



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

May 6, 2016 - 1:00pm,

Civic Center Plaza

1560 Broadway, Suite 1940

Denver, CO 80202

CALL-IN NUMBER: 1-877-820-7831

PARTICIPANT CODE: 128479#

1560 Broadway, Suite 1600 • Denver, Colorado 80202 • (303) 862.3001

LT. GOV. JOSEPH A. GARCIA, EXECUTIVE DIRECTOR



Colorado Commission on Higher Education

May 6, 2016 – 1:00 pm

1560 Broadway, 19th Floor Conference Room,
Denver, CO 80202

- 1:00 – 1:45pm **I. Opening Business – (45 minutes)**
- A. Attendance
 - B. Approval of the Minutes for the April 1, 2016 Commission Meeting
 - C. Reports
 - i. Chair
 - ii. Vice Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisor Reports
 - D. Executive Director Report
 - E. Public Comment
- 1:45 – 1:50pm **II. Consent Items (5 minutes)**
- A. Recommend Approval of Bachelor of Science Degrees in Environmental Engineering and Computer Engineering at Metropolitan State University of Denver – Dr. Ian Macgillivray
 - B. Recommend Approval of Master of Science in Computational Linguistics, Analytics, Search and Informatics at University of Colorado Boulder – Dr. Ian Macgillivray
 - C. Recommend Approval of the Culturally and Linguistically Diverse Bilingual Education Specialist Endorsement at the University of Colorado Denver – Dr. Robert Mitchell
 - D. Recommend Approval of Master of Science in Applied Sport Psychology at Adams State University – Dr. Ian Macgillivray
 - E. Degree Authorization Act – Request for the Renewal of Authorization for SUM Bible College and Theological Seminary – Heather DeLange
- 1:50 – 3:20pm **III. Presentation (90 minutes)**
- A. Higher Education Finance – Diane Duffy
 - i. National View – Andy Carlson, SHEEO
 - ii. State View – Erick Scheminske, OSPB
 - iii. Institutional View – Steve Kreidler, MSU Denver
- 3:20 – 4:25pm **IV. Discussion Item (65 minutes)**
- A. FY17-18 Budget Development Process and Calendar – Todd Haggerty, Tonya Covarrubias, Andrew Rauch, Cat Olukotun (30 minutes)
 - B. Legislative Update – Kachina Weaver (15 minutes)
 - C. Concurrent Enrollment Report - Michael Vente (20 minutes)



4:25 – 5:05pm

V. Action Items (40 minutes)

- A. Recommend Approval of Charters for the Student Success and Academic Affairs Standing Committee and Fiscal Affairs and Audit Standing Committee – Diane Duffy and Tim Flanagan (10 minutes)
- B. Tuition Policy—Todd Haggerty (15 minutes)
- C. Recommend Approval of the Relay Graduate School of Education – Dr. Robert Mitchell (15 minutes)

**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Civic Center Plaza, Suite 1940
April 1, 2016**

I. OPENING BUSINESS

Chairman Monte Moses called the meeting to order at 1:00pm.

A. Attendance

Chairman Moses, Vice Chair Colon, Commissioners John Anderson, Maia Babbs, Dick Kaufman, Jeanette Garcia, Vanecia Kerr, Tom McGimpsey and Paula Sandoval attended the meeting. Commissioner BJ Scott attended via conference call.

Also in attendance were CCHE Advisory Committee members Representative Mike Foote, Wayne Artis, Mark Cavanaugh, Tyrel Jacobsen, Steve Kreidler and Melissa Wagner.

B. Minutes

Commissioner Anderson moved to approve the minutes of the March 4, 2016 CCHE meeting. The motion was seconded by Commissioner Kaufman and passed unanimously.

C. Chair, Vice Chair, Commissioners and Advisor Reports

- For Lt. Governor Garcia's last CCHE meeting, Chairman Moses presented him with a flag and read a proclamation honoring the Lt. Governor and thanked him for his service as Executive Director of the Colorado Department of Higher Education
- Student Success & Academic Affairs Standing Committee - Commissioner Anderson, Chair, updated the Commission on the committee's activities.
- Fiscal Affairs and Audit Standing Committee – Commissioner BJ Scott, Chair, updated the Commission on the committee's activities.
- Advisor Wagner told the Commission about an article in the Association of Middle Level Educators magazine on the similarities of a middle school teacher and a college professor and how important relationships are to the success of both.

- Advisor Kreidler, on behalf of the institution's CFOs, expressed appreciation for the Department's Budget and Finance team's work.
- Advisor Artis talked about his recent attendance of the Colorado Math Pathways Conference to reform the math curriculum in higher education.
- Advisor Cavanaugh reported that the Independent Higher Education of Colorado Day at the Capital was a success on Wednesday, March 23rd.

D. Executive Director Report

Lt. Governor Joe Garcia reported the following:

- Advocacy and Outreach - College Friday is April 29th. Commissioners were encouraged to wear their favorite college gear that day and talk to students about post-secondary options.
- Finance – the Department entered into an agreement with History Colorado to share their Controller, Michelle Zale, as well as hiring a new lead accountant, Trisha Equibel.
- Student Success and Academic Affairs – at the Colorado Math Pathways Conference, attendees were asked to help implement the recommendations of the Math Pathways taskforce. The work is being lead, at the Department, by Dr. Ian Macgillivray. Russ, Mayer, interim Chief Student Success and Academic Affairs Officer will be leaving the Department. The new Chief Student Success and Academic Affairs Officer is Dr. Tim Flanagan, a former university president in Illinois.
- Ten Collective Impact Initiative Grant Finalists have been selected to compete for three to four \$150,000 grants from the Scholarship initiative. The Department has secured an additional \$200,000 from Lumina to provide technical support to the Finalists and grantees. This effort is to support the State's Attainment Gap effort.
- The Scholarship Initiative Board approved \$7 million in 1:1 matching scholarship funds for FY 16-17. To date, \$4.3 million of the FY 15-16 funds have been secured.

E. Public Comment

Frank Watrous, Senior Policy Analyst with the Bell Policy Center, thanked staff for the thoughtful discussions on the need based financial aid allocation model being voted on later in the agenda.

II. Presentation

Mr. Noel Ginsburg, CEO of InterTech Plastics, and Chair of the Governor's Business and Experiential Learning (BEL) Commission, gave an informative presentation about the BEL Commission's work around workforce development.

III. Consent Items

- A. **Recommend Approval of Master of Fine Arts in Experience Design at University of Colorado Boulder – Dr. Ian Macgillivray**
- B. **Degree Authorization Act – Recommendation of Approval for Renewal of Authorization – Heather DeLange**

Commissioner Kaufman moved to approve consent items A and B. The motion was seconded by Commissioner McGimpsey and unanimously passed.

IV. Discussion Items

- A. **Prior Learning Assessment: Recommendations for Phase 1, Goal 1-Challenge Exams** – Dr. Ian Macgillivray, Director of Academic Affairs, presented this item containing recommendations from the Constituent Review Team (CRT) for Phase 1, Goal 1 of the Commission’s process for a statewide policy on prior learning assessment as regards to challenge exams. The CRT also recommended extending the timeline and due dates to late 2016 for College Level Examination Program (CLEP) exams, DANTES Subject Standardized Tests (DSST), and for portfolio assessment to allow for a thorough review by faculty. Staff will bring this back as an action item at the Commission’s June 2016 meeting.
- B. **Recommend Approval of New Guaranteed Transfer (GT) Pathways Competencies and Content Criteria** – Dr. Macgillivray presented this item which recommended approval of new competencies and content criteria for the state’s GT (guaranteed transfer) Pathways curriculum. These competencies and content criteria set a minimum threshold for what students should know and be able to do after passing a state general education, guaranteed-to-transfer course. Staff will bring this back as an action item at the Commission’s June 2016 meeting. The question was asked if these competencies, which are analogous to standards in K12, have encountered any pushback like the common core standards have. Staff responded that there had not been pushback.
- C. **Legislative Update** – Kachina Weaver, Chief Policy Officer, provided more detail on the actions of the JBC around the Department’s general fund request, the funding allocation formula, and tuition policy. In addition, she provided an update on the Departments agenda bills – HB 16-1350 and HB 16-1375 – and other keys bills still being considered by the General Assembly.
- D. **FY 2016-17 Budget Update** – Todd Haggerty, Lead Financial Analyst, presented this item to inform the Commission of the final decisions made by the Joint Budget Committee (JBC) for the FY 2016-17 Long Bill. Staff will provide a final update on the FY 2016-17 budget at the Commission’s May meeting, specifically if there are any changes to the Department’s appropriations. Commissioner Colón mentioned he was surprised mission differential with building block components was back in the model because it seemed like the model tried to avoid having each institution lobbying individual legislators to get whatever they can. He was also concerned about the future process for creating tuition caps and whether that will include institutional negotiation. Chairman Moses asked if staff believed the

changes made by JBC move to or away from performance-based funding. Mr. Haggerty responded that the intent of these changes is to have a system where new dollars would go to outcomes measures.

- E. Tuition Policy**—Todd Haggerty provided an update on the status of the new tuition policy. He shared that on March 9, 2016, the JBC chose a different path for tuition policy that what was submitted by CCHE. They approved a JBC-staff recommendation to appropriate tuition revenue, accompanied by footnotes in the Long Bill, which explicitly specifies individual governing board tuition rate caps. The JBC’s decision to appropriate tuition does not change the Commission’s annual process for developing a recommended tuition increase limit in conjunction with our annual general fund request.

Chairman Moses asked Advisory member Kreidler for his opinion on the tuition policy and the funding allocation model. Advisor Kreidler shared that CCHE/DHE utilized an open and transparent process in developing the tuition policy. He added that there is disappointment that CCHE and the governing boards did not have a chance to respond to the document that was handed down from JBC staff before the committee took action. He believed that opportunity was lost after a highly inclusive process.

Chairman Moses responded by raising a concern about the Commission’s role and responsibilities after the JBC actions.

Cat Olukotun, Lead Financial Analyst, provided a brief capital budget update.

V. Action Item

- A. FY 2016–17 Need-Based Financial Aid Allocation Model** – Andrew Rauch, Lead Financial Analyst, shared with the Commissioners that the Long Bill holds the state-funded financial aid amount flat from last year; therefore the need-based allocation running through the Completion Incentives Model is just under \$112.8 million. This action item is for approval of the recommended adjustments to the Completion Incentives Grant Allocation Model for the state’s need-based financial aid that includes a 10% guardrail. Chairman Moses asked if the reception was positive from institutions, even with guardrails. Mr. Rauch responded that the institutions responded favorably.

Commissioner Kaufman moved to approve the allocation model. The motion was seconded by Commissioner Garcia and unanimously passed.

VI. Introduction

- A.** Kristin Conklin, co-founder of HCM Strategists, introduced the organization to the Commissioners. HCM will be involved with the CCHE Annual Retreat in August 2016.

There being no further business, the meeting was adjourned at 3:45pm

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF SCIENCE DEGREES IN ENVIRONMENTAL ENGINEERING AND COMPUTER ENGINEERING AT METROPOLITAN STATE UNIVERSITY OF DENVER

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval for Metropolitan State University of Denver (MSU Denver) to offer a Bachelor of Science in Environmental Engineering and a Bachelor of Science in Computer Engineering.

II. BACKGROUND

The Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract is defined in §23-5-129(6)(b), which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

III. STAFF ANALYSIS

The following is summarized from MSU Denver's proposal:

The goal of this Environmental Engineering, B.S. degree is to prepare students to address the unique challenges of this specialty in engineering. The degree program builds on the strengths of the Departments of Engineering and Engineering Technology, and Earth and Atmospheric Sciences. The degree reflects the need for a multidisciplinary approach to develop the very specific skill sets necessary to function in this competitive realm.

The goal of this Computer Engineering, B.S. degree is to prepare students to take advantage of a growing technology field. The degree program builds on the strengths of the Departments of Engineering and Engineering Technology and Mathematics and Computer Sciences. The degree responds to the need for a multidisciplinary approach to develop the very specific skill sets necessary to function in this competitive realm. The new degree complements existing work in Engineering Technology and Computer Science while creating a new offering.

Additional information on these proposed degrees, unrelated to fit with statutory role and mission, is in Appendix A.

This degree supports MSU Denver's statutory role and mission, which states:

There is hereby established a university at Denver, to be known as Metropolitan state university of Denver, which shall be a comprehensive institution with modified open admission standards at the baccalaureate level; except that nontraditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, the successful completion of a high school equivalency examination, as defined in section 22-33-102 (8.5), C.R.S., or the equivalent thereof. Metropolitan state university of Denver shall offer a variety of liberal arts and science, technical, and educational programs. The university may offer a limited number of professional programs. In furtherance of its role and mission, Metropolitan state university of Denver may offer master's degree programs that address the needs of its urban service area [§23-54-101, C.R.S.].

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), Department staff finds the proposed degrees are consistent with the institution's statutory role and mission. The degrees comply with GT Pathways requirements and are waived from the 120 credit cap per the Commission's April 1, 2004 decision to allow engineering degrees to go over 120 credits. MSU Denver's governing board approved the degree at its April 8, 2016 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Bachelor of Science degrees in Environmental Engineering and Computer Engineering at Metropolitan State University of Denver.

V. STATUTORY AUTHORITY

C.R.S. §23-5-129 Governing boards - performance contract - authorization – operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) 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. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

APPENDIX:

Appendix A: Supplemental Information

APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

EVIDENCE OF NEED

The Environmental Engineering degree was developed to prepare students for national engineering exams and to meet the Accrediting Board for Engineering Technology accreditation standards, both of which contribute to program and program graduates' marketability. Demand for environmental engineers in Colorado and nationally is significant: the current employment marketplace contains hundreds of job postings for "environmental engineer." Furthermore, environmental engineering is rated as one of the top 20 jobs in the United States, with demand expected to grow more than 21 percent in the next 10 years. Student surveys and information from the Engineering Technology's Industry Advisory Board indicate strong interest in the EVE degree.

The Computer Engineering degree was developed to prepare students for national engineering exams and to meet Accrediting Board for Engineering Technology (ABET) accreditation standards, both of which contribute to program and program graduates' marketability. Demand for computer engineers in Colorado and nationally is significant: the current employment marketplace contains hundreds of job postings for "computer engineer." At the time the proposal was written in February 2016, there were more than 1,000 jobs in the state of Colorado listed on monster.com. Student surveys and information from the Engineering Technology's Industry Advisory Board indicate strong interest in the CEP degree.

DUPLICATION

The following institutions offer similar programs to the Environmental Engineering, B.S.:

- Colorado State University offers a B.S. in Environmental Engineering
- University of Colorado Boulder offers a B.S. in Environmental Engineering
- Colorado School of Mines offers a B.S. in Environmental Engineering

The following institutions offer similar programs to the Computer Engineering, B.S.:

- CU Denver offers a B.S. in Computer Science, [Electrical Engineering](#), Civil Engineering and Mechanical Engineering
- Colorado State offers a B.S. in [Electrical & Computer Engineering](#)
- The University of Colorado at Boulder offers a B.S. in [Computer Science](#) and in [Electrical, Computer & Energy Engineering](#)
- The Colorado School of Mines offers a B.S. in Electrical Engineering & Computer Science and Mechanical Engineering
- The University of Denver offers a B.S. in Electrical and Computer Engineering and [Computer Science](#)

TOPIC: RECOMMEND APPROVAL OF MASTER OF SCIENCE IN COMPUTATIONAL LINGUISTICS, ANALYTICS, SEARCH AND INFORMATICS AT UNIVERSITY OF COLORADO BOULDER

PREPARED BY: IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval for University of Colorado Boulder (UCB) to offer a Master of Science in Computational Linguistics, Analytics, Search and Informatics.

II. BACKGROUND

COMMISSION AUTHORITY

The Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract is defined in §23-5-129(6)(b), which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

III. STAFF ANALYSIS

OVERVIEW OF PROPOSED PROGRAM

The following is summarized from UCB's proposal:

The field of computational linguistics, also known as text analytics, natural language processing (NLP), and informatics, is burgeoning. "Text analytics" and "informatics" are quickly becoming critical to the success of mainstream global businesses, who compete for employees qualified to address these needs. Drawing on the unique academic expertise of CU-Boulder's faculty, we propose to develop the Computational Linguistics, Analytics, Search and Informatics MS at Colorado (CLASIC), a stand-alone Professional Master's of Science Degree, to meet this growing demand. Graduates of the CLASIC program will be specialists in the application of computers to the processing of natural languages such as English, Chinese, Arabic and Urdu (natural languages are any languages spoken by humans, as opposed to computer programming languages which are simpler, planned languages). Students will gain a solid background in both theoretical linguistics and computer science, and especially in machine learning. They will be adept at both the theoretical and applied aspects of Natural Language Processing. The CLASIC program provides a solid foundation in both Computer Science

and Linguistics graduate coursework, as well as several courses focused on data-driven linguistics, computational linguistics, and information processing.

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

ROLE AND MISSION SUPPORT

This degree supports UCB's statutory role and mission, which states:

(a) The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admission standards. The Boulder campus of the University of Colorado shall offer a comprehensive array of undergraduate, master's, and doctoral degree programs. The Boulder campus of the University of Colorado has exclusive authority to offer graduate programs in law. The Colorado commission on higher education, in consultation with the board of regents, shall designate those graduate level programs that are the primary responsibility of the Boulder campus of the University of Colorado. The university has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. The commission shall include in its funding recommendations a level of general fund support for these programs. (23-20-101, C.R.S.)

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission. University of Colorado Board of Regents approved the program at its April 5, 2016 meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Master of Science in Computational Linguistics, Analytics, Search and Informatics at University of Colorado Boulder.

V. STATUTORY AUTHORITY

C.R.S. §23-5-129 Governing boards - performance contract - authorization – operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) 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. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and

technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

APPENDIX:

Appendix A: Supplemental Information

APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

EVIDENCE OF NEED

Among the current CU-Boulder population, demand continues to increase dramatically for graduate courses that will be included in the CLASIC degree. For instance, a Computer Science/Linguistics graduate course was offered twice last year, with over 40 enrollees in the fall and 25 in the spring. For fall 2015 the section has grown to 70 students. The Institute of Cognitive Science at CU-Boulder has offered a Human Language Technology Certificate for twelve years, with a curriculum that reflects a lighter version of Computational Linguistics. In the twelve years it has been offered, ICS has awarded on average 2-3 certificates a year. This year, there are a total of fifteen certificates in progress, indicating an increase in demand for such programs.

Google's natural language processing research labs have surpassed Microsoft's in size, while IBM, Nuance, Amazon, Yahoo, Intel, Twitter, Facebook and Bloomberg compete for a limited pool of qualified graduates in natural language processing. Association of Computational Linguistics conferences have grown from intimate gatherings of a few hundred to large meetings with over 1000 participants and major recruiting events sponsored by Google, IBM, Microsoft, Amazon, and Bloomberg, among others. Pearson Knowledge Technologies and Boulder Language Technology are well known local recruiters, but more recent entrants include companies as diverse as Oracle, Hitachi Data Systems, Lena, Sensory, Inc., MyMedicalFinder, and FindMyAudience, all of whom have recently inquired about potential consultants, interns or employees from CU-Boulder in natural language processing.

DUPLICATION

No CU campus other than Boulder offers degrees in linguistics, and Metropolitan State University is the only other public institution in the State of Colorado to offer a BA in linguistics. The CLASIC program is unique in its geographic location, content offering, and interdisciplinary focus.

TOPIC: RECOMMEND APPROVAL TO OFFER CULTURALLY AND LINGUISTICALLY DIVERSE BILINGUAL EDUCATION ENDORSEMENT AT THE UNIVERSITY OF COLORADO DENVER

PREPARED BY: DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval to offer Culturally and Linguistically Diverse Bilingual (CLDB) Education endorsement (8.23) at the University of Colorado Denver.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the State Board of Education.

The process for initial approval of new educator preparation programs is as follows: Colorado Department of Education (CDE) conducts a review of the endorsement program to ensure that its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5). CDE then makes a recommendation to the State Board of Education, which then makes a recommendation to the Colorado Department of Higher Education (DHE). Upon receiving an affirmative recommendation, DHE reviews the proposed program for the following statutory performance criteria: a comprehensive admission system; ongoing advising and screening of candidates; integration of theory and practice in coursework and field-based training; supervised field-based experience; and, assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].

The Colorado State Board of Education approved the content of University of Colorado Denver's Culturally and Linguistically Diverse Bilingual Education (8.23) endorsement program at its meeting on April 13, 2016. CDE staff transmitted its affirmative recommendation to the department.

III. STAFF ANALYSIS

This program supports the development of existing educators through the University of Colorado Denver's graduate school. Individual students will have the option to pursue the CLDB endorsement as a post-baccalaureate add-on endorsement. Coursework is aligned to provide theoretical and practical training for K-12 Colorado educators employed within a variety of linguistic and educational environment with a focus on Spanish-speaking populations. Pursuant to C.R.S. §23-1-121(2), department staff reviewed the proposal and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** To obtain admission into the program at the University of Colorado Denver leading to the CLD Bilingual Endorsement, students must submit: a current resume or vita, a written statement of interest, three letters of recommendation, one official transcript from every previous college/university attended, a copy of Colorado teaching license, verification of fluency in Spanish. Provisional admission for students not meeting requirements (except for Spanish fluency) is available at the discretion of the program director. For students that do not meet the GPA requirement of 2.75, a substitute score on the GRE may lead to applicant admission.
2. **Ongoing screening and advising:** Advising services are provided by both the centralized advising center at the University of Colorado Denver (“Academic Services”) as well as faculty facilitating coursework in the program. Dr. Luis Poza will remain the program director and will be an available resource for students enrolled in the program.
3. **Course work and field-based training:** While this program does not lead to initial licensure (it is an add-on endorsement for existing educators), the program does require targeted fieldwork to complement class instruction in culturally and linguistically diverse education. The program includes fieldwork within SPAN 5099 (Spanish Classroom Methods and Practice) and in the capstone project that all program completers are required to submit. Specific concepts and language objectives are addressed in both classwork and fieldwork across four specific domains (listening, speaking, reading and writing).
4. **Candidate skills and content knowledge:** The student capstone project requires that students can implement both theory and practice for a targeted population. Students must show mastery of bilingual education, as well as a deep understanding of effective pedagogical approaches to multilingual students. Students are also exposed to Colorado-specific initiatives through CLDE 5824 (Theories and Methods of Bilingual Education).
5. **Continual improvement:** The institution continues to review programs annually as part of their regular practice and as a requirement for the continuation of their national accreditation standing through CAEP. In addition, CU Denver faculty is actively engaged in following program completers to measure their effectiveness as educators and leveraging district partnerships to ensure satisfactory graduate placement in key districts throughout Colorado.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Culturally and Linguistically Diverse Bilingual (CLDB) Education endorsement (8.23) at the University of Colorado Denver.

V. STATUTORY AUTHORITY

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs – review

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

TOPIC: RECOMMEND APPROVAL OF MASTER OF SCIENCE IN APPLIED SPORT PSYCHOLOGY AT ADAMS STATE UNIVERSITY

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval for Adams State University (ASU) to offer a Master of Science in Applied Sports Psychology. The Commission approved a Master of Arts with the same program name at its March 4, 2016 meeting.

II. BACKGROUND

The Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract is defined in §23-5-129(6)(b), which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

III. STAFF ANALYSIS

The following is summarized from ASU's proposal:

This program will prepare individuals to get their certification with the Association for Applied Sport Psychology, which will help prepare them for a career in applied sport psychology working as certified applied sport psychology consultants with athletes, coaches, and teams, as well as in sport and fitness related settings with recreational participants. This degree will allow a student to pursue a doctoral degree upon completion.

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

This degree supports ASU's statutory role and mission, which states:

There is hereby established a college at Alamosa, to be known as Adams state university, which shall be a general baccalaureate institution with moderately selective admission standards. Adams state university shall offer undergraduate liberal arts and sciences, teacher preparation, and business degree programs, a limited number of graduate level programs, and two-year transfer programs with a community college role and mission. Adams state university shall receive resident credit for two-year course offerings in its commission-approved service area. Adams state university has a significant responsibility to provide access to teacher education in rural Colorado. Adams state university shall also serve as a regional education provider. In addition, Adams state university shall offer programs, when feasible, that preserve and promote the unique history and culture of the region. [§23-51-101, C.R.S.].

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), Department staff finds the proposed degree is consistent with the institution's statutory role and mission. ASU's governing board approved the degree at its April 7-8, 2016 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Master of Science in Applied Sport Psychology at Adams State University.

V. STATUTORY AUTHORITY

C.R.S. §23-5-129 Governing boards - performance contract - authorization – operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) 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. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

APPENDIX:

Appendix A: Supplemental Information

APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

EVIDENCE OF NEED

There are a lack of sport psychology programs in general and especially a large void in applied sport psychology programs. Sport psychology is not viewed as "mainstream" in the general public like other similar professions in sport (ex. athletic training and strength and conditioning). This program will help to fill the void of trained applied sport psychology professionals that exist currently. Furthermore this program will help to promote applied sport psychology and the benefits of mental training to sport performers both competitive and recreational. Students are interested in this topic and want to be able to pursue a master's degree in this field and have the opportunity to do this in a face to face on campus format. The on campus format allows for mentorship to occur in person and creates opportunities for graduate assistantships, which benefit the student and the university, and allows applied experience in settings on campus and in the local community. This program would also require students to complete a thesis research project which strengthens their learning experience and benefits the institution and the field.

DUPLICATION

A search of SURDS revealed there are no other master of science programs in applied sport psychology at Colorado public institutions.

TOPIC: DEGREE AUTHORIZATION ACT – RECOMMENDATION OF APPROVAL FOR RENEWAL OF AUTHORIZATION FOR SCHOOL OF URBAN MISSIONS BIBLE COLLEGE AND THEOLOGICAL SEMINARY

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This consent item recommends renewal of authorization for SUM (School of Urban Missions) Bible College and Theological Seminary under the Degree Authorization Act.

II. BACKGROUND

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act (DAA). The Act sets out the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

The DAA outlines the Department's jurisdiction over private education programs available to the residents of the state of Colorado. The DAA establishes standards to (1) prevent misrepresentation, fraud, and collusion in offering educational programs to the public and (2) protect, preserve, foster, and encourage the educational programs offered by private educational institutions, which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

A private college or university that has its accreditation reaffirmed without sanction and continues to meet the minimum standards, or a seminary or religious training institution that continues to meet the minimum operating standards of the DAA, is presumed qualified for renewal of authorization and department staff shall recommend that the CCHE renew the institution's authorization for three additional years.

III. STAFF ANALYSIS

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization that the institution holds from the CCHE.

Seminaries and Religious Training Institutions

Seminaries and religious training institutions are required to apply for renewal of authorization every three years. Renewal of authorization demonstrates that the seminary or religious training

institution continues to meet the minimum operating standards specified in statute and CCHE policy, Section I, Part J. Institutions must submit the following documentation for renewal:

- An updated list of program offerings;
- Confirmation of non-profit status;
- Confirmation of property tax-exempt status pursuant to Colorado State Law; and
- Updated contact information.

SUM Bible College and Theological Seminary complied with the requirements for the renewal of authorization.

IV. STAFF RECOMMENDATION

Staff recommends approval for the renewal of authorization for SUM Bible College and Theological Seminary under the Degree Authorization Act.

V. STATUTORY AUTHORITY

C.R.S §23-2-103.3(5) A private college or university that has authorization from the commission pursuant to this section and maintains its accreditation shall apply to the department for reauthorization in accordance with the schedule for reaccreditation by its accrediting body or every three years, whichever is longer. A seminary or religious training institution shall apply for reauthorization every three years. A private college or university or seminary or religious training institution that seeks reauthorization shall submit an application in accordance with the procedures and policies adopted by the commission and shall pay the reauthorization fee established by the commission pursuant to section 23-2-104.5.

(b)(I) A private college or university that has had its accreditation reaffirmed without sanction, is in compliance with section 23-2-103.8, and is not subject to investigation pursuant to section 23-2-103.4 is presumed qualified for renewal of authorization, and the department shall recommend renewal for a period of three years or the length of the institution's accreditation, if applicable, whichever is longer.

(II) A seminary or religious training institution that continues to meet the minimum operating standards specified in this section is presumed qualified for renewal of authorization, and the department shall recommend that the commission renew the institution's authorization for three additional years.

**Agenda Presentation Item III, A
will be provided at the meeting.**

TOPIC: FISCAL YEAR 2017-18 BUDGET CALENDAR

PREPARED BY: TONYA COVARRUBIAS, LEAD FINANCE ANALYST
TODD HAGGERTY, LEAD FINANCE ANALYST

I. SUMMARY

This discussion item is intended to provide the Commission with an overview of the proposed tasks and timeline associated with the development of the annual General Fund request, funding allocations to governing boards, tuition recommendations, financial aid allocations, and capital construction priority list for fiscal year (FY) 2017-18.

II. BACKGROUND

As required by state law, the Colorado Commission on Higher Education is required to annually submit a budget request that includes allocations to governing boards, tuition policy recommendations and a capital construction priority list. While not included with the annual budget submission, this agenda item includes a timeline for the Financial Aid allocations.

Over the coming months, Department staff will be coordinating and managing the development of each component of the overall fiscal year (FY) 2017-18 budget request. The budget development process will include working with the Governing Boards, the Office of State Planning and Budgeting, the Fiscal Affairs and Audit Standing Committee, and the Commission.

In general, the work will focus on the following issues:

- The overall budget request for public institutions of higher education;
- A recommended tuition limit for FY 2017-18
- Any modifications to the higher education funding allocation model;
- The capital construction priority list; and,
- The financial aid allocations.

It is staff's goal that aligning the major elements of higher education financing policy – *appropriations, tuition, capital construction, and financial aid* – will ensure that the Commission's fiscal policies are aligned to address college affordability and student access and success.

III. STAFF ANALYSIS

As we begin to look toward FY 2017-18, staff has developed the following proposed timeline and activities to develop the annual general fund request and accompanying information - cost driver, tuition policy, and funding allocation model.

As we have reported to you previously, the actions of the JBC made changes to the funding allocation formula as submitted by CCHE and reverted to appropriating tuition revenue in the Long Bill. Both actions were based on JBC staff developed recommendations, including the estimates of tuition revenue and associated tuition caps described in Footnotes within the Long Bill. These actions will need to be taken into consideration as we conduct our work over interim.

Fiscal Year (FY)	2017-18	Budget	Request	Timeline	
(CCHE Action in <i>Italics</i>)					
Date	Operating Request	Allocation Model	Tuition Limit Recommendation	Capital Construction	Financial Aid
May	Begin collecting data and analysis to develop request	Initial conversations on potential changes to model	Begin collecting data and analysis to develop request		
June	Development and establish “core minimum” cost increases	Identification of potential changes to the model	Initial tuition increases necessary to cover “core minimum” cost increases		<i>CCHE adoption of final allocations for FY 2016-17</i>
July	Staff works with Office of State Planning and Budgeting on request	Development and testing on areas of change to the model	Continued development of cost/tuition relationship	Governing Boards submit project requests	
August	Staff continues to work with Office of State Planning and Budgeting on request	<i>Fiscal Affairs and Audit Committee review of proposed changes to model</i> Continued Development and testing on areas of change to the model	<i>Fiscal Affairs and Audit Committee discussion of tuition limit for FY 2017-18</i>	Staff review and initial scoring of projects	
September	Executive review of FY 2017-18 Budget request	<i>CCHE adoption of 2017-18 funding model metrics and weights</i> DHE receives and inputs academic year 2015-16 data	<i>Fiscal Affairs and Audit Committee discussion of tuition limit for FY 2017-18</i>	<i>Fiscal Affairs and Audit Committee meets to establish priority list</i>	DHE receives and inputs academic year 2015-16 data
October	<i>CCHE action on FY 2017-18 budget request</i>	<i>CCHE action on FY 2017-18 model allocations</i>	<i>CCHE action on tuition limit for FY 2017-18</i>	<i>CCHE action on Capital Construction list for FY 2017-18</i>	<i>CCHE action on FY 2017-18 budget request and corresponding financial aid increase (if applicable)</i>
November	Executive and CCHE budget request transmission to the General Assembly				

IV. STAFF RECOMMENDATIONS

This item is for discussion only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

Budget Request:

C.R.S. § 23-1-105(8)

The funding recommendations made by the commission for state-supported institutions of higher education and by the executive director for the divisions of the department of higher education shall be made to the governor and to the general assembly as part of the budget request for the department of higher education and shall be submitted in accordance with the budget procedures of part 3 of article 37 of title 24, C.R.S., and in conformance with section 24-75-201.1 C.R.S.

Funding Allocation Formula:

C.R.S. § 23-18-307

(3) For the 2016-17 state fiscal year and each fiscal year thereafter, the department and the commission shall submit a budget request by November 1 of each year that includes:

(a) A detailed description of the fee-for-service contract role and mission funding factors and the performance funding metrics and the values assigned to each factor and metric; and

(b) The fee-for-service contract provisions of section 23-18-303 as applied to each institution, including details of the funding requested for each institution for each role and mission funding factor and each performance funding metric.

(4) In developing the annual general appropriations bill, the joint budget committee shall follow the provisions of section 23-18-303 in calculating the amounts of fee-for-service contracts, including the role and mission funding factors and performance funding metrics as determined by the commission, but may apply different weights to the factors and metrics than the values determined by the commission. If the joint budget committee alters the value of a factor or metric, the new value shall be applied to the determination of all fee-for-service contracts pursuant to section 23-18-303.

Tuition Recommendation:

C.R.S. § 23-5-129(6)(c)

While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education "...such institution "shall report to the Colorado commission on higher education its plans for any tuition or other proposed increases for the following fiscal year, using approved forms, for the

commission to review and make recommendations to the general assembly during the annual budget process.”

C.R.S. § 23-1-108(12)(b):

For fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

Capital Construction Priority List:

C.R.S. § 23-1-106

(7) (a) The commission annually shall prepare a unified, five-year capital improvements report of projects to be constructed, but not including those capital construction or capital renewal projects to be undertaken pursuant to subsection (9) or (10) of this section, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the office of the state architect, the capital development committee, and the joint budget committee, consistent with the executive budget timetable, together with a recommended priority of funding of capital construction or capital renewal projects for the system of public higher education. The commission shall annually transmit the recommended priority of funding of capital construction or capital renewal projects to the capital development committee no later than November 1 of each year.

Financial Aid:

C.R.S. § 23-3.3-102

(1) The general assembly hereby authorizes the commission to establish a program of financial assistance, to be operated during any school sessions, including summer sessions for students attending institutions.

(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

**Agenda Item IV, B
will be provided at the meeting.**

TOPIC: ANNUAL REPORT ON CONCURRENT ENROLLMENT
2014-2015 SCHOOL YEAR

PREPARED BY: MICHAEL VENDE, RESEARCH AND INFORMATION POLICY
OFFICER

I. SUMMARY

This discussion item shares the 2014-15 Annual Report on Concurrent Enrollment. This is an important report that provides policy makers with an understanding of how Colorado's concurrent enrollment program is working and the impact it has on students.

II. BACKGROUND

Pursuant to C.R.S. §22-35-112, DHE and CDE are required to prepare an annual report on concurrent enrollment. This is the sixth consecutive year this report has been released and it provides a descriptive summary of students in Colorado's public education system who participated in dual enrollment programs in the 2014-2015 academic year.

III. STAFF ANALYSIS

Expanding pathways from high school to higher education is essential for Colorado to reach its state goals of increasing college completion rates, closing the attainment gap, and decreasing high school dropout rates. As part of the Colorado Commission on Higher Education Master Plan, the Commission has set a goal of reaching 66 percent postsecondary credential attainment for Colorado citizens aged 25-34 by 2025. In order to reach this goal, the state utilizes several strategies which contribute to continued student success.

Dual enrollment is one strategy states across the country are using to cultivate seamless P-20 pathways and increase credential completion. Dual enrollment programs provide high school students the opportunity to enroll in college-level courses and earn credit at no cost to them for tuition. These programs help students develop the knowledge, skills, and abilities necessary to be postsecondary and workforce ready. Research indicates that dual enrollment students are more likely to enroll and persist in college than their peers and are less likely to need remedial education once in college.

The 2014-15 Annual Report on Concurrent Enrollment summarizes:

- Numbers of public school students participating in Concurrent Enrollment, ASCENT, and other dual enrollment programs;
- Information on the number of local education providers and institutions of higher education that have entered into cooperative agreements to provide dual enrollment opportunities for their students;
- Demographic information about students that participated in Concurrent Enrollment;

- Data on the total number and percentage of Concurrent Enrollment course hours passed by students during the 2014-2015 school year;
- Information on remedial and career and technical education Concurrent Enrollment courses;
- Outcomes analyses exploring the benefits of dual enrollment in regard to postsecondary enrollment, first-year college success, and need for remedial education;
- Next steps CDE and DHE will take to support districts and higher education institutions in expanding and enhancing Concurrent Enrollment and ASCENT programs.

IV. STAFF RECOMMENDATIONS

This report is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

C.R.S. §23-35-112 (1) (a) Upon request by the department, a local education provider shall submit to the department any data that the department reasonably requires for the purpose of preparing and submitting the reports described in subsection (2) of this section. In submitting data to the department, each local education provider shall use whenever possible the state data reporting system described in section 22-11-501. The department shall seek to minimize and eliminate the duplication of data reporting required under this paragraph (a). The department in particular shall note the data collection and reporting already required and conducted by the department, public schools, and local education providers.

(b) Upon request by the department of higher education, an institution of higher education shall submit to the department of higher education any data that the department of higher education reasonably requires for the purpose of preparing and submitting the reports described in subsection (2) of this section.

(2) On or before February 1, 2011, and on or before February 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses. The report shall include, but need not be limited to:

(a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements;

(b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education;

(c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year;

(d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year;

(e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program;

(f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education;

(g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year;

(h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program;

(i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled;

(j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; and

(k) Repealed.

(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108 (1), which studies may be prepared by a party other than the department or the department of higher education.

**Agenda Item IV, C Attachment
will be provided at a later date.**

TOPIC: RECOMMEND APPROVAL OF STUDENT SUCCESS AND ACADEMIC AFFAIRS STANDING COMMITTEE AND FISCAL AFFAIRS AND AUDIT STAND COMMITTEE CHARTERS

PREPARED BY: DIANE DUFFY AND TIM FLANAGAN

I. SUMMARY

This action item is to approve the recently adopted charters of the Student Success and Academic Affairs Standing Committee and the Fiscal Affairs and Audit Standing Committee, as recommended by the members of these standing committees.

II. BACKGROUND

The Colorado Commission on Higher Education may establish standing committees, when needed, to focus on a specific policy or issue area. The role of the standing committees is to assist, inform and make recommendations to the Colorado Commission on Higher Education related to its oversight, review and approval authority.

The standing committees are comprised of members of the Commission and assisted by Colorado Department of Higher Education staff. The standing committees will meet as needed and determined by their membership, with all meeting notices and information following the same rules and requirements of the full Commission. In order to clearly outline the purpose, specific responsibilities and duties, membership, meetings, and reporting of the committees each will establish a charter to guide their work.

The Student Success and Academic Affairs Standing Committee and the Fiscal Affairs and Audit Standing Committee have recently been established by the Commission and have drafted charters for their activities.

III. STAFF ANALYSIS

A standard charter template has been established for the initial draft and consideration of standing committee members as new committees are created. That template was used for both the Student Success and Academic Affairs Standing Committee and the Fiscal Affairs and Audit Standing Committee. The attached charters for these standing committees have been adopted by their members and are recommended to the full Commission for approval.

IV. STAFF RECOMMENDATION

Staff recommends the Commission approve charters of the Student Success and Academic Affairs Standing Committee and the Fiscal Affairs and Audit Standing Committee, as recommended by the members of these standing committees.

V. STATUTORY AUTHORITY

C.R.S §23-1-102 (2) There is hereby established a central policy and coordinating board for higher education in the state of Colorado, to be known as the Colorado commission on higher education, referred to in this article as the "commission". The duties and powers delegated to the commission by this article shall apply to all state-supported institutions of higher education, including, but not limited to, all postsecondary institutions in the state supported in whole or part by state funds, and including junior colleges and community colleges, extension programs of the state-supported universities and colleges, local district colleges, area vocational schools, the Auraria higher education center established in article 70 of this title, and specifically the regents of the university of Colorado and the institutions it governs. The governing boards and institutions of the public system of higher education in Colorado, including the university of Colorado, are obligated to conform to the policies set by the commission within the authorities delegated to it in this article.

(3) (a) The commission shall consist of eleven members to be appointed by the governor with the consent of the senate. The members of the commission shall be selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms; except that, of the members first appointed to the commission, five members shall serve for terms of two years, and four members shall serve for terms of four years. No member of the commission may serve more than two consecutive full four-year terms.

ATTACHMENT(S):

- Attachment A – Charter of Standing Committee on Student Success and Academic Affairs
- Attachment B – Charter of Standing Committee on Fiscal Affairs and Audit



CHARTER

STANDING COMMITTEE ON STUDENT SUCCESS & ACADEMIC AFFAIRS (COLORADO COMMISSION ON HIGHER EDUCATION)

Purposes of the Committee

The purpose of the Standing Committee on Student Success & Academic Affairs (the “**Committee**”) is to assist, inform and make recommendations to the Colorado Commission on Higher Education (the “**Commission**”) related to its oversight, review and approval of student success and academic affairs at public institutions of higher education in Colorado.

As outlined in the Commission’s Master Plan published in October 2012 (the “**Master Plan**”), the Commission seeks to (1) increase credential attainment, (2) reduce average time to obtain credentials, (3) enhance access to ensure that the system reflects the changing demographics of the state and (4) develop resources that will allow public institutions of higher education to meet projected enrollment demands while promoting affordability, accessibility and efficiency.

The Committee supports the Commission in the pursuit of the aspirational goals outlined in the Master Plan, and accordingly, takes an active role to review and approve for recommendation to the full Commission specific policy proposals regarding student success and academic affairs. The Colorado Department of Higher Education’s (the “**Department**”) leaders, particularly in the Student Success and Academic Affairs area, will assist and inform the Committee in their work.

Specific Responsibilities and Duties of the Committee

At the request of the Commission or of the Department, the Committee will review proposed policies and procedures (and changes thereto) related to student success and academic affairs such as (1) new academic programs and the coordination of such programs among institutions, (2) remedial education, (3) admission standards, (4) degree authorization, (5) statewide transfers and GT Pathways, (6) service areas of Colorado public institutions, (7) affirmative action and diversity, (8) student complaint processes, (9) new programs at institutions under a performance contracts, (10) supplemental academic instruction, (11) Guided Pathways to Success initiatives, (12) prior learning assessment and other related areas of policy (collectively, “**Academic Affairs**”).

Also, at the request of the Commission or the Department, the Committee will review proposed policies and procedures (and changes thereto) related to student services such as (1) tuition & fees, (2) reciprocal tuition agreements, (3) state funded student financial aid, (4) education

exchange programs, (5) WICHE regional graduate programs, (6) Western undergraduate exchange and other related areas of policy (collectively, "***Student Services***," together with Academic Affairs shall be defined as "***Policy Proposals***"). It should be noted that a separate committee of the Commission provides advisory assistance to the Commission on matters related to budget, audit, finance and capital asset policies and procedures.

No provision of this Charter is intended to amend or otherwise modify the scope of the Commission's or Department's current role and responsibility. The Committee acts only in an advisory capacity to assist and make recommendations to the Commission on Policy Proposals.

Membership of the Committee

The Committee shall be composed of Commissioners currently serving on the Commission. The term of the Committee members is generally intended to be a time period as agreed to between the Commission, the Chairperson (as defined below) and the Committee member. The Commission shall appoint one of its Commission members as the Committee Chairperson ("***Chairperson***"). Each member shall be free of any relationship that would interfere with his or her exercise of independent judgment or give the appearance of a conflict of interest.

Meetings of the Committee

The Committee will generally meet when needed, and each meeting's agenda should allow ample time for purposeful discussion and analysis of Policy Proposals. The Chairperson shall preside over the meeting and Robert's Rules of Order shall be followed in conducting the business at such meeting. The meeting agenda shall be prepared in advance by the Department and presented to the Chairperson for his/her prior review and approval. The Department shall prepare materials regarding Policy Proposals that will be distributed in advance of any meeting to allow Committee members to adequately review. Ad hoc proposals may be presented at Committee meetings if circumstances so warrant. A quorum of the Committee to conduct business shall exist when a majority of Committee members are in attendance (in person or by phone) at a duly called meeting. All members of the Committee can vote, and a majority present (in person or by phone) shall be required to approve recommended Policy Proposals for full Commission consideration.

The Committee may request any Department member to attend a meeting of the Committee or to meet with any member of the Committee as may be appropriate. The Committee may also request to meet jointly with other Commission members or committees as may be necessary to develop a fuller understanding of the far reaching effects of the Policy Proposals.

Members of the Committee may participate in a meeting of the Committee by means of conference call or similar communications equipment by means of which all persons participating in the meeting can hear each other. The Committee shall maintain minutes or other records of meetings of the Committee.

Reporting to the Commission

The Committee will report regularly to the Commission on Policy Proposals it has reviewed and its recommendations (if any) to the full Commission. The report to the Commission may take the form of an oral report by the Chairperson or any other member of the Committee designated by the Committee to make the report.

Review of Charter

The Committee will review and assess the adequacy of the Committee's charter as necessary.



CHARTER

STANDING COMMITTEE ON FISCAL AFFAIRS AND AUDIT

(COLORADO COMMISSION ON HIGHER EDUCATION)

Purposes of the Committee

The purpose of the Standing Committee on Fiscal Affairs and Audit (the “*Committee*”) is to assist, inform and make recommendations to the Colorado Commission on Higher Education (the “*Commission*”) related to its oversight, review and approval of fiscal and audit related issues at public institutions of higher education in Colorado.

As outlined in the Commission’s Master Plan, published in October 2012 (the “*Master Plan*”), the Commission seeks to (1) increase credential attainment, (2) reduce average time to obtain credentials, (3) enhance access to ensure that the system reflects the changing demographics of the state and (4) develop resources that will allow public institutions of higher education to meet projected enrollment demands while promoting affordability, accessibility and efficiency.

The Committee supports the Commission in the pursuit of the aspirational goals outlined in the Master Plan, and accordingly, takes an active role to review and approve for recommendation to the full Commission, specific policy proposals regarding fiscal and audit affairs. The Colorado Department of Higher Education’s (the “*Department*”) leaders, particularly in the Finance area, will assist and inform the Committee in their work.

Specific Responsibilities and Duties of the Committee

At the request of the Commission or of the Department, the Committee will review proposed policies and procedures (and changes thereto) related to fiscal matters such as (1) operating budget requests, (2) allocations to governing boards through the higher education allocation formula (3) the capital prioritization and budget request, (4) allocations of state funded financial aid, (5) tuition and fees, (6) the College Opportunity Fund (COF), (7) reciprocal tuition agreements, (8) educational exchange programs and other related areas of policy.

It should be noted that a separate committee of the Commission provides advisory assistance to the Commission on matters related to academic affairs and student services. It may occasionally be necessary for Fiscal Affairs and Audit Committee and the Academic Affairs and Student Success Committee to review proposed policies and procedures (and changes thereto) that include components related to student services and academic affairs and to fiscal affairs and audit, such as (1) extended studies, (2) remedial education, (3) degree authorization, (4)

academic programs, (5) service areas of Colorado's public institutions (5) tuition & fees, reciprocal tuition agreements, (6) state funded student financial aid, (7) education exchange programs, (8) WICHE regional graduate programs, (9) Western undergraduate exchange.

No provision of this Charter is intended to amend or otherwise modify the scope of the Commission's or Department's current role and responsibility. The Committee acts only in an advisory capacity to assist and make recommendations to the Commission on Policy Proposals.

Membership of the Committee

The Committee shall be composed of Commissioners currently serving on the Commission. The term of the Committee members is generally intended to be a time period as agreed to between the Commission, the Chairperson (as defined below) and the Committee member. The Commission shall appoint one of its Commission members as the Committee Chairperson ("**Chairperson**"). Each member shall be free of any relationship that would interfere with his or her exercise of independent judgment or give the appearance of a conflict of interest.

Meetings of the Committee

The Committee will generally meet monthly, and each meeting's agenda should allow ample time for purposeful discussion and analysis of Policy Proposals. The Chairperson shall preside over the meeting and Robert's Rules of Order shall be followed in conducting the business at such meeting. The meeting agenda shall be prepared in advance by the Department staff. The Department shall prepare materials regarding Policy Proposals that will be distributed in advance of any meeting to allow Committee members to adequately review. Ad hoc proposals may be presented at Committee meetings if circumstances so warrant. A quorum of the Committee to conduct business shall exist when a majority of Committee members are in attendance (in person or by phone) at a duly called meeting. All members of the Committee can vote, and a majority present (in person or by phone) shall be required to approve recommended Policy Proposals for full Commission consideration.

The Committee may request any Department member to attend a meeting of the Committee or to meet with any member of the Committee as may be appropriate. The Committee may also request to meet jointly with other Commission members or committees as may be necessary to develop a fuller understanding of the far reaching effects of the Policy Proposals.

Members of the Committee may participate in a meeting of the Committee by means of conference call or similar communications equipment, by means of which all persons participating in the meeting can hear each other. The Committee shall maintain minutes or other records of meetings of the Committee.

Reporting to the Commission

The Committee will report regularly to the Commission on Policy Proposals it has reviewed and its recommendations (if any) to the full Commission. The report to the Commission may take the form of an oral report by the Chairperson or any other member of the Committee designated by the Committee to make the report.

Review of Charter

The Committee will review and assess the adequacy of the Committee's charter as necessary.

TOPIC: TUITION POLICY

PREPARED BY: TODD HAGGERTY, LEAD FINANCE ANALYST

I. SUMMARY

This action item is to approve recommended policy revisions to Commission Policy Section VI, Part C “Tuition and Fees.” The staff recommended version of the tuition policy reflects the actions taken by the Joint Budget Committee on March 9, 2016 to appropriate tuition revenue, accompanied by footnotes in the Long Bill with individual governing board tuition rate caps.

II. BACKGROUND

HB 14-1319 [C.R.S. § 23-18-306(5)] directed the Colorado Commission on Higher Education (the Commission, CCHE) to submit to the General Assembly by November 1, 2015, new tuition policies that ensure both accessible and affordable higher education for Colorado residents, while reflecting the level of state funding for institutions, and the need of each institution to enhance its financial position and sustainability. In addition, pursuant to statute, for fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

At the October 29, 2015 Commission meeting, CCHE adopted an annual process and methodology for setting tuition increase limits, including the following recommendation for a tuition increase limit for fiscal year 2016-17:

- If the state General Fund appropriation is flat or falls below the level appropriated in FY 2015-16 (\$672 million), there will be no restrictions on tuition levels set by governing boards.
- If the state General Fund appropriation increases above the level appropriated for FY 2015-16, the tuition increase limit on resident undergraduate tuition is dependent upon the level of state investment. For example, a state General Fund increase of 5 percent will result in a CCHE requested tuition increase limit of 6 percent.
- Because all state general funds are allocated through the higher education allocation funding formula, some governing boards may receive an allocation that is less than the overall percentage growth for higher education. Those governing boards receiving less than the overall percentage growth may increase tuition by one percentage point higher than the tuition recommendation limit (e.g., if the overall increase is 5 percent with a tuition increase limit of 6 percent, a governing board receiving a general fund increase of less than 5 percent would be able to increase tuition up to 7 percent).

The Governor concurred with the CCHE tuition policy and included the policy in his FY 2016-17 budget request to the Joint Budget Committee (JBC) on November 1.

JBC staff analyzed and made recommendations on the tuition policy through a series of Committee hearings from December to March. The Committee hearings culminated in the March figure setting process.

III. STAFF ANALYSIS

On March 9, 2016, the Joint Budget Committee approved a staff recommendation to appropriate tuition revenue, accompanied by footnotes in the Long Bill that explicitly state individual governing board tuition rate caps.

As noted in FY 2016-17 Budget Update, appropriated tuition means that institutions have a spending limit attached to their tuition revenue. If an institution sees greater levels of enrollment in a particular term than it predicted in the prior February, additional spending authority would need to be granted from the General Assembly so the institution can access tuition revenues generated above the February estimate.

The decision to appropriate tuition does not change the Commission's annual process for developing a recommended tuition increase limit in conjunction with the Department's annual general fund request. However, appropriating tuition does eliminate the need for a process by which governing boards may request flexibility from CCHE's tuition increase limit because the Joint Budget Committee will be making the final decision on tuition increase limits. Additionally, in appropriating tuition revenue, the Joint Budget Committee acted to provide CCHE with the authority to distribute additional spending authority to address unexpected changes in enrollment. A similar provision had been included in annual Long Bill appropriations prior to the passage of Senate Bill 10-003.

In future years, the Commission, with the assistance of staff, will continue with the process started this last year - providing a recommendation regarding tuition as part of the annual budget process. Following action by the General Assembly, governing boards will then set tuition consistent with restrictions expressed by the Long Bill (annual budget bill).

In summary, the proposed changes to Commission Policy Section VI, Part C "Tuition and Fees" are as follows:

Section 1.1 General Description and Intent

Strikes statutory references set to sunset at the end of the current fiscal year and adds language consistent with the Commission's guiding values and framework for tuition policy on items to be considered when governing boards are setting tuition and fee rates.

Section 1.50 Definition of Key Terms

Adds definitions for "Tuition Increase Limit" and "Cost Sharing Matrix."

Section 2.1 Tuition Policy—Establishment of Tuition Increase Limit

Expresses that state investment levels are at the core of the Commission’s tuition policy. Also, states that for each fiscal year, the Commission will establish a recommended tuition increase limit, if applicable, for resident undergraduate students and that governing Boards should have the authority to raise tuition rates for resident undergraduate students within specified tuition increase limits, if applicable.

Includes language indicating the Commission shall include the recommended tuition increase limit in the annual budget request and amend policies accordingly, and that tuition limits or restrictions imposed by the General Assembly will supersede any tuition increase limit adopted by the Commission.

Section 2.2 Statutory Authority

Specifies the Commission’s statutory authority for tuition policy.

6.0 Tuition and Fee Appropriation Over Expenditure

Eliminates this section as it relates to the appropriation of tuition (subject to statutory change).

The proposed changes to Commission Policy Section VI, Part C can be found in Attachment A.

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission approve the proposed revision to CCHE Policy Section VI, Part C.

V. STATUTORY AUTHORITY

C.R.S. § 23-1-108(12)(b): For fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

C.R.S. § 23-5-129(6)(c): “While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education”...such institution “shall report to the Colorado commission on higher education its plans for any tuition or other proposed increases for the following fiscal year, using approved forms, for the commission to review and make recommendations to the general assembly during the annual budget process.”

C.R.S. § 23-18-306(5): “Commission shall submit to the Joint Budget Committee and to the Education Committees”...“tuition policies that ensure both accessible and affordable higher education for Colorado residents.”...“Must also reflect the level of state funding”...“the need of each institution to enhance the quality of education programs and offerings and strengthen the financial position of the institution.”

TOPIC: RECOMMEND APPROVAL OF RELAY GRADUATE SCHOOL OF EDUCATION AND EDUCATOR PREPARATION PROGRAMS

PREPARED BY: DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR EDUCATOR PREPARATION, AND DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This action item recommends approval of Relay Graduate School of Education as an educator preparation provider in Colorado as well as educator preparation programs in elementary education (8.02), English/language arts (8.09), mathematics (8.14), social studies (8.18) and science (8.17).

II. BACKGROUND

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education after such institutions have received an affirmative recommendation from the State Board of Education.

The process for initial approval of new educator preparation programs is as follows:

- The Colorado Department of Higher Education (DHE) reviews an application, through the parameters of the Degree Authorization Act, for operational compliance. If the program meets the requirements, DHE makes a recommendation to the Colorado Commission on Higher Education (CCHE) for “provisional authorization”.
- The Colorado Department of Education (CDE) conducts a review of the endorsement program, to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the State Board of Education for consideration.
- If the State Board of Education (SBOE) approves the application, the approval is forwarded to DHE.
- Upon receiving an approval from SBOE, DHE reviews the proposed program for the following statutory performance criteria [C.R.S. §23-1-121(2)]:
 - a comprehensive admission system;
 - ongoing advising and screening of candidates; integration of theory and practice in coursework and field-based training;
 - supervised field-based experience; and,
 - assessment of candidates’ subject matter and professional knowledge and ability to apply the professional knowledge base.
- DHE would then forward a recommendation for approval or denial to CCHE for action.

CCHE approved “provisional operating authority” for Relay Graduate School of Education at the Commission’s September 3, 2015 meeting.

Approval from the State Board of Education for the institution to provide educator preparation programs leading to licensure in elementary education (8.02), English/language arts (8.09), mathematics (8.14), social studies (8.18) and science (8.17) was granted on February 11, 2016.

III. STAFF ANALYSIS

Department staff has analyzed the proposed programs, according to the statutory performance criteria set forth in C.R.S. §23-1-121(2), that will lead to licensure in elementary education (8.02), English/language arts (8.09), social studies (8.17), math (8.14) and science (8.18). As specified in §23-1-121(2), the following components of the program offerings at the Relay Graduate School of Education have been evaluated:

- **Admissions:** The program has established minimum GPA levels with mechanisms to allow for provisional admission. Admissions decisions are made by a committee comprised of the Director of Enrollment Services, the College Dean, Director of Financial Aid, and faculty members. The recruitment of diverse teacher candidates are done in conjunction with district partners (e.g. Denver Public Schools) and the institution anticipates enrolling 15 math and 15 science teaching candidates students in the 2016-17 academic year with 30 enrolled students in these areas during the 2017-18 academic year.
- **Advising:** The program Dean and faculty members are the primary advising contact points for advising students who do not make adequate academic progress and are required to attend mandatory advising sessions. Provisionally admitted students are also subject to additional advising measures.
- **Integration of fieldwork and course-based learning:** A series of 15 key goals have been identified for teachers and will serve as a foundation for both coursework and fieldwork components. Through the use of a module-based instructional method, students will leverage video technology to provide reflection and developmental opportunities on their own teaching. A review of course syllabi does include recent scholarship on contemporary education theory that will be employed in coursework and a process has been developed to support those students that are not progressing within their fieldwork.
- **Minimum fieldwork hours:** Each program at the institution required teacher candidates to exceed the 800 clock- hour minimum for licensure in Colorado. In many instances, this number is significantly exceeded.
- **Teacher candidate skills and knowledge:** Students are exposed to and expected to integrate student performance data into their own teaching modifications. Candidates are required to pass licensure exams (i.e. PLACE or Praxis) prior to program completion and feedback processes with partner districts have been established to support continual reflection and program improvement.
- **Continual improvement:** The institution will utilize surveys, focus groups and quantitative data analysis to evaluate program effectiveness. The institution will also be required to submit data annually to both CDE and the Department. Specific plans have been developed to instruct both faculty and students on Colorado-specific initiatives

related to post-secondary workforce readiness, the attainment gap and educator effectiveness.

Department staff will continue to work with representatives from Relay Graduate School of Education to ensure their understanding of state reporting requirements and the development of teachers within Colorado. Staff will coordinate an initial authorization review to take place no sooner than May, 2018.

Note that there has been some opposition to the final approval of this new program. The Colorado Education Association has articulated concerns regarding the lack of linkage to established pedagogical theory; the school's approach to working with charter schools; and, the qualifications of faculty. **None of these issues fall within the statutory authority of the Commission to review, or take into consideration, in their determination to approve or not.**

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission approve Relay Graduate School of Education as an educator preparation provider and its programs leading to licensure in elementary education (8.02), English/language arts (8.09), mathematics (8.14), science (8.17) and social studies (8.18).

V. STATUTORY AUTHORITY

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs – review
(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

COLORADO COMMISSION ON HIGHER EDUCATION BY-LAWS

September 10, 1965
(Amended January 14, 1966)
(Amended February 25, 1972)
(Amended June 1, 1978)
(Amended July 1, 1993)
(Amended October 7, 2004)
(Amended May 6, 2011)

Section 1. Organization and Meetings

- 1.1 **Organization:** The Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 **Officers:** The officers of the Commission shall be the Chair, Vice Chair, and Secretary, as may be designated by the Commission. The Secretary shall be the Executive Director of the Department.
- 1.3 **Election and Terms of Officers:** All officers shall be elected at the October meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director.
- 1.4 **Regular Meetings of the Commission:** The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following year.
- 1.5 **Notice of Meetings:** Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its



meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.

- 1.6 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office of the Colorado Department of Higher Education no less than two days prior to the meeting date.
- 1.7 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Colorado Commission on Higher Education (CCHE) Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.8 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.9 Preparation of Agenda: Agenda shall be prepared by the Executive Director of the Department with the approval of the Chair. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.10 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall be annually bound and constitute a permanent record. After the minutes of each meeting are completed, they shall be reviewed by the Executive Director and after approval, posted on the CCHE website and made available to the public for inspection upon written request.

Section 2. Duties and Responsibilities of Officers

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance. The Chair shall approve all agendas for regular and special meetings of the Commission as prepared by the Executive Director.
- 2.2 The Vice Chair: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director: In addition to performing those duties established by law, the Executive Director of the Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the



responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the general assembly on matters pertaining to the Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

- 3.1 There is hereby established an advisory committee as provided by law (C.R.S. 23-1-103).
- 3.2 **Advisory Committee Members:** The advisory committee shall consist of not less than thirteen members, to be designated as follows: (a) Six members shall be appointed from the general assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members; (b) One member shall be selected and designated by the Commission to represent the faculty in the state and one member shall be selected and designated by the Commission to represent the students in the state; (c) Not more than five additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.
- 3.3 **Notice and Agendas:** All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.4 **Meetings of the Advisory Committee:** The advisory committee shall meet with the Commission separate from a regular Commission meeting and shall do so as often as necessary to provide assistance to the Commission.
- 3.5 **Recommendations of the Advisory Committee:** The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined herein. Bylaw changes must be approved by a majority of the Commission.



INSTITUTION/CEO INFORMATION

INSTITUTION	CEO	LOCATION
Adams State College	Dr. Beverlee McClure, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Nancy McCallin, President	Denver
1) Arapahoe CC	Dr. Diana Doyle, President	Littleton
2) Northwestern CC	Russell George, President	Rangely
3) CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
4) CC of Denver	Dr. Everette Freeman, President	Denver
5) Front Range CC	Andy Dorsey, President	Westminster
6) Lamar CC	John Marrin, President	Lamar
7) Morgan CC	Dr. Kerry Hart, President	Ft. Morgan
8) Northeastern JC	Jay Lee, President	Sterling
9) Otero JC	Jim Rizzuto, President	La Junta
10) Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
11) Pueblo CC	Patty Erjavec, President	Pueblo
12) Red Rocks CC	Dr. Michele Haney, President	Lakewood
13) Trinidad State JC	Dr. Charles Bohlen, Inter. Pres.	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser	Glenwood Sprgs
Colorado School of Mines	Paul Johnson, President	Golden
Colorado State System	Dr. Tony Frank, Interim Chancellor	Denver
1) CSU-Ft Collins	Dr. Tony Frank, Interim Preside	Fort Collins
2) CSU-Pueblo	Dr. Lesley DiMare, President	Pueblo
CU System	Bruce Benson, President	Denver
1) CU – Boulder	Dr. Dorothy Horrell, Chanc.	Boulder
2) UCCS	Dr. Pam Shockley-Zalabak, Ch.	Colorado Springs
3) UCD	Don Elliman, Chanc.	Denver
4) UC-Anschutz	Don Elliman, Chanc.	Aurora, Denver

Ft. Lewis College	Dr. Dene Kay Thomas, Pres.	Durango
Metro State University of Denver	Dr. Steve Jordan, President	Denver
UNC	Kay Norton, President	Greeley
Western State Colorado University	Dr. Gregory Salsbury, President	Gunnison

Current CCHE Commissioners and Advisory Committee Members 4/15

Chairman Monte Moses - (R-6th Dist.) term ends June 2019
Vice Chair Luis Colon - (R-4th Dist.) term ends June 2017
Commissioner John Anderson - (R-3rd Dist.) term ends June 2015
Commissioner Maia Babbs - (U-7th Dist.) term ends June 2019
Commissioner Renny Fagan - (D-7th Dist.) term ends June 2019
Commissioner Jeanette Garcia - (D-3rd Dist.) term ends June 2015
Commissioner Richard Kaufman - (D-6th Dist.) term ends June 2016
Commissioner Vanecia Kerr – (D- 6th Dist.) term ends June 2018
Commissioner Tom McGimpsey - (R-2nd Dist.) term ends June 2017
Commissioner Paula Sandoval (D-1st Dist.) term ends June 2018
Commissioner B J Scott - (R-5th Dist.) term ends June 2016

Sen. Nancy Todd
Sen. Owen Hill
Sen. Chris Holbert
Rep. Jeni Arndt
Rep. Mike Foote
Rep. Kevin Priola
Mr. Wayne Artis, Faculty Representative
Mark Cavanaugh, IHEC Representative
Mr. Steve Kreidler, CFO Representative
Dr. Barbara Morris, Academic Council Representative
Ms. Gretchen Morgan, K-12 Representative
Ms. Melissa Wagner, Parent Representative
Mr. Tyrel Jacobsen, Student Representative

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. 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. 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

Admission Window - Defined in Admission policy, "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." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

Concurrent Enrollment – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

Dually Enrolled - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

EFC - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

FAFSA - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

FAP – Financial Aid Plan (HESP specific)

FERPA - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FFS – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

Floor - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

FTE - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

GEARUP - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Guaranteed Transfer, GT Pathways - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

HB 1023 - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

HB 1024 - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

HB 1057 - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

HEAR - Higher Education Admission Requirements, 2008-2010.

Index, Index Score - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

IPEDS - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

Need - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

NCATE - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

NCLB - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

PSEO - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

PWR - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

QIS - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...” Regional education providers focus their attention on a certain geographical area.

SB 3 – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

SB 212 - In most cases, refers to HB 08-212, the CAP4K legislation.

SBE - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

SFSF – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

SURDS - Student Unit Record Data System

WICHE - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WUE - Western Undergraduate Exchange Program, managed by WICHE