GPA			RANK EQUIVALENTS TO GPA VALUES			
SCORES	FREQ	CUM FREQ	LOW	HIGH	FREQ	CUM FREQ
0.1	0	0	0	0	0	0
0.2	0	0	0	0	0	0
0.3	0	0	0	0	0	0
0.4	0	0	0	0	0	0
0.5	0	0	0	0	0	0
0.6	1	1	0	0	0	0
0.7	0	1	0	0	0	0
0.8	1	2	0	0	0	0
0.9	0	2	0	0	0	0
1.0	2	4	0	0	0	0
1.1	3	7	0	0	0	0
1.2	10	17	0	0	0	0
1.3	12	29	0	1	46	46
1.4	20	49	2	3	0	46
1.5	50	99	2	3	79	125
1.6	90	189	4	4	52	177
1.7	115	304	5	6	145	322
1.8	151	455	7	8	184	506
1.9	219	674	9	10	216	722
2.0	284	958	11	12	231	953
2.1	427	1,385	13	15	430	1,383
2.2	501	1,886	16	18	444	1,827
2.3	649	2,535	19	22	660	2,487
2.4	708	3,243	23	26	787	3,274
2.5	856	4,099	27	30	811	4,085
2.6	987	5,086	31	34	899	4,984
2.7	1,036	6,122	35	38	1,040	6,024
2.8	1,277	7,399	39	43	1,345	7,369
2.9	1,447	8,846	44	48	1,563	8,932
3.0	1,609	10,455	49	53	1,701	10,633
3.1	1,745	12,200	54	58	1,730	12,363
3.2	1,765	13,965	59	62	1,462	13,825
3.3	1,898	15,863	63	67	2,075	15,900
3.4	1,985	17,848	68	72	2,084	17,984
3.5	2,028	19,876	73	76	1,762	19,746
3.6	2,079	21,955	77	81	2,400	22,146
3.7	2,073	24,028	82	85	2,010	24,156
3.8	2,028	26,056	86	89	2,029	26,185
3.9	1,887	27,943	90	92	1,609	27,794
4.0	3,976	31,919	93	100	4,125	31,919

Table 5. ADMISSION INDEX SCORES FROM FY 2003 DATA

Score	Frequency	Number at or above	Percent at or Above
146	10	10	0.02%
144	48	58	0.13%
142	153	211	0.46%
140	20	231	0.50%
139	290	521	1.14%
138	24	545	1.19%
137	346	891	1.94%
136	10	901	1.97%
135	609	1,510	3.29%
133	807	2,317	5.05%
132	28	2,345	5.11%
131	853	3,198	6.97%
130	47	3,245	7.08%
129	1,071	4,316	9.41%
128	114	4,430	9.66%
127	1,182	5,612	12.24%
126	244	5,856	12.77%
125	1,243	7,099	15.48%
124	356	7,455	16.26%
123	1,249	8,704	18.98%
122	441	9,145	19.94%
121	1,212	10,357	22.59%
120	604	10,961	23.91%
119	1,101	12,062	26.31%
118	812	12,874	28.08%
117	1,045	13,919	30.36%
116	1,041	14,960	32.63%
115	790	15,750	34.35%
114	1,323	17,073	37.24%
113	676	17,749	38.71%
112	1,461	19,210	41.90%
111	501	19,711	42.99%
110	1,566	21,277	46.40%
109	393	21,670	47.26%
108	1,400	23,070	50.31%
107	744	23,814	51.94%
106	1,040	24,854	54.20%
105	970	25,824	56.32%
104	666	26,490	57.77%
103	1,177	27,667	60.34%
102	416	28,083	61.25%

Table 5. ADMISSION INDEX SCORES FROM FY 2003 DATA

Score	Frequency	Number at or above	Percent at or Above
101	1,356	29,439	64.20%
100	170	29,609	64.58%
99	1,247	30,856	67.29%
98	356	31,212	68.07%
97	963	32,175	70.17%
96	587	32,762	71.45%
95	588	33,350	72.73%
94	706	34,056	74.27%
93	381	34,437	75.10%
92	818	35,255	76.89%
91	206	35,461	77.34%
90	805	36,266	79.09%
89	278	36,544	79.70%
88	627	37,171	81.07%
87	269	37,440	81.65%
86	512	37,952	82.77%
85	307	38,259	83.44%
84	368	38,627	84.24%
83	361	38,988	85.03%
82	256	39,244	85.59%
81	341	39,585	86.33%
80	187	39,772	86.74%
79	282	40,054	87.35%
78	148	40,202	87.68%
77	250	40,452	88.22%
76	111	40,563	88.47%
75	207	40,770	88.92%
74	76	40,846	89.08%
73	145	40,991	89.40%
72	78	41,069	89.57%
71	125	41,194	89.84%
70	80	41,274	90.02%
69	124	41,398	90.29%
68	62	41,460	90.42%
67	86	41,546	90.61%
66	56	41,602	90.73%
65	68	41,670	90.88%
64	80	41,750	91.05%
63	81	41,831	91.23%
62	39	41,870	91.32%
61	89	41,959	91.51%

Table 5. ADMISSION INDEX SCORES FROM FY 2003 DATA

Score	Frequency	Number at or above	Percent at or Above
60	41	42,000	91.60%
59	88	42,088	91.79%
58	29	42,117	91.85%
57	111	42,228	92.10%
56	10	42,238	92.12%
55	111	42,349	92.36%
54	4	42,353	92.37%
53	132	42,485	92.66%
52	1	42,486	92.66%
51	45	42,531	92.76%
50	71	42,602	92.91%
49	30	42,632	92.98%
48	114	42,746	93.23%
46	115	42,861	93.48%
44	104	42,965	93.70%
42	100	43,065	93.92%
40	72	43,137	94.08%
39	33	43,170	94.15%
38	36	43,206	94.23%
37	33	43,239	94.30%
36	31	43,270	94.37%
35	23	43,293	94.42%
34	23	43,316	94.47%
33	23	43,339	94.52%
32	12	43,351	94.55%
31	17	43,368	94.58%
30	18	43,386	94.62%
28	10	43,396	94.64%
26	5	43,401	94.65%
24	5	43,406	94.67%
22	12	43,418	94.69%
21	5	43,423	94.70%
19	8	43,431	94.72%
15	4	43,435	94.73%
Missing	2,417	45,852	100.00%

Table 6. CALCULATION OF THE CCHE ADMISSION INDEX

		SAT	400-450	500-540	550-600	610-680	690-740	750-790	800-830	840-870	880-920	930-960	970-1000	1010-1040	1050-1070	1080-1110	1120-1150	1160-1190	1200-1230	1240-1270	1280-1300	1310-1340	1350-1390	1400-1430	1440-1480	1490-1540	1550-1590	1600
		ACT	11 or Below	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
HS Rank	HS GPA		30	32	34	36	38	40	42	44	46	48	50	53	55	57	59	61	63	65	67	69	71	73	76	78	80	82
0-1	0.0-1.3	15	45	47	49	51	53	55	57	59	61	63	65	68	70	72	74	76	78	80	82	84	86	88	90	93	95	97
2-3	1.4-1.5	19	49	51	53	55	57	59	61	63	65	67	69	72	74	76	78	80	82	84	86	88	90	92	94	97	99	101
4	1.6	21	51	53	55	57	59	61	63	65	67	69	71	74	76	78	80	82	84	86	88	90	92	94	96	99	101	103
5-6	1.7	22	52	54	56	58	60	62	64	66	68	70	72	75	77	79	81	83	85	87	89	91	93	95	97	100	102	104
7-8	1.8	24	54	56	58	60	62	64	66	68	70	72	74	77	79	81	83	85	87	89	91	93	95	97	99	102	104	106
9-10	1.9	26	56	58	60	62	64	66	68	70	72	74	76	79	81	83	85	87	89	91	93	95	97	99	101	104	106	108
11-12	2.0	28	58	60	62	64	66	68	70	72	74	76	78	81	83	85	87	89	91	93	95	97	99	101	103	106	108	110
13-15	2.1	30	60	62	64	66	68	70	72	74	76	78	80	83	85	87	89	91	93	95	97	99	101	103	105	108	110	112
16-18	2.2	31	61	63	65	67	69	71	73	75	77	79	81	84	86	88	90	92	94	96	98	100	102	104	106	109	111	113
19-22	2.3	33	63	65	67	69	71	73	75	77	79	81	83	86	88	90	92	94	96	98	100	102	104	106	108	111	113	115
23-26	2.4	35	65	67	69	71	73	75	77	79	81	83	85	88	90	92	94	96	98	100	102	104	106	108	110	113	115	117
27-30	2.5	37	67	69	71	73	75	77	79	81	83	85	87	90	92	94	96	98	100	102	104	106	108	110	112	115	117	119
31-34	2.6	39	69	71	73	75	77	79	81	83	85	87	89	92	94	96	98	100	102	104	106	108	110	112	114	117	119	121
35-38	2.7	40	70	72	74	76	78	80	82	84	86	88	90	93	95	97	99	101	103	105	107	109	111	113	115	118	120	122
39-43	2.8	42	72	74	76	78	80	82	84	86	88	90	92	95	97	99	101	103	105	107	109	111	113	115	117	120	122	124
44-48	2.9	44	74	76	78	80	82	84	86	88	90	92	94	97	99	101	103	105	107	109	111	113	115	117	119	122	124	126
49-53	3.0	46	76	78	80	82	84	86	88	90	92	94	96	99	101	103	105	107	109	111	113	115	117	119	121	124	126	128
54-58	3.1	48	78	80	82	84	86	88	90	92	94	96	98	101	103	105	107	109	111	113	115	117	119	121	123	126	128	130
59-62	3.2	49	79	81	83	85	87	89	91	93	95	97	99	102	104	106	108	110	112	114	116	118	120	122	124	127	129	131
63-67	3.3	51	81	83	85	87	89	91	93	95	97	99	101	104	106	108	110	112	114	116	118	120	122	124	126	129	131	133
68-72	3.4	53	83	85	87	89	91	93	95	97	99	101	103	106	108	110	112	114	116	118	120	122	124	126	128	131	133	135
73-76	3.5	55	85	87	89	91	93	95	97	99	101	103	105	108	110	112	114	116	118	120	122	124	126	128	130	133	135	137
77-81	3.6	57	87	89	91	93	95	97	99	101	103	105	107	110	112	114	116	118	120	122	124	126	128	130	132	135	137	139
82-85	3.7	58	88	90	92	94	96	98	100	102	104	106	108	111	113	115	117	119	121	123	125	127	129	131	133	136	138	140
86-89	3.8	60	90	92	94	96	98	100	102	104	106	108	110	113	115	117	119	121	123	125	127	129	131	133	135	138	140	142
90-92	3.9	62	92	94	96	98	100	102	104	106	108	110	112	115	117	119	121	123	125	127	129	131	133	135	137	140	142	144
93-100	4.0	64	94	96	98	100	102	104	106	108	110	112	114	117	119	121	123	125	127	129	131	133	135	137	139	142	144	146

TOPIC: **CASH-FUNDED CAPITAL CONSTRUCTION PROJECTS FY 07-08**

PREPARED BY: **DIANE LINDNER/RYAN STUBBS**

I. SUMMARY

Under C.R.S. 23-1-106 5(a), the Commission is required to approve plans for all cash funded capital construction projects as well as those that will be built with state funds. On October 5, 2006, the Commission approved program plans for projects requiring more than $500,000 in state funds. In addition to these projects CCHE staff has received a total of 16 projects requesting cash spending authority for FY07-08. Cash funds are defined as student facility fees, auxiliary facility funds, wholly endowed gifts and bequests, research building revolving funds, or a combination of such sources. CCHE has received and reviewed program plans from nine of the 16 projects and is also expecting to receive five more program plans for new SB92-202 projects. One project, (CHS Regional Museums), is an ongoing project that requests cash spending authority annually.

SB92-202 projects (commonly referred to as 202 projects) are constructed, operated and maintained entirely with cash funds. These projects do not require formal approval from the Commission, but are reviewed by Commission staff and forwarded to the Capital Development Committee and the Joint Budget Committee for review and approval.

Under C.R.S 23-1-106 (10), the Commission is required to review any capital construction projects with expenditures above $500,000 that are constructed entirely with cash funds but may be operated and maintained with state funds. Out of the 16 cash projects received by CCHE, seven are cash projects, eligible for state funds for operation and maintenance expenses. Six of these projects require new capital construction program plans to be approved by CCHE.

This action item is for the approval of the six new program plans for projects requesting cash spending authority (that are not 202 projects) and the one continuation cash project. The total cost for these seven projects is $79,817,351 Cash Funds Exempt (CFE).

Total costs for all cash projects for FY07-08 is $214,465,460 CFE, see attachment A for a detailed list of cash projects.

II. BACKGROUND

CCHE Capital Assets staff receives cash-funded requests from institutions and their governing boards at various times during the year. For SB92-202 projects (those exceeding $1 million dollars that are to be constructed, operated and maintained solely from student fees, auxiliary facilities' funds, wholly endowed gifts and bequests, research

building revolving funds, or a combination of such sources), CCHE staff does the review and approval internally and forwards the projects to the Capital Development and Joint Budget Committees for action. Once the JBC has reviewed and approved the projects, usually following approval by the CDC, the projects are included in the Long Bill.

For projects funded from cash sources that are eligible for state funds for the operation and maintenance of the facility and that exceed $500,000, CCHE staff reviews the request and then forwards it on to the Commission for approval. These projects are then sent to the CDC and JBC for action and inclusion in the Long Bill.

III. STAFF ANALYSIS

The seven cash projects that need Commission approval employ a variety of cash funding mechanisms to meet construction goals including cash gifts from private donations, on-hand cash reserves, student fees, treasury loans and bond financing. All institutions submitting spending authority requests for cash funded projects showed that adequate funding sources are available to complete construction of the projects.

Colorado School of Mines' Marquez Hall Petroleum Engineering Building is an academic building that will be built using cash funds, with a majority of the construction costs coming from a single donor.

Colorado State University's Rockwell Hall Minor in Business Addition, will receive $8,000,000 of its funding from bonding against an approved student facility fee. The Addition has been identified as one of the top priorities by the University to be constructed with the approved fees. The remaining funding ($3,000,000) will come from a single donor which is expected to be received in May 2007.

Colorado State University's Purchase and Improvements of 555 South Howes Street funding will come from one-time institutional cash reserves that the University has on hand. The CSU Research Foundation will be purchasing, improving and leasing the building to CSU through third party financing until CSU receives cash spending authority to purchase the property. The purchase will add much needed administrative office space for CSU.

Colorado State University's Biomass Heating Plant will be funded by both Colorado State Forest Service and the CSU Energy Fund, administered by the Vice President of Administrative Services. $500,000 from the Forest Service is on hand and the additional $731,000 needed to complete phase 1 of the project is expected in spring 2007. The project should result in reduced energy costs for the University.

University of Colorado at Boulder's Norlin Library Renaissance Phase 1 will be funded through student computing fees, private contributions and campus cash reserves. The project will remodel the inside of the first floor of Norlin Library, creating approximately

15,000 square feet for a student learning commons.

University of Colorado at Denver and Health Science Center's Remediation of the 9th Ave and Colorado Boulevard will be financed through a treasury loan that will be paid back in full from the proceeds of the 9th Avenue Campus Sale. This cash spending is required since the institution will be taking on the costs of the campus remediation instead of paying the buyer to do the work. The University estimates that it can complete the remediation for $3 million less than estimated by the buyer.

Colorado Historical Society ongoing Regional Museum project was originally approved by the Commission in November 2005 and is funded by cash donations and periodic federal funds. The FY2007-2008 cash spending authority request does not include Federal Funds.

IV. STAFF RECOMMENDATION

CCHE staff recommends that the commission approve the following six new program plans for cash-funded capital construction projects and the one continuing cash-funded project (CHS Regional Museums).

1. **Colorado School of Mines Marquez Hall Petroleum Engineering Building- Phase 1 of 1- $40,000,000 CFE**
2. **Colorado State University- Rockwell Hall Minor in Business Additions- $11,803,850 CFE**
3. **Colorado State University- Purchase 555 South Howes Street- $4,000,000 CFE**
4. **Colorado State University- Biomass Steam Generator Foothills Campus- $1,231,000 CFE**
5. **University of Colorado at Boulder- Norlin Library Renovation, Phase 1- $5,101,501 CFE**
6. **University of Colorado at Denver and Health Sciences Center- 9th Avenue Remediation- $17,100,000 CFE**
7. **Colorado Historical Society- CHS Regional Museums, ongoing- $581,000 CFE**

See Attachment A for further details on projects.

STATUTORY AUTHORITY

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

Colorado Commission on Higher Education
Cash Funded Projects FY 2007-2008

		Total	Prior Appropriations	*FY 07-08*	*FY 08-09*	*FY 09-10*	*FY 10-11*	*FY 11-12*
Trustees of Colorado School of Mines								
Marquez Hall Petroleum Engineering Building - Phase 1 of 1 - Spendi	CCFE	*$0*	$0	$0	$0	$0	$0	$0
Campus Priority #4	CFE	*$40,000,000*	$0	$40,000,000	$0	$0	$0	$0
CASH PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$40,000,000*	$0	$40,000,000	$0	$0	$0	$0
Colorado School of Mines Total	CCFE	*$0*	$0	$0	$0	$0	$0	$0
	CFE	*$40,000,000*	$0	$40,000,000	$0	$0	$0	$0
	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$40,000,000*	$0	$40,000,000	$0	$0	$0	$0
Trustees of Mesa State College								
W.W. Campbell College Center	CCFE	*$0*	$0	$0	$0	$0	$0	$0
Campus Priority #2	CFE	*$25,720,290*	$1,000,000	$24,720,290	$0	$0	$0	$0
202 PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$25,720,290*	$1,000,000	$24,720,290	$0	$0	$0	$0
Mesa State College Total	CCFE	*$0*	$0	$0	$0	$0	$0	$0
	CFE	*$25,720,290*	$1,000,000	$24,720,290	$0	$0	$0	$0
	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$25,720,290*	$1,000,000	$24,720,290	$0	$0	$0	$0
Board of Governors Colo. State University								
Colorado State University								
Rockwell Hall Minor In Business Addition 1 of 2	CCFE	*$0*	$0	$0	$0	$0	$0	$0
Campus Priority #4	CFE	*$11,803,850*	$0	$11,803,850	$0	$0	$0	$0
CASH PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$11,803,850*	$0	$11,803,850	$0	$0	$0	$0
New Alumni Center Building	CCFE	*$0*	$0	$0	$0	$0	$0	$0
Campus Priority #9	CFE	*$11,062,485*	$0	$11,062,485	$0	$0	$0	$0
202 PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$11,062,485*	$0	$11,062,485	$0	$0	$0	$0

		Total	Prior Appropriations	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
Purchase 555 South Howes Street	CCFE	$0	$0	$0	$0	$0	$0	$0
Campus Priority #51	CFE	$4,000,000	$0	$4,000,000	$0	$0	$0	$0
CASH PROJECT	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$4,000,000	$0	$4,000,000	$0	$0	$0	$0
Biomass Steam Generator Foothills Campus	CCFE	$0	$0	$0	$0	$0	$0	$0
Campus Priority #52	CFE	$1,231,000	$0	$1,231,000	$0	$0	$0	$0
CASH PROJECT	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$1,231,000	$0	$1,231,000	$0	$0	$0	$0
Colorado State University Total	CCFE	$0	$0	$0	$0	$0	$0	$0
	CFE	$28,097,335	$0	$28,097,335	$0	$0	$0	$0
	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$28,097,335	$0	$28,097,335	$0	$0	$0	$0
Colorado State University-Pueblo								
Student Recreation Center - June 2010	CCFE	$0	$0	$0	$0	$0	$0	$0
Campus Priority #2	CFE	$12,000,000	$0	$12,000,000	$0	$0	$0	$0
202 PROJECT	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$12,000,000	$0	$12,000,000	$0	$0	$0	$0
Colorado State University-Pueblo Total	CCFE	$0	$0	$0	$0	$0	$0	$0
	CFE	$12,000,000	$0	$12,000,000	$0	$0	$0	$0
	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$12,000,000	$0	$12,000,000	$0	$0	$0	$0
CSU System Governing Board Total	CCFE	$0	$0	$0	$0	$0	$0	$0
	CFE	$40,097,335	$0	$40,097,335	$0	$0	$0	$0
	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$40,097,335	$0	$40,097,335	$0	$0	$0	$0

		Total	Prior Appropriations	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
Board of Regents University of Colorado								
University of Colorado at Boulder								
Norlin Library Renovation, Phase 1	CCFE	*$0*	$0	$0	$0	$0	$0	$0
No Campus Priority Assigned	CFE	*$5,101,051*	$0	$5,101,051	$0	$0	$0	$0
CASH PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$5,101,051*	$0	$5,101,051	$0	$0	$0	$0
Data Center	CCFE	*$0*	$0	$0	$0	$0	$0	$0
No Campus Priority Assigned	CFE	*$60,000,000*	$0	$60,000,000	$0	$0	$0	$0
202 PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$60,000,000*	$0	$60,000,000	$0	$0	$0	$0
Athletics Practice Air-Supported Structure	CCFE	*$0*	$0	$0	$0	$0	$0	$0
No Campus Priority Assigned	CFE	*$2,637,041*	$0	$2,637,041	$0	$0	$0	$0
202 PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$2,637,041*	$0	$2,637,041	$0	$0	$0	$0
Kittredge Dining Center, Bakery & Commissary	CCFE	*$0*	$0	$0	$0	$0	$0	$0
No Campus Priority Assigned	CFE	*$25,000,000*	$0	$25,000,000	$0	$0	$0	$0
202 PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$25,000,000*	$0	$25,000,000	$0	$0	$0	$0
University of Colorado-Boulder Total	CCFE	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	CFE	*$92,738,092*	*$0*	*$92,738,092*	*$0*	*$0*	*$0*	*$0*
	CF	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	FF	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	TF	*$92,738,092*	*$0*	*$92,738,092*	*$0*	*$0*	*$0*	*$0*
University of Colorado- Colorado Springs								
Student Housing (Dormitories)	CCFE	*$0*	$0	$0	$0	$0	$0	$0
No Campus Priority Assigned	CFE	*$11,000,000*	$0	$11,000,000	$0	$0	$0	$0
202 PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$11,000,000*	$0	$11,000,000	$0	$0	$0	$0

		Total	Prior Appropriations	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
Campus Parking	CCFE	$0	$0	$0	$0	$0	$0	$0
No Campus Priority Assigned	CFE	$7,600,000	$0	$7,600,000	$0	$0	$0	$0
202 PROJECT	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$7,600,000	$0	$7,600,000	$0	$0	$0	$0
University of Colorado-Colorado Springs Total	CCFE	$0	$0	$0	$0	$0	$0	$0
	CFE	$18,600,000	$0	$18,600,000	$0	$0	$0	$0
	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$18,600,000	$0	$18,600,000	$0	$0	$0	$0
University of Colorado at Denver & Health Sciences Center								
Infrastructure Phase 10B	CCFE	$0	$0	$0	$0	$0	$0	$0
No Campus Priority Assigned	CFE	$5,349,033	$0	$5,349,033	$0	$0	$0	$0
202 PROJECT	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$5,349,033	$0	$5,349,033	$0	$0	$0	$0
9th Avenue Remediation	CCFE	$0	$0	$0	$0	$0	$0	$0
No Campus Priority Assigned	CFE	$17,100,000	$0	$17,100,000	$0	$0	$0	$0
CASH PROJECT	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$17,100,000	$0	$17,100,000	$0	$0	$0	$0
UCD HSC Campus Project Total	CCFE	$0	$0	$0	$0	$0	$0	$0
	CFE	$22,449,033	$0	$22,449,033	$0	$0	$0	$0
	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$22,449,033	$0	$22,449,033	$0	$0	$0	$0
CU Board of Regents Total	CCFE	$0	$0	$0	$0	$0	$0	$0
	CFE	$133,787,125	$0	$133,787,125	$0	$0	$0	$0
	CF	$0	$0	$0	$0	$0	$0	$0
	FF	$0	$0	$0	$0	$0	$0	$0
	TF	$133,787,125	$0	$133,787,125	$0	$0	$0	$0

		Total	Prior Appropriations	*FY 07-08*	*FY 08-09*	*FY 09-10*	*FY 10-11*	*FY 11-12*
Higher Education Institutions Total	CCFE	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	CFE	*$213,884,460*	*$0*	*$213,884,460*	*$0*	*$0*	*$0*	*$0*
	CF	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	FF	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	TF	*$213,884,460*	$0	$213,884,460	$0	$0	$0	$0
Colorado Historical Society								
CHS Regional Museums (C) ongoing	CCFE	*$0*	$0	$0	$0	$0	$0	$0
Priority #1	CFE	*$3,281,000*	$550,000	$581,000	$500,000	$525,000	$550,000	$575,000
CASH PROJECT	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$3,281,000*	$550,000	$581,000	$500,000	$525,000	$550,000	$575,000
Colorado Historical Society Total	CCFE	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	CFE	*$3,281,000*	$550,000	$581,000	$500,000	$525,000	$550,000	$575,000
	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$3,281,000*	$550,000	$581,000	$500,000	$525,000	$550,000	$575,000
Higher Education Grand Total	CCFE	*$0*	$0	$0	$0	$0	$0	$0
	CFE	*$217,165,460*	$550,000	$214,465,460	$500,000	$525,000	$550,000	$575,000
	CF	*$0*	$0	$0	$0	$0	$0	$0
	FF	*$0*	$0	$0	$0	$0	$0	$0
	TF	*$217,165,460*	$550,000	$214,465,460	$500,000	$525,000	$550,000	$575,000

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

PREPARED BY: **VICKI A. LEAL**

I. SUMMARY

In compliance with 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 V, Round I (September 22, 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 117 course nominations for the gtPathways program. The Commission has previously approved 597 general education courses in over 20 disciplines (e.g., English, math, history, biology, etc.) during the first four cycles of gtPathways course nominations, which began in January 2003.

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

COURSE CONTENT AREA	NUMBER OF COURSES RECOMMENDED	NUMBER OF COURSES NOT RECOMMENDED	*NUMBER OF COURSES DEFERRED
Arts & Humanities	29	6	1
Communications	NA	NA	2
Mathematics	NA	NA	3
Natural & Physical Science	16	12	5
Social/Behavioral Sciences	24	19	NA
TOTAL	**69/117 (59%)**	**37/117 (32%)**	**11/117 (9%)**

***Note: Review Cycle V, Round I deferments were necessary based on 1 of 3 reasons: there were not enough courses nominated in the content area to justify faculty travel/participation in the review; specific content discipline faculty were not in attendance at the review, i.e. faculty teaching philosophy within the larger content area of Arts & Humanities; or, courses were in need of an additional faculty reviewer.**

II. BACKGROUND

Following the passage of the College Opportunity Fund (COF) legislation in 2004, the Commission 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 Colorado Commission on Higher Education. 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.

The September 22, 2006, review was the first round of gtPathways Cycle V. Round II of review Cycle V is scheduled for November 9, 2006. If needed, two additional general faculty review sessions have been scheduled for the spring semester 2007; altogether, the reviews just described will complete the fifth cycle of the statewide gtPathways course reviews. As necessary to accommodate future volume, CCHE will schedule and facilitate additional review cycles throughout the 2007 *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 33 faculty members representing various public two and four-year institutions in the state who met in Denver at the Sheraton Four Points on September 22, 2006.

III. STAFF ANALYSIS

Initial policy (fall 2003), provided for the guarantee of 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. However, 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 (August, 2006), gtPathways guarantees 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, revised the procedures and forms utilized in the gtPathways course review process. The courses recommended herein conform to the newly revised process, procedures, program

rules and forms of the gtPathways program as well as the revised content and competency criteria.

Faculty review committees from three of the five content areas participated in the September 2006 review. Courses nominated in Communication and Math were deferred to the November 9, 2006, review due to the low number of courses nominated in both categories (2 in Communication; 3 in Mathematics). Faculty from Arts and Humanities, Natural and Physical Sciences and Social and Behavioral Sciences reviewed the courses presented in Attachment A and took one of three actions:

- Recommend a course for inclusion in the statewide program;
- Labeled a course as Not recommend; or,
- Deferred the review of the course nomination (due to either the lack of appropriate discipline-specific faculty reviewers or a 3rd reviewer, or, as in the case of Math and Communication, an excessively low number of nominations in a specific content area, [thereby not justifying faculty travel/reimbursement]).

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 one additional fall semester 2006 review, scheduled for November 9, 2006, (location: Sheraton Four Points, Denver) and two spring 2007 reviews, to be held on February 9, 2007, and April 12, 2007.

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 to say, 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, effective January 2007 (spring semester 2007).

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.

STATUTORY AUTHORITY

23-1-125. C.R.S. Commission directive - student bill of rights – degree requirements - implementation of core courses - on-line catalogue - competency test.

Attachment A

Inst	Category	Course Prefix	Course #	Course Title	Action
FLC	Arts & Humanities (GT-AH1)	ENGL	217	Media Literacy	RECOMMENDED
FLC	Arts & Humanities (GT-AH4)	ML	215	Intermediate Spanish I	RECOMMENDED
FLC	Arts & Humanities (GT-AH4)	ML	223	Intermediate German I	RECOMMENDED
FLC	Arts & Humanities (GT-AH4)	ML	235	Intermediate Japanese I	RECOMMENDED
FLC	Arts & Humanities (GT-AH4)	ML	236	Intermediate Japanese II	RECOMMENDED
FLC	Arts & Humanities (GT-AH4)	ML	247	Intermediate French I	RECOMMENDED
FLC	Arts & Humanities (GT-AH4)	ML	248	Intermediate French II	RECOMMENDED
FLC	Arts & Humanities (GT-AH1)	THEA	240	Ancient and Classical Theatre	RECOMMENDED
MSC	Arts & Humanities (GT-AH1)	ARTE	101	Two-Dimensional Design	RECOMMENDED
MSC	Arts & Humanities (GT-AH1)	ARTE	102	Three-Dimensional Design	RECOMMENDED
MSC	Arts & Humanities (GT-AH2)	ENGL	231	Non-Western World Literature I	RECOMMENDED
MSC	Arts & Humanities (GT-AH2)	ENGL	212	Non-Western World Literature II	RECOMMENDED
MSC	Arts & Humanities (GT-AH1)	FINE	101	The Living Arts	RECOMMENDED
MSC	Arts & Humanities (GT-AH2)	MASS	110	Mass Media Impact and History	RECOMMENDED
MSCD	Arts & Humanities (GT-AH1)	ARH	1500	Art Appreciation Survey	DEFERRED
MSCD	Arts & Humanities (GT-AH3)	PHI	1110	Language, Logic and Persuasion	RECOMMENDED
UNC	Arts & Humanities (GT-AH1)	Art	181	History of Art I	RECOMMENDED
UNC	Arts & Humanities (GT-AH3)	BA	150	Foundations of Business Thought	RECOMMENDED
UNC	Arts & Humanities (GT-AH4)	FR	202	Intermediate French II	RECOMMENDED
UNC	Arts & Humanities (GT-AH2)	HISP	111	Introduction to Hispanic Literature	RECOMMENDED
UNC	Arts & Humanities (GT-AH2)	HUM	231	Images of Women in Literature and the Arts	RECOMMENDED
UNC	Arts & Humanities (GT-AH1)	MIND	297	Creativity in the Arts	RECOMMENDED
UNC	Arts & Humanities (GT-AH1)	MUS	143	Music Styles and Context	RECOMMENDED
UNC	Arts & Humanities (GT-AH1)	MUS	247	Music Cultures of the World	RECOMMENDED
UNC	Arts & Humanities (GT-AH4)	Span	201	Intermediate Spanish I	RECOMMENDED
UNC	Arts & Humanities (GT-AH1)	THEA	225	Theatre in Film	RECOMMENDED
UNC	Arts & Humanities (GT-AH1)	THEA	296	Theatre History I	RECOMMENDED
UNC	Arts & Humanities (GT-AH1)	THEA	297	Theatre History II	RECOMMENDED
UCDHSC	Arts & Humanities (GT-AH2)	ENGL	1601	Telling Tales: the Art of Narrative in Literature and Film	RECOMMENDED
UCDHSC	Arts & Humanities (GT-AH4)	GER	1000	Germany and the Germans	RECOMMENDED
MSC	*Arts & Humanities (GT-AH1)*	*ARTE*	*119*	*History of Art, Renaissance to Present*	*NOT RECOMMENDED (on RESUBMISSION)*
UNC	*Arts & Humanities (GT-AH1)*	*MT*	*296*	*History of Musical Theatre*	*NOT RECOMMENDED*
UNC	*Arts & Humanities (GT-AH3)*	*PHIL*	*150*	*Ethics in Theory and Practice*	*NOT RECOMMENDED*

UNC	*Arts & Humanities (GT-AH4)*	*Span*	*202*	*Intermediate Spanish II*	*NOT RECOMMENDED (on RESUBMISSION)*
WSC	*Arts & Humanities (GT-AH1)*	*COTH*	*215*	*Development of Theatre I*	*NOT RECOMMENDED*
WSC	*Arts & Humanities (GT-AH1)*	*COTH*	*216*	*Development of Theatre II*	*NOT RECOMMENDED*
FLC	Communication (GT-CO2)	Comp	252	Professional and Technical Writing	DEFERRED
FLC	Communication (GT-CO2)	Hist	250	Historical Composition	DEFERRED
FLC	Mathematics (GT-MA1)	BA	253	Business Statistics	DEFERRED
FLC	Mathematics (GT-MA1)	ES	242	Testing and Statistics	DEFERRED
FLC	Mathematics (GT-MA1)	PSYC	241	Basic Statistics for Psychologists	DEFERRED
FLC	Natural & Physical Sciences (GT-SC2)	AG	180	Sustainable Agriculture	DEFERRED (Needs a 3rd reviewer)
FLC	Natural & Physical Sciences (GT-SC2)	AG	201	Introduction to Medicinal Crops	RECOMMENDED
FLC	Natural & Physical Sciences (GT-SC2)	Bio	125	Conservation Biology	RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC1)	ANT	1010	Physical Anthropology and Prehistory	RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC2)	AST	1040	Introduction to Astronomy	RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC1)	EET	1001	Electronics: An Introduction	DEFERRED
MSCD	Natural & Physical Sciences (GT-SC1)	GEL	1030	Historical Geology	RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC1)	PHY	1000	Introduction to Physics	RECOMMENDED
MSCD	Natural & Physical Sciences (GT-SC1)	PHY	1250	Physics of Aviation	RECOMMENDED
UCDHSC	Natural & Physical Sciences (GT-SC1)	CHEM	1474	Chemistry for the Consumer	RECOMMENDED
UCDHSC	Natural & Physical Sciences (GT-SC1)	Physics	1000	Introduction to Physics	RECOMMENDED
UNC	Natural & Physical Sciences (GT-SC1)	BIO	265	Life Science Concepts	RECOMMENDED
UNC	Natural & Physical Sciences (GT-SC2)	Chem	101	Chemistry for Citizens	RECOMMENDED
UNC	Natural & Physical Sciences (GT-SC2)	CS	101	Introduction to Computer Science	DEFERRED
UNC	Natural & Physical Sciences (GT-SC1)	ESCI	265	Earth Science Concepts for Elementary Teachers	RECOMMENDED
UNC	Natural & Physical Sciences (GT-SC2)	FND	250	Principles of Nutrition	RECOMMENDED
UNC	Natural & Physical Sciences (GT-SC2)	MET	110	Our Violent Atmosphere	RECOMMENDED
UNC	Natural & Physical Sciences (GT-SC2)	SCI	106	Introduction to Spaceflight	RECOMMENDED
WSC	Natural & Physical Sciences (GT-SC2)	PHYS	110	Solar System Astronomy	RECOMMENDED
FLC	*Natural & Physical Sciences (GT-SC1)*	*BIO*	*234*	*Human Physiology*	*NOT RECOMMENDED*
MSC	*Natural & Physical Sciences (GT-SC2)*	*PHYS*	*101*	*Elementary Astronomy*	*NOT RECOMMENDED*
MSCD	Natural & Physical Sciences (GT	SCI	2610	Integrated Natural Science I	DEFERRED
MSCD	Natural & Physical Sciences (GT	SCI	2620	Integrated Natural Science II	DEFERRED
UCDHSC	*Natural & Physical Sciences (GT-SC1)*	*ANTH*	*1303*	*Introduction to Biological Anthropology*	*NOT RECOMMENDED*
UCDHSC	*Natural & Physical Sciences (GT-SC2)*	*PSY*	*2220*	*Biological Bases of Behavior*	*NOT RECOMMENDED*

UNC	*Natural & Physical Sciences (GT-SC2)*	*BIO*	*100*	*Exploring Biology*	*NOT RECOMMENDED*
UNC	*Natural & Physical Sciences (GT-SC1)*	*Chem*	*102*	*Chemistry for the Citizens Laboratory*	*NOT RECOMMENDED*
UNC	*Natural & Physical Sciences (GT-SC2)*	*ENST*	*225*	*Energy and the Environment*	*NOT RECOMMENDED*
UNC	*Natural & Physical Sciences (GT-SC2)*	*ENST*	*235*	*Chemistry and the Environment*	*NOT RECOMMENDED*
UNC	*Natural & Physical Sciences (GT-SC2)*	*GEOL*	*110*	*Geology and Society*	*NOT RECOMMENDED*
UNC	*Natural & Physical Sciences (GT-SC2)*	*MIND*	*294*	*Revolutions in Science*	*NOT RECOMMENDED*
UNC	*Natural & Physical Sciences (GT-SC2)*	*OCN*	*110*	*Our Ocean System*	*NOT RECOMMENDED*
UNC	*Natural & Physical Sciences (GT-SC2)*	*SCI*	*109*	*The Cosmos*	*NOT RECOMMENDED*
FLC	Social & Behavioral Sciences (GT-SS1)	BA	101	The U.S. Business System	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-SS1)	ECON	262	Principles of Microeconcomics	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-SS1)	ECON	272	Principles of Macroeconcomics	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-SS3)	ED	222	Education: Global Perspectives	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-HI1)	Hist	150	World Civilization I	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-HI1)	Hist	151	World Civilization II	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-HI1)	Hist	270	Colonial Latin America	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-SS1)	PS	280S	Introduction to Comparative Politics	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-SS3)	Psyc	157	Introduction to Psychology	RECOMMENDED
FLC	Social & Behavioral Sciences (GT-SS3)	SW	280	Native Americans in the Modern World	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS2)	GEG	1920	Concepts and Connections in Geography	RECOMMENDED
MSCD	Social & Behavioral Sciences (GT-SS3)	SPE	2770	Gender and Communication	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS3)	CMMU	1011	Fundamentals of Communication	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS3)	CMMU	1021	Fundamentals of Mass Communication	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS2)	ENVS	1342	Environment and Society	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS3)	ETST	2000	Introduction to Ethnic Studies	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-HI1)	ETST	2155	African American History	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS2)	GEOG	2202	Natural Hazards	RECOMMENDED
UCDHSC	Social & Behavioral Sciences (GT-SS3)	PHY	1005	Introduction to Psychology II	RECOMMENDED
UNC	Social & Behavioral Sciences (GT-HI1)	HIST	113	Asian Civilization: The Modern Transformation	RECOMMENDED
UNC	Social & Behavioral Sciences (GT-HI1)	HIST	118	History of Mexico	RECOMMENDED
UNC	Social & Behavioral Sciences (GT-HI1)	HIST	283	Russian Civilization	RECOMMENDED
UNC	Social & Behavioral Sciences (GT-SS3)	SOC	120	Introduction to Family Studies	RECOMMENDED
WSC	Social & Behavioral Sciences (GT-HI1)	HIST	250	History of the Middle East	RECOMMENDED

FLC	*Social & Behavioral Sciences (GT-SS3)*	*Anthro*	*171T*	*World Archaeology*	*NOT RECOMMENDED (on RESUBMISSION)*
FLC	*Social & Behavioral Sciences (GT-HI1)*	*HIST*	*280*	*Survey of U.S. History, 1600-1877*	*NOT RECOMMENDED*
FLC	*Social & Behavioral Sciences (GT-SS1)*	*PS*	*241*	*Introduction toCriminal Justice Systems*	*NOT RECOMMENDED*
MSCD	*Social & Behavioral Sciences (GT-SS3)*	*SPE*	*1710*	*Interpersonal Communication*	*NOT RECOMMENDED (on RESUBMISSION)*
UNC	*Social & Behavioral Sciences (GT-HI1)*	*AFS*	*100*	*Introduction to Africana Studies*	*NOT RECOMMENDED*
UNC	*Social & Behavioral Sciences (GT-HI1)*	*ANT*	*121*	*Archaeology of Colorado*	*NOT RECOMMENDED*
UNC	*Social & Behavioral Sciences (GT-SS3)*	*ANT*	*130*	*Introduction to Physical Anthropology*	*NOT RECOMMENDED (on RESUBMISSION)*
UNC	*Social & Behavioral Sciences (GT-SS3)*	*ANT*	*212*	*North American Indians*	*NOT RECOMMENDED*
UNC	*Social & Behavioral Sciences (GT-SS2)*	*GEOG*	*200*	*Human Geography*	*NOT RECOMMENDED (on RESUBMISSION)*
UNC	*Social & Behavioral Sciences (GT-SS3)*	*HISP*	*102*	*Hispanic Cultures in the United States*	*NOT RECOMMENDED*
UNC	*Social & Behavioral Sciences (GT-HI1)*	*HIST*	*110*	*African Civilization*	*NOT RECOMMENDED*
UNC	*Social & Behavioral Sciences (GT-HI1)*	*HIST*	*112*	*Asian Civilization from Pre-History to the 1600s*	*NOT RECOMMENDED*
UNC	*Social & Behavioral Sciences (GT-HI1)*	*HIST*	*290*	*American Immigration*	*NOT RECOMMENDED*
UNC	*Social & Behavioral Sciences (GT-HI1)*	*MCS*	*101*	*Multiculturalism in the United States*	*NOT RECOMMENDED*
UNC	*Social & Behavioral Sciences (GT-SS3*	*PSY*	*265*	*Social Psychology*	*NOT RECOMMENDED (on RESUBMISSION)*
UCDHSC	*Social & Behavioral Sciences (GT-SS2)*	*ANTH*	*1302*	*Introduction to Archaeology*	*NOT RECOMMENDED*
UCDHSC	*Social & Behavioral Sciences (GT-SS3)*	*SOC*	*1001*	*Introduction to Sociology*	*NOT RECOMMENDED*
UCDHSC	*Social & Behavioral Sciences (GT-SS3)*	*SOC*	*2462*	*Introduction to Social Psychology*	*NOT RECOMMENDED*
WSC	*Social & Behavioral Sciences (GT-SS3)*	*SOC*	*168*	*Social Problems*	*NOT RECOMMENDED*

TOPIC: **MODIFICATIONS TO ACADEMIC AFFAIRS POLICY I - P: TEACHER EDUCATION POLICY: DEFINITION OF THE SELECTION CRITERIA FOR MENTOR TEACHERS**

I. SUMMARY

In October 2006, the Colorado Commission on Higher Education adopted extensive modifications to the CCHE Teacher Education Policy (Academic Affairs Policy Section I, Part P). Though the changes to the policy were approved as written, the Commission directed CCHE staff to create a definition of a qualified student teaching mentor teacher as an amendment to the CCHE Teacher Education Policy.

II. BACKGROUND

The policy modification presented herein fulfills the specific directive of the Commission's to clarify the criteria for selecting mentor teachers. It was developed in consultation with the chief academic officers of the state's colleges, the Colorado Council of Deans of Education (CCODE), and an ad hoc group of two and four-year teacher education faculty. The modification amends the criteria upon which teacher education units at public colleges and universities are evaluated.

III. STAFF ANALYSIS

After discussing numerous possible defining qualifications of high quality mentor teachers, contributing consultants and CCHE staff decided that the most effective way to ensure that teacher candidates complete their student teaching assignments under the tutelage of superior mentor teachers is to define the criteria that should be employed in the selecting of mentor teachers, not the simply qualifications of the teachers themselves.

In consultation with the Colorado Council of Deans of Education (CCODE) and teacher education faculty members from a variety of public two- and four-year institutions, the following definition of an appropriate selection process for mentor teachers was created:

> *In identifying mentor or match-up teachers for field experience placements, teacher education units shall ensure that the selection process for such mentor teachers includes the review of the mentor candidate's certifications, educational attainment and credentials, including compliance with the state's Highly Qualified standards. In addition, teacher education units will use as selection criteria a mentor teacher's knowledge of current best practices regarding instructional methods and recommendations from administrators in the mentor teacher's school or school district.*

Staff recommend that this definition be included in the CCHE Teacher Education Policy under section 4.04.01, "Criteria for a Performance-Based Teacher Education Units or Programs."

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve and adopt the amended language to CCHE Academic Affairs policy I:P described herein.

STATUTORY AUTHORITY

The Teacher Education Policy is based on section 23-1-121, C.R.S. that states:

> *On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher education programs offered by institutions of higher education. The Commission shall work in cooperation with the State Board of Education in developing the requirements for teacher education programs. At a minimum the requirements shall ensure that each teacher education program may be completed within four academic years, is designed on a performance-based model, and addresses the statutory criteria.*

TOPIC: **IDENTIFICATION OF DEGREE PROGRAMS WITH LOW ENROLLMENT AND RECOMMENDATION OF DISCONTINUANCE TO THE UNIVERSITY OF COLORADO BOARD OF REGENTS.**

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 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 from closure.

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.

II. BACKGROUND

C.R.S. 23-1-107 authorizes the Commission on Higher Education to define criteria and ensure that governing boards discontinue those academic degree programs that do not satisfy state criteria. Moreover, C.R.S. 23-5-129 (6)(b) states that, governing boards "Need not consult with nor obtain approval from the Colorado commission on higher education to create, modify, or eliminate academic and vocational programs offered by the institution, so long as such creations, modifications, and eliminations are consistent with the institution's statutory role and mission." While this latter provision limits Commission authority with regard to discontinuance actions initiated by governing

boards, it does not repeal Commission authorities or responsibilities found in C.R.S. 23-1-107 or Commission academic affairs policy Section I, Part G.

III. STAFF ANALYSIS

According to CCHE policy, the Commission will notify the governing boards of low demand academic degree programs, that is, those that fail to meet minimum enrollment and graduation standards as specified in policy. The 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.

The identification of low demand academic degree programs is done by compiling a three-year history of degrees conferred and identifying degree programs that fall below the following parameters (CCHE Academic Affairs policy, Section I, Part G, 4.02.01):

1. Baccalaureate degrees must graduate ten (10) students in the most recently reported year or a total of 20 students in the last three years.

2. 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.

3. Doctoral degree programs must graduate at least one (1) student in the most recently reported year or a total of three (3) students in the last three years.

The tables in Addendum A illustrate the total number of degrees awarded, by institution, program level, and program name for the past five years. The program requiring action in 2007 is one that failed to meet one of the parameters just described.

The following program requires action in 2007:

Doctor of Philosophy in Educational Psychological Studies at the University of Colorado at Boulder.

IV. RECOMMENDATION

That the Commission direct CCHE staff to forward notifications of programs with low enrollment to all governing boards as well as a recommendation of discontinuance concerning the Doctor of Philosophy in Educational Psychological Studies at the University of Colorado at Boulder to the University of Colorado Board of Regents; and that the Commission agrees to review action, appeals, and exemptions from governing boards at its April 2007 meeting.

STATUTORY AUTHORITY

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

Attachment A

Table 1: Low Demand Programs, by Institution

					Degrees Awarded In-						
Inst	**CIP**	**Degree**	**Program Name**	**Status**	**2000-01**	**2001-02**	**2002-03**	**2003-04**	**2004-2005**	**2005-2006**	**Action By**
ASC	40.0501	B.A./B.S.	Chemistry	E	5	9	1	7	3	7	--
	27.0101	B.A./B.S.	Mathematics	E	2	3	4	2	7	2	--
CSU	01.0000	B.S.	Bio-agricultural Science	L.D. 1						0	2009
	01.0103	B.S.	Agricultural & Resource Economics	E	0	4	2	3	5	4	--
	14.1301	B.S.	Engineering Science	E	7	3	4	5	7	6	--
	51.2306	B.S.	Occupational Therapy	L.D. 1						1	2009
	26.0403	Ph.D.	Anatomy	L.D. 1						0	2009
CSU-P	40.0801	B.S.	Physics	E	3	0	1	2	2	0	--
FLC	45.0601	B.A.	Economics	E	3	5	2	5	5	7	--
	40.0801	B.S.	Physics	E	1	2	1	2	5	2	--
	50.0501	B.A.	Theatre	E	5	2	5	5	2	4	--
	27.0101	B.A.	Mathematics	L.D.3	4	12	0	5	7	3	2007
MSC	45.0101	B.A.	Social Sciences	L.D. 1						5	2009
MSCD	05.0201	B.A.	African American Studies	E*	2	1	2	3	2	2	--
	40.0401	B.S.	Meteorology	E*	4	7	5	5	7	4	--
	40.0801	B.S.	Physics	E*	3	3	0	3	5	6	--
	50.0501	B.A.	Theatre	L.D. 1				2	9	8	2009
UCB	16.0902	B.A.	Italian	E	7	4	13	5	5	2	2009
	16.1200	Ph.D.	Classics	L.D.2	2	0	0	1	0	0	2008
	40.0508	Ph.D.	Chemical Physics	L.D. 2	0	1	0	1	0	0	2008
	42.1801	Ph.D.	Educational Psychological Studies	L.D. 4	2	0	0	0	0	0	2006
UCCS	40.0801	B.S.	Physics	L.D. 1				3	10	3	2009
UCDHSC	40.0801	B.S.	Physics	E	5	2	8	2	1	5	--
UNC	05.0203	B.A.	Mexican American Studies	E	3	1	1	2	2	2	--
WSC	40.0501	B.A.	Chemistry	E	3	3	1	4	2	5	--
	27.0101	B.A.	Mathematics	E	4	2	5	2	7	9	--
	45.0201	B.A.	Anthropology	L.D. 1	1	11	7	4	2	8	2009
	50.0901	B.A.	Music	E	4	1	5	6	4	5	--

TOPIC: TEACHER EDUCATION REAUTHORIZATION: COLORADO CHRISTIAN UNIVERSITY

I. SUMMARY

Colorado Christian University, 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 to offer an educator licensing program leading to initial teacher licensure pursuant to rules found in 22-2-109 C.R.S.

Colorado Christian University's teacher licensure programs were visited by a team of CDE and CCHE staff in March 2006; CCU's programs were re-authorized, as specified in 22-2-109 (3) C.R.S., by the Colorado State Board of Education on October 5, 2006.

Based on the Colorado State Board of Education's approval, the Colorado Christian University authorization was subsequently reviewed by CCHE 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 Colorado Christian University educator licensing programs, as submitted, 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 State Board of Education and the Colorado Commission on Higher Education. The focus of each review is to ensure the teacher education program's compliance with the Colorado State Board of Education's Teacher Preparation Content Standards and the Commission on Higher Education's requirement that each preparation program includes 800 hours of field experiences.

Following statute, the State Board of Education (SBE) is the first agency to review and act upon requests for authorization. Upon SBE approval of preparation program content, the Colorado Commission on Higher Education takes its action.

On October 5, 2006, Colorado Christian University was approved by the State Board of Education to offer licensure programs in the following endorsement areas: Secondary English/Language Arts; Secondary Social Studies; Secondary General Science; Secondary Mathematics; K-12 Music; Elementary Education.

CCHE staff analysis of the aforementioned teacher education programs at Colorado Christian University finds that all programs require at least 800 hours of field based experiences.

III. STAFF RECOMMENDATION

That the Commission re-authorize the licensure programs in the following endorsement areas offered by Colorado Christian University: Secondary English/Language Arts; Secondary Social Studies; Secondary General Science; Secondary Mathematics; K-12 Music; and Elementary Education.

STATUTORY AUTHORITY

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

SUPPLEMENTAL INFORMATION

Copies of the Colorado Christian University teacher education licensure application materials as well as the letter of authorization from the Colorado State Board of Education are on file in the Office of Academic and Student Affairs.

TOPIC: TEACHER EDUCATION REAUTHORIZATION: WESTERN STATE COLLEGE

I. SUMMARY

The Western State College educator licensing program was reviewed for reauthorization on March 16 & 17, 2006, by a team of Colorado Commission on Higher Education (CCHE) and Colorado Department of Education (CDE) representatives. In addition to three CCHE staff and one CDE staff, one teacher education faculty member from Western State College participated on the site visit team. Members were:

- Dr. Matt Gianneschi, Chief Academic Officer, Colorado Commission on Higher Education (CCHE representative)
- Ms. Dorothy Gotlieb, Deputy Commissioner and Director, Professional Services, Colorado Department of Education (CDE representative)
- Ms. Kimberly Thompson, Academic Policy Officer, Colorado Commission on Higher Education (CCHE representative)
- Dr. Sara Dahlman, Director, Teacher Education Program, Colorado Christian University (CDE representative)
- Dr. David Whaley, Academic Policy Officer for Teacher Education, Colorado Commission on Higher Education (CCHE representative)

The site review team concluded that the Western State College teacher education program demonstrated sufficient quality and met the state standards on five of the six statutory measures: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, 800 hours of field experiences, and assessment of student progress.

The site review team did, however, identify specific areas requiring attention, with specific recommendations. These are noted in the staff analysis section and detailed in the site review report, available from the Office of the CAO.

II. STAFF ANALYSIS

Policy Overview

Pursuant to 23-1-121 C.R.S. and CCHE teacher education policy, Colorado institutions with authorized teacher education preparation programs must be evaluated at least once every five years. The focus of each review is to ensure the teacher education program's compliance with the Colorado Teacher Education Performance Measures (23-1-121 [2 et seq.]) and the Colorado State Board of

Education adopted content standards:

1. the admissions system employed by the teacher education program,
2. the extent and efficacy of ongoing screening and counseling of teacher candidates by practicing teachers or faculty members,
3. comprehensive coursework and field based training integrating theory and experience,
4. effective field based/clinical experiences for education candidates exceeding a minimum of 800 hours,
5. evidence that education candidates can demonstrate the skills required for licensure as specified by the SBE, and
6. the comprehensive assessment of education candidates' knowledge of subject matter.

CCHE teacher education policy permits three possible outcomes of a review: a) reauthorization, b) probation, or c) discontinuance. Following statute, the State Board of Education is the first organization to review and act upon the findings from a reauthorization site visit. Upon SBE approval of preparation program content, CCHE takes its action. A recommendation of approval or probation may include specific recommendations or requests for additional activities or information from the educator licensing program based upon the site team's findings. Programs that are reauthorized by CCHE are permitted to continue their operations unimpeded for the following five years. However, upon a Commission finding for probation or discontinuance, the teacher education preparation program may no longer admit new students.

Site Visit Details

The review team received written documentation, in advance, prepared and submitted by Western State College. The site review occurred over one and one-half days, during which time team members met with,

- key university administrators,
- teacher education faculty and administrators,
- "content" (discipline-specific) faculty,
- staff from the teacher education office,
- current teacher education candidates, including student teachers,
- clinical/cooperating teachers, and
- program completers (alumni).

Team members also visited elementary and secondary sites to observe teacher education candidates in action and to meet with local school administrators and school faculty.

The WSC teacher education unit was initially authorized in October 2001, under the mandate of SB 99-154. The following items represent citations in the 2001 report:

1. *Admission System*
   a. No areas cited for improvement.

2. *Ongoing Screening and Counseling of Teacher Candidates*
   a. The advising checksheets for teacher candidates were not all complete and/or accessible.

3. *Coursework and Field-based Training Integrates Theory and Practice*
   a. Content performance measures were limited only to the secondary teacher education programs.
   b. The secondary reading course needed to address the connection to teaching reading in the candidates' individual content areas.
   c. A review of the work samples indicated that they lacked preciseness in identifying content standards for which the lesson was being developed.

4. *Field Experience- Each candidate will complete a minimum of 800 hours*
   a. Cooperating K-12 teachers and college supervisors lacked training in performance-based assessment.

5. *Candidates Demonstrate the Skills Required for Licensure as Specified by the State Board of Education*
   a. No areas cited for improvement.

6. *Comprehensive Assessment of Candidate's Knowledge of Subject Matter*
   a. The extent of the literacy preparation of candidates at the secondary level was unclear.
   b. Content majors were not perfectly aligned with endorsement standards and K-12 model content standards.

These areas were re-examined by the site visit team during the 2006 WSC reauthorization visit. Due to the extensive recent programmatic changes that are now adopted and will be fully implemented beginning with the 2006-2007 academic year, it was not possible for the state review team members to fully assess the amelioration of these previously cited areas for improvement. It should be noted, however, that this adopted plan, as presented to the state review team appears to adequately address the areas cited for improvement in the 2001 review. However, in order to fully ascertain the results of the new program, Western State College is required to provide to both CCHE and CDE, by June 30, 2008, a detailed description of the implementation of the programmatic changes along with assessment data reflecting the successes of the changes. This follow-up report will be described more fully later in this document.

Educator Preparation Programs at Western State College

WSC is currently approved by the State of Colorado to offer the following educator preparation programs:

PROGRAM	LEVELS	U	PB
Art	K-12	X	X
Elementary Education	Elem	X	X
English/Language Arts	Sec	X	X
Foreign Language (Spanish)	K-12	X	X
Linguistically Diverse	K-12	X	X
Mathematics	Sec	X	X
Music	K-12	X	X
Physical Education	K-12	X	X
Science	Sec	X	X
Social Studies	Sec	X	X
Special Education Generalist	Ages 5-21	X	X

U = Undergraduate
PB = Post Baccalaureate

For the post-bachelor internship program, endorsements have been approved in all areas:

Post Baccalaureate- Internship Program
Elementary
Agriculture and Renewable Natural Resources Education, Secondary
Business Education, Secondary
Business/Marketing, Secondary
English, Secondary
Family and Consumer Studies, Secondary
Instructional Technology (Computers)
Marketing, Secondary
Mathematics, Secondary
Science, Secondary
Social Studies, Secondary
Speech, Secondary
Technology Education (Industrial Arts) , Secondary
K-12: Art
K-12: Drama
K-12: Foreign Language(s)
K-12: Health
K-12: Instructional Technology (Computers)
K-12: Linguistically Diverse Education
K-12: Music
K-12: Physical Education
K-12: Special Education Generalist

WSC Teacher Education Programs are offered at both the undergraduate and post-bachelor levels. Although Western State College offers a traditional delivery program and an alternative licensing program (only for those candidates who already possess four-year degrees), the focus of the CCHE/CDE review was limited to the traditional program. Presently, in the traditional delivery program, there are 200 undergraduate students enrolled in teacher education, with 34 post-bachelor and 166 undergraduate students.

III. FINDINGS

The on-site review team found that WSC is proficient on CCHE's six state teacher education performance measures. These measures include the State Board of Education Performance-based teacher education standards as well as the State Board of Education content/discipline specific rules.

	Level of Proficiency		
Teacher Education Performance Measures	**PROFICIENT**	**PARTIALLY PROFICIENT**	**NOT PROFICIENT**
The program has an effective and fair admission system.	X		
There is ongoing screening and counseling of teacher education candidates by practicing teachers or faculty members.	X		
Coursework and field based training integrate theory and practice.	X		
Candidates complete a minimum of 800-hours of field experience that relates to predetermined learning standards.	X		
Candidates demonstrate the skills required for licensure as specified by the State Board of Education.	X		
The program provides for comprehensive assessment of candidates' knowledge of subject matter.	X		

As a result of the team's findings, a number of commendations of Western State College were made:

1. Relative to its size, the teacher education program at Western State College is remarkably successful in recruiting students into secondary science and mathematics. The TEP at Western enrolled 21 secondary science candidates and 14 mathematics candidates.

2. The review team commended the effectiveness of the registration and advising of candidates at Western. As a rule, teacher candidates at Western are not able to register for courses until after they meet with both their content (discipline-specific) and teacher education faculty advisors. The registration office at Western has also worked with all departments to develop

3. teacher education checklists for all approved majors.

4. The review team commended the teacher education program faculty for successfully aligning all teacher education programs with the performance based standards, CDE endorsement standards, and the K-12 Model Content Standards.

5. Finally, the review team commended the Western State faculty and administrators for a maintaining a very positive climate on campus, close relationships between and among content and teacher education faculty, and a "fearless" willingness to face adversity and create educational excellence.

Also, and as a result of the team's findings, a number of recommendations for improvements of were made:

1. Western State College administrators and faculty were asked to better define the role and responsibilities of the TEP's Selection and Retention Committee, a team that serves many roles including addressing issues of transfer and the substitution of coursework taken prior to enrollment.

2. The review team also asked for greater clarification about a program prerequisite entitled, "Education Gateway," a non-credit course that is reported on student transcripts. The review team cautioned that this course could be considered "hidden" prerequisite that sidesteps state policy on credit hour limits.

3. The review team asked the Western TEP faculty to develop a memorandum of understanding (MOU) with the professional development schools (PDS) in the Gunnison School District.

4. The review team asked that the TEP at Western ensure that background checks on potential teacher candidates occur prior to students' first field experience.

Western State College was required to submit written responses with plans for correcting each of these areas for improvement to CDE and CCHE. Western State College responded appropriately and has or is in the process of adopting changes to meet these areas of improvement.

Finally, as a result of extensive programmatic changes to the TEP that had not been implemented prior to the site visit and were therefore unobservable, the review team requested that Western provide to both CCHE and CDE, by June 30, 2008, a detailed description of the implementation of the programmatic changes along with assessment data reflecting the outcomes of the changes. It was requested that this report be formatted in such a way to address all six state performance measures and CDE content and pedagogy standards.

IV. STAFF RECOMMENDATION

CCHE staff recommend that the following programs be reauthorized by the Commission through October 2008, at which time staff will present a recommendation to the Commission concerning the results of Western State College's program modification:

- **Art (K-12)**
- **Elementary Education**
- **English/Language Arts (Secondary)**
- **Foreign Language (Spanish, K-12)**
- **Linguistically Diverse (K-12)**
- **Mathematics (Secondary)**
- **Music (K-12)**
- **Physical Education (K-12)**
- **Science (Secondary)**
- **Social Science (Secondary)**
- **Special Education Generalist (Ages 5-21)**

If, in October 2008, CCHE staff recommend continuance of Western State College's authorization, the Commission should authorize WSC's teacher education programs through April 2011.

STATUTORY AUTHORITY

23-1-121 (4)(a)(II) C.R.S.

SUPPORTING DOCUMENTATION

The following related documents are available from CCHE's Chief Academic Officer:

- Report of the on-site review team
- Responses from Western State College to concerns raised by the review team (3/06)
- Letter reauthorizing the content of the Western State College teacher education program from the Colorado Department of Education

TOPIC: TEACHER EDUCATION REAUTHORIZATION: UNIVERSITY OF COLORADO AT DENVER AND HEALTH SCIENCES CENTER

I. SUMMARY

The University of Colorado at Denver and Health Sciences Center educator licensing program was reviewed for reauthorization on December 14 & 15, 2005, and February 2, 2006, by a team of Colorado Commission on Higher Education (CCHE) and Colorado Department of Education (CDE) representatives. Members were:

- Dr. Matt Gianneschi, Chief Academic Officer, Colorado Commission on Higher Education (CCHE representative)
- Ms. Dorothy Gotlieb, Deputy Commissioner and Director, Professional Services, Colorado Department of Education (CDE representative)
- Ms. Vicki Leal, Academic Policy Officer, Colorado Commission on Higher Education (CCHE representative)
- Dr. Bushrod White, Director, Title II Programs, Colorado Department of Education (CDE representative)
- Dr. David Whaley, Academic Policy Officer for Teacher Education, Colorado Commission on Higher Education (CCHE representative)

The site review team concluded that the University of Colorado at Denver and Health Sciences Center teacher education program demonstrated sufficient quality and met the state standards on five of the six statutory measures: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, 800 hours of field experiences, and assessment of student progress.

The site review team did, however, identify specific areas requiring attention, with specific recommendations. These are noted in the staff analysis section and detailed in the site review report, available from the Office of the CAO.

II. STAFF ANALYSIS

Policy Overview

Pursuant to 23-1-121 C.R.S. and CCHE teacher education policy, Colorado institutions with authorized teacher education preparation programs must be evaluated at least once every five years. The focus of each review is to ensure the teacher education program's compliance with the Colorado Teacher Education Performance Measures (23-1-121 [2 et seq.]) and the Colorado State Board of

Education adopted content standards:

1. the admissions system employed by the teacher education program,
2. the extent and efficacy of ongoing screening and counseling of teacher candidates by practicing teachers or faculty members,
3. comprehensive coursework and field based training integrating theory and experience,
4. effective field based/clinical experiences for education candidates exceeding a minimum of 800 hours,
5. evidence that education candidates can demonstrate the skills required for licensure as specified by the SBE, and
6. the comprehensive assessment of education candidates' knowledge of subject matter.

CCHE teacher education policy permits three possible outcomes of a review: a) reauthorization, b) probation, or c) discontinuance. Following statute, the State Board of Education is the first organization to review and act upon the findings from a reauthorization site visit. Upon SBE approval of preparation program content, CCHE takes its action. A recommendation of approval or probation may include specific recommendations or requests for additional activities or information from the educator licensing program based upon the site team's findings. Programs that are reauthorized by CCHE are permitted to continue their operations unimpeded for the following five years. However, upon a Commission finding for probation or discontinuance, the teacher education preparation program may no longer admit new students.

Site Visit Details

The review team received written documentation, in advance, prepared and submitted by University of Colorado at Denver and Health Sciences Center. The site review occurred over three separate days in two different months, during which team members met with,

- key university administrators,
- teacher education faculty and administrators,
- "content" (discipline-specific) faculty,
- staff from the teacher education office,
- current teacher education candidates, including student teachers,
- clinical/cooperating teachers, and
- program completers (alumni).

State review team conducted partner school site visits to Goldrick Elementary School and Rishell Middle School on February 2, 2006.

The UCDHSC teacher education unit was initially reviewed fall 2000, under the mandate of SB 99-154. The recommendation of the review team at that time was to expand initial teacher education

into undergraduate degree areas. Up to that time all teacher education was delivered at the post-bachelor and graduate degree levels. No further areas were cited for improvement.

This recommendation was addressed successfully in 2003, when the institution began offering undergraduate teacher education programs in elementary education and secondary mathematics, English, and social studies. Recently, foreign languages (Spanish and French) were added to the secondary level undergraduate licensure offerings. There are approximately 100 students in the undergraduate "pipeline" with seven graduates at this point in time.

The University of Colorado at Denver and Health Sciences Center Founded in 1912 as the University of Colorado's Department of Correspondence and Extension, the downtown campus was established to meet the needs of the city's rapidly expanding population. By 1969, the campus had been renamed the University of Colorado-Denver Center and was offering 34 programs at the undergraduate and graduate levels. In 1974, the University of Colorado at Denver was formed, eventually sharing space within the Auraria Higher Education Center. In July 2004, the University of Colorado at Denver and the University of Colorado Health Sciences Center consolidated to become one single research university (UCDHSC).

Educator Preparation Programs at UCDHSC. In its institutional report, UCDHSC provided the following enrollment summary of candidates in its teacher education programs:

The total number of enrolled candidates	621
▪ Undergraduate	27
▪ Post-baccalaureate	39
Early Childhood Education	117
Elementary Education	214
Secondary Education	148

In this same report, specific enrollments for currently (2005) enrolled education students, by licensure area and degree program, were provided.

	Elementary	Secondary	Early Childhood SPED	K-12 SPED
Undergraduate	12	2	0	0
Post-Bac/Graduate	93	53	41	54
Totals	105	55	41	54
Male	12	17	2	11
Female	93	36	39	43
Totals	105	55	41	54
Caucasian	99	45	35	46
Minority	6	8	6	8
Totals	105	55	41	54
Majors				
Individually Structured Major/Liberal Studies	12		2	2
English, Creative Writing, Linguistics, Literature	17	9	1	4
Mathematics	1			
History	18	4	1	1
Social Studies				1
Biology/Neuroscience	2	4		1
Chemistry	1			
Environmental Science	2			
Geology				
Geography		1		
Anthropology	2		1	1
Ethnic Studies		1		1
Behavioral Science	2	2		
Nutrition		1		
Human Development	2	2	5	3
Political Science	1	3		1
Economics				
Speech Communications	3			1
Communications	6	5	2	1
Spanish				
Modern Languages		1	1	1
Special Education			3	
Art/Art History	3	3	1	
Music	2			
Human Performance/Physical Therapy/Occupational Therapy/Speech and Language	1	1	4	3
Early Childhood/Elementary Education	4	1	5	3
Engineering	2		1	
Business, Accounting, Marketing, Finance, Info Systems	8	4	1	1
International Affairs		1		
Computer Science	2			
Journalism	4	2		1
Liberal Studies	1			
Philosophy		1		
Psychology	5	4	3	7
Sociology	3	5	3	4
Youth Ministry/Religious Studies	1		2	
Criminal Justice			1	
Unknown			3	15

Teacher education programs are offered at both the undergraduate and post bachelor/graduate levels. Although the University of Colorado at Denver and Health Sciences Center (UCDHSC) offers a traditional delivery program and an alternative licensing program (only for those candidates who already possess four-year degrees), the focus of the review was limited to traditional teacher education programs.

At UCDHSC, the following majors and licensure areas are available to undergraduate students. The number of required credit hours in each area is also specified.

BA- Individually structured major- Elementary education licensure- 126 credits
BA- English literature- Secondary English licensure- 120 credits
BS- Mathematics- Secondary mathematics licensure- 120 credits
BA- History- Secondary social science licensure- 120 credits
BA- Political science- Secondary social science licensure- 120 credits
BA- Foreign language: Spanish or French major – K-12 foreign language licensure- 120 credits

Post-bachelor/graduate students enrolled in IPTE programs have the following options for initial licensure:

Elementary initial license- 40 credits
Secondary math, English, science, social studies, foreign language- 37 credits
Special education- 60 credits
Early childhood special education specialist- 40 credits

A special commendation is reserved for UCDHSC, which was the first institution to have its literacy program reviewed by the International Reading Association.

III. FINDINGS

The on-site review team found that UDCHSC is proficient or partially proficient on CCHE's six state teacher education performance measures. These measures include the State Board of Education Performance-based teacher education standards as well as the State Board of Education content/discipline specific rules.

	Level of Proficiency		
Teacher Education Performance Measures	**PROFICIENT**	**PARTIALLY PROFICIENT**	**NOT PROFICIENT**
The program has an effective and fair admission system.	X		
There is ongoing screening and counseling of teacher education candidates by practicing teachers or faculty members.	X		
Coursework and field based training integrate theory and practice.	X		
Candidates complete a minimum of 800-hours of field experience that relates to predetermined learning standards.	X		
Candidates demonstrate the skills required for licensure as specified by the State Board of Education.	X		
The program provides for comprehensive assessment of candidates' knowledge of subject matter.		X	

Regarding the institution's only "partially proficient" evaluation, during its time at UCDHSC, the site visit team observed that the School of Education and Human Development maintained many types of student assessments, but did not appear to use their results in any formal manner.

On May 24, 2006, CCHE received the following response, among others to the initial state report, to address the site visit team's observations about UCDHSC's use of student assessment information:

> *The SEHD has had an active, working electronic system for managing the performance based assessments for all programs in the SEHD since August, 2005. This system is both a complete repository of Performance Based Assessments (PBAs) and an active site for uploading and grading PBAs. The SEHD invested approximately $30,000 in the design and implementation of this system. For every program, PBAs are attached to specific courses. When students enroll in a course, they can access the efolio system, review the PBA/s attached to that course, and when due, upload their performances to the system for instructor feedback. The system records instructor scoring and comments that are then accessed by students. At the end of each semester, all student scores can be downloaded into excel for analysis by our full-time institutional researcher, Deying Zhou. Using SAS, Ms. Zhou can provide reports by program and student so that faculty can review their data and make adjustments to course content, sequence, and instructors as needed.*
>
> *In addition to managing reports for the efolio system, Ms. Zhou also completes the data*

analysis and reporting for the SEHD's annual report, the Provost's annual report, Title II, U.S. News and World Report, PEDS, and other internal and external data requests. The SEHD has employed a full-time institutional researcher since 1998 specifically to use data in the development, refinement, and improvement of our programs.

IV. STAFF RECOMMENDATION

CCHE staff recommend that the following programs offered by the University of Colorado at Denver and Health Sciences Center be reauthorized by the Commission through December 2010:

- **Early Childhood Education**
- **Elementary Education**
- **English/Language Arts (Secondary)**
- **Foreign Language (Spanish and French, K-12)**
- **Linguistically Diverse Education Specialist (K-12)**
- **Mathematics (Secondary)**
- **Reading Teacher**
- **Science (Secondary)**
- **Special Education Generalist**
- **Social Science (Secondary)**

STATUTORY AUTHORITY

23-1-121 (4)(a)(II) C.R.S.

SUPPORTING DOCUMENTATION

The following related documents are available from CCHE's Chief Academic Officer:

- Report of the on-site review team
- Responses from University of Colorado at Denver and Health Sciences Center to concerns raised by the review team (5/06)

TOPIC: **MEMORANDUM OF UNDERSTANDING: COLORADO COMMISSION ON HIGHER EDUCATION AND COLORADO DEPARTMENT OF EDUCATION POLICY ON SHARING STUDENT DATA**

I. SUMMARY

Senate Bill 06-24 requires the State Board of Education and the Colorado Commission on Higher Education to adopt a policy to share student data. At a minimum, the policy must ensure that the exchange of information is conducted in conformance with the requirements of the federal "Family Educational Rights and Privacy Act of 1974." The attached MOU reflects terms that have been agreed upon by CCHE and Colorado Department of Education staff and has been approved by the State Board of Education.

II. STAFF RECOMMENDATION

That the Colorado Commission on Higher Education approve the attached Memorandum of Understanding with the State Board of Education regarding the sharing of student data.

INTERAGENCY AGREEMENT
BETWEEN
THE COLORADO DEPARTMENT OF EDUCATION
AND
THE COLORADO COMMISSION ON HIGHER EDUCATION
REGARDING THE COLLABORATIVE USE OF STUDENT DATA

In fulfillment of separate but similar sections of law found in the Colorado Revised Statutes, both the Colorado Department of Education **(CDE)** and Colorado Commission on Higher Education **(CCHE)** are charged to collect and securely maintain student unit record data on behalf of the State. CDE collects and maintains unit record data on students enrolled in the state's 178 public school districts, while CCHE collects and maintains unit record data on students enrolled at institutions governed by the state's nine public governing boards, at private institutions with active performance contracts, and at all non-public institutions that receive state financial aid assistance.

Senate Bill 06-024, signed into law by Governor Bill Owens on May 1, 2006, permits the Colorado Department of Education and the Colorado Commission on Higher Education to exchange student unit record information, provided such action is performed in accordance with the requirements of the federal "Family Educational Rights and Privacy Act of 1974," as amended, 20 U.S.C. Sec. 1232g, and all federal and state regulations and applicable guidelines adopted in accordance therewith. Moreover, Senate Bill 06-024 requires that all postsecondary institutions of higher education in Colorado eligible for the College Opportunity Fund (COF) program shall use the unique student identifier assigned to students in public elementary and secondary schools in Colorado, as an alternative student identifier at the postsecondary institution. Finally, SB-04-024 permits access to student data for qualified researchers.

To accomplish these goals, CDE and CCHE propose to share student unit record data in accordance with the following policies and guidelines:

A. Supplying State Assigned Student Identifiers (SASID) to Postsecondary Institutions that are Eligible for the College Opportunity Fund (COF) Program.

a. Between September 1, 2006 and January 1, 2007, CDE and CCHE, in collaboration with representatives from postsecondary institutions eligible for the COF program, agree to compose inter-institutional data sharing protocols to ensure that all postsecondary institutions eligible for the COF program have access to SASID records. Such protocols will be performed in accordance with the requirements of the federal "Family Educational Rights and Privacy Act of 1974," as amended, 20 U.S.C. Sec. 1232g, and all federal and state regulations and applicable

guidelines adopted in accordance therewith and shall be monitored by the chief information officers of CDE and CCHE.

B. Sharing Student Level Records for Analytical and Educational Purposes.

a. Each year, CDE and CCHE shall submit student unit record data to the other agency.

   i. Data submitted by CDE to CCHE shall include but not be limited to enrollment and academic information for students in grades 8 – 12 in public schools in Colorado.

   ii. Data submitted by CCHE to CDE shall include but not be limited to enrollment and academic information for undergraduate Colorado resident students enrolled at public colleges and universities in Colorado.

b. All data shared by CDE and CCHE shall be handled in strict accordance with the requirements of the federal "Family Educational Rights and Privacy Act of 1974," as amended, 20 U.S.C. Sec. 1232g, and all federal and state regulations and applicable guidelines adopted in accordance therewith.

c. Student level information shall be shared but not reported or made public.

C. Research Requests from Qualified Researchers.

a. Upon the receipt of a formal, written request from qualified researchers, as defined by pertinent statute and policy, the receiving agency shall obtain the prior approval of the other agency to this agreement prior to providing the requested data.

To further the collection and analyses of extant data and comply with the provisions of §23-5-127 C.R.S, §22-7-603.5 C.R.S., §23-1-109.3 C.R.S., and §22-2-106.5 C.R.S., State Board of Education, represented by Chairman Pamela Suckla, and the Colorado Commission on Higher Education, represented by Chairman Terrance Farina, agree to the cooperative sharing of data between the two agencies pursuant to the conditions set forth herein.

Agreed, this _____ day of _____ 2006.

Pamela Suckla

Terrance Farina

_____
Chairman
Colorado State Board of Education

_____
Chairman
Colorado Commission on Higher Education

DRAFT

TOPIC: **DEGREE AUTHORIZATION ACT – ROCKY VISTA UNIVERSITY, GRAND CANYON UNIVERSITY, INSTITUTE OF TAOIST EDUCATION AND ACUPUNCTURE, AND FRONT RANGE BIBLE INSTITUTE**

PREPARED BY: **MATT MCKEEVER**

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 institution wishing to begin operation in Colorado. Institutions meeting the applicable requirements will be granted authority to operate upon the Commission's approval.

Rocky Vista University has requested authorization as a private, for-profit college or university offering a program in Osteopathic Medicine granting a degree of Doctor of Osteopathy or Doctor of Osteopathic Medicine. Staff has conducted the required review of the institution's application materials and finds that the institution meets the requirements for preliminary state authorization. Rocky Vista University, as a newly-established institution, is currently working with the Commission on Osteopathic Medicine and the American Osteopathic Association (AOA). AOA is recognized by the U.S. Department of Education as the programmatic accreditation agency for osteopathic colleges and universities. The preliminary state authorization is provided as a means for newly-established institutions to begin the accreditation process by allowing a period of six months in which to begin a relationship with an approved national or regional accrediting body. The institution understands that it is prohibited from accepting students, offering instruction, awarding credits toward a degree, or awarding a degree until it is granted Category II authorization status.

Grand Canyon University has requested authorization as a private, for-profit college or university offering liberal arts programs at the bachelors degree levels. Staff has conducted the required review of the institution's application materials and finds that the institution meets the requirements for Category III state authorization. Grand Canyon University, as an established institution in the state of Arizona, is fully accredidited by the Higher Learning Commission and authorized to operate as a post-secondary institution by the Arizona State Board for Postsecondary Education. Category III authorization is provided as a means for already established out of state institutions to offer and market distance programs in Colorado.

Institute of Taoist Education and Acupuncture has requested authorization as a private, for-profit college or university offering a Masters of Acupuncture in Classical-Five Element Acupuncture. The ITEA has been authorized to operate in Colorado as an occupational school by the Private Occupational Schools Board since July 2004. Staff has conducted the required review of the institution's application materials and finds that the institution meets the requirements for Category I state authorization. Institute of Taoist Education and Acupuncture is an existing institution that is currently regulated by the Division of Private and Occupational Schools. The institution has been accredidited by Accreditation Commission for Acupuncture and Oriental Medicine, an accrediting agency for acupuncture programs recognized by the US Department of Education recognized.

Front Range Bible Institute, a ministry of the Austin Bluffs Evangelical Church, has submitted materials that conditionally demonstrate the institution's fulfillment of the requirements found in the Degree Authorization Act for operation as a seminary or bible college in the state of Colorado.

II. BACKGROUND

The Colorado Commission on Higher Education 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 Division of Private Occupational School. 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 Colorado Commission on Higher Education and to meet criteria found in CCHE Policy Section I 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, academic credits, or degrees; opening a place of business; soliciting students or enrollees; or offering educational support services.

The Commission administers the Degree Authorization Act by determining an institution's eligibility to operate pursuant to statute and CCHE policy.

To apply for preliminary state authorization, an organization must provide to the Commission full documentation that demonstrates fulfillment of each of the criteria below:

1. Familiarity with accreditation and state authorization policies and procedures;
2. Statement of mission;
3. Institutional organization;
4. Degrees and academic programs;
5. Admission policies; and
6. Financial resources.

In the case of a seminary or bible college, an institution must qualify both as a "bona fide religious institution" and as an "institution of postsecondary education." To qualify as a postsecondary educational institution, as distinguished from an institution operating at the secondary level, it shall require for admission at least a high school diploma or its equivalent. Additionally, to qualify as a bona fide religious institution, an institution must meet each of the following criteria:

1. Be a nonprofit institution owned, controlled, and operated and maintained by a bone fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.

2. Limit the educational program to the principles of that church or denomination, and the diploma or degree is limited to evidence of completion of that education. Institutions operating under this degree authorization shall not award degrees in any area of physical science or medicine.

3. Only grant degrees or diplomas in areas of study that contain, on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree's subject area (See Section 3.01.04).

4. Not market, offer, or grant degrees or diplomas that are represented as being linked to a church or denomination, but which, in reality, are degrees in secular areas of study.

5. Have obtained exemption from property taxation under state law and shall have submitted a copy of the certificate of this exemption to the Commission (See Section 3.01.02).

III. STAFF ANALYSIS

Rocky Vista University
A representative from the Rocky Vista University has met with Commission staff as required by the Degree Authorization Act and has formally applied for authorization to offer the degree Doctor of Osteopathic Medicine. CCHE staff determined that the Rocky Vista University meets the requirements for preliminary state authorization.

Institute of Taoist Education and Acupuncture
A representative from the Institute of Taoist Education and Acupuncture has met with Commission staff as required by the Degree Authorization Act and has formally applied for authorization to offer Masters of Acupuncture in Classical-Five Element Acupuncture. CCHE staff determined that the Institute of Taoist Education and Acupuncture meets the requirements for Category I authorization.

Front Range Bible Institute
A representative from the Front Range Bible Institute has met with Commission staff as required by the Degree Authorization Act and has applied for authorization to offer Certificate of Biblical Studies, Bachelor of Biblical Studies, Master of Biblical Studies, and Master of Divinity. Front Range Bible Institute has submitted all information required by the Degree Authorization Act Appendix B: Declaration of Religious Authorization. Staff has conducted the required review of the institution's application materials and finds that the institution meets all but one requirement. The institution has made application for 501(c)(III) non-profit corporation status with the Secretary of State, but has not yet received its official letter of determination. Until its letter of determination is received, Front Range Bible Institute is and will continue to be a financial division with the Austin Bluffs Evangelical Church, an authorized 501(c)(III) non-profit corporation. Pending such final certification, Front Range Bible Institute is requesting that it be granted conditional approval, which would allow the institution to begin enrolling students this fall. Institutional administrators understand that, should the Commission not grant final authorization, they will need to immediately cease all operations and return all pre-paid tuition to enrolled students.

IV. STAFF RECOMMENDATION

That the Commission grant Preliminary Authorization to the Rocky Vista University for a period of six months, during which time the institutions must satisfactorily complete preliminary steps toward accreditation as required by a regional or other approved accrediting association, that the Commission grant Category III authorization to Grand Canyon University, that the Commission grant Category I authorization to the Institute of Taoist Education and Acupuncture, that the Commission conditionally authorizes Front Range Bible Institute to operate in the state of Colorado as a *Bible and Seminary College* under the Degree Authorization Act.

V. SUPPLEMENTAL INFORMATION

Copies of all relevant statute, policy, and the above institutions application materials are on file in the Academic Affairs Office.

STATUTORY AUTHORITY

23-1-121 C.R.S.
23-2-101 C.R.S.

TOPIC: **COORDINATED DEGREE PROGRAM APPROVAL – COMMUNITY COLLEGE OF DENVER/XI'AN SIYUAN VOCATIONAL UNIVERSITY; AND METROPOLITAN STATE COLLEGE OF DENVER/COLORADO COMMUNITY COLLEGE SYSTEM**

PREPARED BY: **MATT MCKEEVER**

I. SUMMARY

CCHE has authority to develop and approve cooperative programs among the state supported institutions of higher education. A coordinated degree program is a single program that the Commission has approved for more than one college or university to offer jointly. It is characterized by a single curriculum, a common set of admission criteria, a single set of graduation requirements, and shared resources. CCHE recently adopted changes to its policy with respect to coordinated degree programs. The institutions seeking program approval have diligently worked to satisfy the policy requirements. However, these institutions face unique circumstances and time constraints that require conditional approval of the Commission.

The Community College of Denver has submitted a request to offer a coordinated degree program with Xi'an Siyuan Vocational University. The submitted proposal outlines a partnership between the Community College of Denver and Xi'an Siyuan Vocational University in which students will be able to earn an Associate Degree in various disciplines by attending both institutions.

Metropolitan State College of Denver and the Colorado Community College System have submitted a request to offer a coordinated degree completion program at Front Range Community College (FRCC) beginning January 2007 and at Community College of Aurora (CCA) beginning August 2007. The proposed "2+2" program will allow FRCC and CCA students the opportunity to continue their education beyond the associates degree and complete a Metropolitan State College of Denver baccalaureate degree at the community college campus. This proposed program would allow students to continue their education without changing campuses and therefore little interruption to academic and student services will occur.

II. ANALYSIS

Community College of Denver and Xi'an Siyuan Vocational University has submitted information required by the Coordinated Academic Degree Policy. Staff has conducted the required review of the institutions' application materials and finds that the institutions proposal meets all but the following requirements:

- Fiscal infrastructure
- Graduation requirements

CCHE staff recommends conditional approval of the Community College of Denver and Xi'an Siyuan Vocational University Associate Degree in Science coordinated program. Full approval to offer the coordinated degree will be conditioned on submittal of a MOU that meets CCHE policy requirements and is approved by the Community College Governing Board and CCHE staff. CCHE staff shall timely notify the Community College of Denver and the Commission when the condition is satisfied.

Metropolitan State College of Denver and the Colorado Community College System has submitted information required by the Coordinated Academic Degree Policy. Staff has conducted the required review of the institutions' application materials and finds that the institutions proposal meets all but the following requirements:

- Fiscal infrastructure
- Admission process and criteria
- Full program administration responsibilities

CCHE staff recommends conditional approval of the Metropolitan State College of Denver and Colorado Community College System "2+2" coordinated degree program.
Full approval to offer the coordinated degree will be conditioned on submittal of a MOU that meets CCHE policy requirements and is approved by the respective governing boards and CCHE staff. CCHE staff shall timely notify the parties and the Commission when the condition is satisfied.

III. RECOMMENDATION

That the Commission conditionally authorizes the Community College of Denver and Xi'an Siyuan Vocational University Associate Degree in Science coordinated program, and that the Commission conditionally authorizes the Metropolitan State College of Denver and Colorado Community College System "2+2" coordinated degree program as set forth above.

STATUTORY AUTHORITY

§ 23-1-108(3)) C.R.S.

ACCOMPANYING MATERIALS

Initial program proposals are on file in the office of the Chief Academic Officer.

TOPIC: **EXTENSION OF AUTHORIZATION TO OPERATE IN COLORADO UNDER THE DEGREE AUTHORIZATION ACT: DENVER SCHOOL OF NURSING**

PREPARED BY: **MATT MCKEEVER**

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.

Institutions that are authorized to operate on a Preliminary or Category II basis are required to demonstrate satisfactory progress toward accreditation within policy imposed time limits. A six month time limit is imposed on Preliminary authorization, and a two-year time limit is imposed on Category II authorization. Occasionally, a school that is authorized with Preliminary or Category II authorization requests an extension to the authorized time limits.

Denver School of Nursing requested and was granted extensions to their current authorization.

II. BACKGROUND

Upon Preliminary authorization, institutions have six months to demonstrate eligibility for accreditation. At the time of the demonstration of eligibility, an institution is able to apply for Category II authorization. Category II authorization is good for a period of two years during which an institution is allowed to offer instruction, enroll students, and award credits towards a degree as long as it maintains reasonable and timely progress towards accreditation. At times, the accreditation process takes longer than two years to complete. In the past, the Commission has granted extensions to institutions that are able to demonstrate reasonable and timely progress was being made in the accreditation process.

III. ACTIONS AUTHORIZED BY THE EXECUTIVE DIRECTOR

Denver School of Nursing requested an extension of its Category II authorization that expires in November, 2006. The extension was granted on October 19, 2006 and is valid through March 1, 2008.

STATUTORY AUTHORITY

23-1-121 C.R.S.
23-2-101 C.R.S.