

## SECTION I

### PART I POLICY AND PROCEDURES FOR THE APPROVAL OF PROPOSALS FOR COORDINATED ACADEMIC DEGREE PROGRAMS

#### 1.00 Introduction

This policy describes the approval criteria, incentives, and transition procedures for coordinated degree programs -- those programs that are jointly offered by multiple institutions of higher education, including at least one Colorado public institution of higher education. A coordinated degree may not be offered at a Colorado state-funded postsecondary institution unless approved under this policy. Proposals for stand-alone degree programs are reviewed and approved under CCHE Policy I-C: *Policy and Procedures for Approval of New Academic Degree Programs in State-Supported Institutions of Higher Education in Colorado*

#### 2.00 Statutory Authority

By statute, the Colorado Commission on Higher Education has the responsibility to review and approve proposals for new programs. The statute (C.R.S. 23-1-107(1)) reads:

**The commission shall review and approve, consistent with the institutional role and mission and statewide expectations and goals, the proposal for any new program before its establishment in any institution and transmit its decision to the institution within a reasonable time after receipt of such proposal. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum which would lead to a new vocational or academic degree. The commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines which define programs and procedures for approval of new academic or vocational program offerings.**

**The Commission shall develop cooperative programs among state-supported institutions of higher education (C.R.S. 23-1-108(2)).**

#### 3.00 Goals, Principles, and Terminology

##### 3.01 Policy Goals

The goals of a coordinated degree program include:

- 3.01.01 To encourage collaboration among institutions.
- 3.01.02 To provide the quality and type of educational opportunity that one institution alone could not offer.

- 3.01.03 To maximize the use of existing state resources.
- 3.01.04 To extend access to programs in areas of the state that exceed reasonable travel distances from an existing program.

3.02 Principles

The principles that exemplify a coordinated degree program include:

- The program is a single academic entity, with a single curriculum and a single set of graduation requirements.
- The quality of a coordinated degree program shall meet the same quality standards as a stand-alone degree program.
- The quality of a coordinated program is not compromised or diminished when extended from the institution with the original degree authorization to one or more other institutions.
- The program predominantly benefits the State of Colorado and its residents.
- The host institution must be a Colorado institution.

3.03 Definition of Terms and Limits

- 3.03.01 A **coordinated degree program** is a single program that the Commission has approved for more than one college or university to offer jointly. It is characterized by a single curriculum, a common set of admission criteria, a single set of graduation requirements, and shared resources
- 3.03.02 All participating institutions share in the delivery of the coordinated degree program curriculum. Consequently, all institutions that participate in a coordinated degree program will offer courses to fulfill the curricular requirements and no single institution will offer the complete curriculum.
- 3.03.03 A coordinated program may include **collaboration** among Colorado public institutions under the same or different governing boards or between a Colorado public institutions and an out-of-state or international college or university.
- 3.03.04 **Degree conferral authority** of a coordinated degree program is limited by the statutory role and mission of the participating institutions. Approval of a coordinated degree program does not alter nor imply modification of an institution's role and mission. The various type of relationships supported by the Coordinated Degree Approval Policy include:

- (1) A coordinated degree program proposed between two or more Colorado public institutions of higher education with parallel degree authority. If all participating institutions have explicit statutory authority for the degree program (e.g., baccalaureate), all institutions may confer the degree.
- (2) A coordinated degree program proposed between two or more Colorado public institutions of higher education with non-parallel degree authority. Only the institution with the explicit statutory authority may confer the degree.
- (3) A coordinated degree program that involves a consortium of public, private, and out-of-state institutions of higher education. Degree authority will be determined by statutory role and mission of the participating institutions or the accreditation status of participating private institutions.
- (4) A coordinated degree program that evolves from merging two or more existing degree programs. All institutions may confer the degree.
- (5) A coordinated degree program that evolves from extending an existing degree to another institution of higher education.

3.03.05 The Commission's approval of a coordinated degree program is limited to the institutions specified in the proposal.

## **4.00 Criteria and Procedures**

### 4.01 Criteria

Coordinated degree programs will meet several specific criteria pertaining to quality and efficiency:

- That a coordinated degree program has a common predefined curriculum.
- That the participating institutions have designed or arranged for a common accreditation and program review process.
- That a coordinated degree program has a fiscal infrastructure delineated in a memorandum of understanding.
- That a coordinated degree program creatively employs information technologies in the teaching and learning processes.
- That a doctoral coordinated degree must be justified by its excellence, national recognition, and unique contribution to the statewide program array.

### 4.02 Approval Process

The approval process for new coordinated degree program proposals (coordinated programs #1, #2, #3) requires a concept paper, a full proposal, and memorandum of understanding. The approval process for a coordinated degree program that originates from one or more pre-existing degree programs (coordinated programs #4 and #5) requires a full proposal and a memorandum of understanding.

- 4.02.01 The participating institutions shall notify CCHE of their intent to develop a coordinated degree program through the academic planning process.
- 4.02.02 The institutions interested in collaborating shall prepare a concept paper containing a brief statement that describes the proposed program and addresses the following issues:
- Relation to institutional missions, strategic plans, goals, and objectives.
  - Projected sources of resources (e.g., reallocation, external funds, and state funding for enrollment growth).
  - Student and program demand (aggregate).
  - Relation to other degree programs in the system and the region.
  - Statement of degree authority.
  - Contribution by each participating institution.
- 4.02.03 After sharing the concept paper with all governing boards, the Commission will discuss the concept paper, statewide issues, and issues related to coordinated status. The concept paper does not require governing board review or approval prior to Commission discussion.
- 4.02.04 The institutions and governing boards shall prepare a proposal and negotiate a memorandum of understanding that specifies:
- Curriculum design and the curricular components that the participating institutions will deliver.
  - Admission process and criteria.
  - Graduation requirements.
  - Resources needed to support the program, including faculty, library, student affairs, physical facilities, telecommunications and plan to finance the program as proposed.
  - Program administration responsibilities.
  - Plans for program recognition for financial aid eligibility.
  - Plans for coordinated accreditation or program review.
  - Organizational chart diagramming relationships among participating institutions.
  - Mechanism for communicating between programs/institutions.
  - Plans for technology: immediate and under development as appropriate.
  - The required forms (Table 1C- Enrollment Projections, Table 2C - Physical Capacity Estimates, and Table 3C - Projected Expense and Revenue Estimates) shall be submitted with a proposal for a coordinated degree program.

- 4.02.05 CCHE distributes the full proposal to the governing boards to solicit comments and recommendations from their respective institutions. If the coordinated degree program proposal pertains to a graduate program, CCHE selects an external reviewer to review the proposal.
- 4.02.06 Each governing board of the participating institutions shall review and act on the full proposal, including peer review, external reviewer comments, and the memorandum of understanding, prior to forwarding the proposal to the Commission. Affirmative action by the governing boards means that they pledge to support the coordinated degree program at the resource level specified in the memorandum of understanding.
- 4.02.07 The Commission will act on the coordinated degree proposal at the January and June Commission meetings. The degree program will have provisional status until it meets its enrollment and graduation projections.
- 4.03 Exit and Transition Procedures
- 4.03.01 If, after five years, a coordinated degree program fails to meet its enrollment or graduation projections, the Commission shall decide whether the program is to continue. If the program does not have the support of at least six Commissioners, the coordinated degree program shall close at all coordinated sites.
- 4.03.02 If, after five years, a coordinated degree program meets its enrollment and graduation projections, the Commission shall confer full approval status to the degree program.
- 4.03.03 A coordinated baccalaureate degree program with full approval status that meets or exceeds CCHE's graduation benchmarks at each participating site for three or more consecutive years may request stand-alone degree authority from the Commission. Each institution participating in the coordinated degree participants will submit a proposal following CCHE's Degree Approval Policy.
- 4.03.04 A coordinated graduate degree program with full approval status that meets or exceeds CCHE's graduation benchmarks at each participating site for three or more consecutive years may request stand-alone degree authority. Graduate programs must document that the degree program's goals cannot be achieved under the coordinated status and undergo an in-depth comprehensive review by an external reviewer selected by the Commission.
- 4.03.05 CCHE's low enrollment benchmarks apply to coordinated degree programs collectively. If the participating institutions fail to meet the benchmark for three successive years, the Commission will rule on the continuation of the coordinated degree program. Program continuation requires six affirmative votes for a low enrollment coordinated degree program to continue.

#### 4.04 Student Status

Students who are admitted into a coordinated degree program receive a degree from the institution at which they matriculate provided this institution has the authority to confer a degree. Because a coordinated degree program operates as a single entity, students wishing to change institutions do not need to transfer from one participating institution to another. They are considered continuing students as long as the student maintains good academic standing. Initial admission to the degree program is honored.

#### 5.00 Policy Effective Dates

This policy will sunset if no institution applies for coordinated degree program status within five years of the date this policy is adopted.

**TABLE C1 - ENROLLMENT PROJECTIONS: Coordinated degree program**

Name of Program: \_\_\_\_\_

Name of Institutions: \_\_\_\_\_

**PURPOSE:**

The following table provides evidence of student demand for the coordinated degree program.

**DEFINITIONS:**

Academic year is defined as the period beginning July 1 and concluding June 30.

Headcount represents the number of program majors projected to enroll per year. Program majors include only those students officially admitted into the program and enrolled at the institution in the program during the academic year.

FTE is defined as the full-time equivalent enrollment of program majors during a single academic year.

A completer is defined as a student who finishes all academic program requirements within an academic year and officially receives a degree from the institution.

**DIRECTIONS:**

To calculate program headcount, add new enrollees to the enrollment of the previous year and subtract the number of completers from this total. Adjust by the attrition rate.

To calculate FTE, multiply the number of program majors times the number of credit hours program majors are projected to take per year, and divide the total by 30.

The data reported on this form is based on annual **unduplicated** number of program majors. Unlike traditional budget formats, this data measures program majors and **all** the credit hours they take, regardless of department. Neither headcount nor FTE may include enrollment data from non-degree seeking students or students who have not been formally admitted to the department.

	Inst	Year 1	Year 2	Year 3	Year 4	Year 5
Program Headcount						
Program FTE						
Program Completers						

REQUIRED FORM -- No Substitutes or Facsimiles

**TABLE C2 - PHYSICAL CAPACITY ESTIMATES**

Name of Program: \_\_\_\_\_

Name of Institutions: \_\_\_\_\_

\_\_\_\_\_

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

**Part A**

I certify that the institution can fully implement this proposed degree program and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

\_\_\_\_\_  
Governing Board Capital Construction Officer

\_\_\_\_\_  
Date

**Part B** All data in the table refer to the **extended site(s) only**. Use a separate form for each site.

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAIL-ABLE	RENOVATION		NEW CONSTRUCTION		LEASE/RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed.	Future	Immed.	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/General Use								
Other:								
<b>TOTAL</b>								

\* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan for addressing the space requirements of the proposed program in the event that the request for capital construction or renovation is not approved.

\_\_\_\_\_  
Signature of Person who completed the Institutional Physical Capacity Table

\_\_\_\_\_  
Title

\_\_\_\_\_  
Governing Board Capital Construction Officer

\_\_\_\_\_  
Date

**TABLE C3 - COST DESCRIPTION AND SOURCE OF FUNDS: Coordinated degree program**

**PURPOSE:**

This table documents what the program will cost and how the institution plans to cover the costs. All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		Current Program	ESTIMATED AMOUNT in DOLLARS				
			Year 1	Year 2	Year 3	Year 4	Year 5
<b>EXPENSES</b>							
1	Faculty						
2	Financial Aid specific to program						
3	Instructional Materials						
4	Program Administration						
5	Rent/Lease						
6	Other Operating Costs						
7	Total Operating Expenses						
<b>OTHER EXPENSES</b>							
8	Capital Construction						
9	Equipment Acquisitions						
10	Library Acquisitions						
11	Total Program Start-Up Exp.						
<b>TOTAL EXPENSES</b>							
<b>REVENUE</b>							
12	General Fund: State Support						
13	Cash Revenue: Tuition						
14	Cash Revenue: Fees						
<b>OTHER REVENUE</b>							
15	Federal Grants						
16	Corporate Grants/Donations						
17	Other fund sources *						
18	Institutional Reallocation *						
<b>TOTAL REVENUE</b>							

\*If reallocated, identify the specific departments that provided the reallocated funds and the impact the reallocation will have.

Signature of Person who completed the Expense/Revenue Table

Title

## **DEFINITIONS for TABLE 3C: PROJECTED EXPENSES AND REVENUE ESTIMATES**

### **COST DEFINITIONS:**

Faculty:	Compensation for instructional faculty (salaries and benefits).
Financial Aid:	The total amount of grants, scholarships, teaching assistantships, and work study dollars that are designated for students enrolled in the proposed program.
Instructional Materials:	The total dollars budgeted for instructional materials, computer support for the proposed program.
Program Administration:	Compensation for secretarial staff and the department chair, travel, and non-instructional materials. Do not include the costs attributed to executive management costs.
Rent/Lease:	The actual costs associated with renting space necessary for the program.
Other Op. Costs:	Any other operating costs that are program related that are not included elsewhere.
Total Operating Exp.	The sum of Equipment, Faculty, Financial Aid, Instructional Materials, Program Administration, Rent/Lease, and Other Operating Costs.
Capital Construction:	The estimated capital construction costs for program space needs identified in Table 2.
Equipment Acquisitions:	The capital expenditures for new equipment necessary to deliver the program as proposed (one-time costs), excluding maintenance and upgrades.
Library Acquisition	The dollars in the library budget that will support the proposed degree program's needs.
Total Program Start-Up Expenses:	The sum of all one-time expenditures associated with implementing the program, including capital construction, equipment acquisitions, and library acquisitions.
Total Program Expense	The sum of Total Operating Expenses and Total Program Start-Up Expenses.

### **REVENUE DEFINITIONS:**

General Fund: State Support	The state funds that will be generated using the current higher education funding formula (average state appropriation per resident FTE times by projected program FTE).
Cash Revenue: Tuition	Cash generated from the tuition charged to students who enroll in the program.
Cash Revenue: Fees	Cash generated from program or course fees charged to students who enroll in the program.
Federal Grants	The portion of revenue received from federal grants programs that will directly support the program or the program's students.
Corporate Grants/ Corporate Donations	Corporate grants, endowments, or donations that will support the academic program teaching or research activities.
Other Fund Sources	Outside funds not included above that will support the program if approved.
Inst. Reallocation	The funds that the institution has committed to support the program to meet expenses.
Total Pgm. Revenue	The sum of General Fund, Tuition, Fees, Federal Grants, Corporate Grants, Institutional Reallocation, and Other Revenue.