



**COLORADO**

**Colorado Commission on  
Higher Education**

Department of Higher Education

## **CCHE AGENDA**

**September 1, 2016 – 1:00 pm**

**Colorado State University Pueblo**

**2200 Bonforte Boulevard,**

**Ochiato University Center Ballroom**

**Pueblo, CO 81001**

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

**PARTICIPANT CODE: 128479#**



**Colorado Commission on Higher Education**  
**September 1, 2016 – 1:00 pm**  
**Colorado State University Pueblo**  
**2200 Bonforte Boulevard,**  
**Ochiato University Center Ballroom**  
**Pueblo, CO 81001**

12:30-1:30pm

**I. Opening Business – (60 minutes)**

- A. Attendance
- B. Approval of the Minutes for the August 4, 2016 Commission Meeting
- C. Welcome by Dr. Lesley DiMare, President of CSU Pueblo (25 minutes)
- D. Reports
  - i. Chair
  - ii. Vice Chair
  - iii. Commissioners
  - iv. Commission Standing Committees
  - v. Advisor Reports
- E. Executive Director Report
- F. Public Comment

1:30 – 1:35pm

**II. Consent Items (5 minutes)**

- A. Degree Authorization Act – Recommendation for the Renewal of Provisional Authorization – *Heather DeLange*
- B. Degree Authorization Act – Fox Institute for Creation Spirituality – Request for Authorization as a Seminary/Religious Training Institution - *Heather DeLange*
- C. Recommend Approval of FTE Reporting Policy, Red Line Edit- *Emily Burns*
- D. Recommend Approval of Minor Changes and Updates to the Current and New Admission Policies – *Carl Einhaus*
- E. Recommend Approval of Ph.D. in Communication at Colorado State University – *Ian Macgillivray*
- F. Recommend Approval of COF Eligibility and Student FTE for Extended Studies Programs for FY2017 – *Ian Macgillivray*
- G. FY 2017-2018 Student Budget Parameters – *Andrew Rauch*

1:35 – 3:05pm

**III. Presentation (90 minutes)**

- A. Five-Year Review of the CCHE Master Plan – Kachina Weaver, Diane Duffy, Dr. Beth Bean, Inta Morris, Todd Haggerty and Dr. Tim Flanagan



- 3:05 – 3:50pm **IV. Action Items (45 minutes)**
- A. Exonerated Persons Tuition Waiver - *Andrew Rauch*
- 3:50 – 4:20pm **V. Discussion Items**
- A. Degree Authorization Act – Suggested Amendments to CCHE Policy, Section I, Part J – *Heather DeLange (5 minutes)*
  - B. Definition of Unaccompanied Homeless Youth – *Andrew Rauch (15 minutes)*



**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting  
Adams State University  
August 4, 2016**

**I. OPENING BUSINESS**

Chairman Monte Moses called the meeting to order at 3:45pm.

**A. Attendance**

Chairman Moses, Commissioners John Anderson, Maia Babbs, Mary Beth Buescher, Renny Fagan, Cassie Gannett, Jeanette Garcia and Vanecia Kerr attended the meeting. Commissioner Sandoval attended via conference call.

Also in attendance were CCHE Advisory Committee members Senator Chris Holbert, Wayne Artis, Mark Cavanaugh, Steve Kreidler and Misti Ruthven.

**B. Minutes**

Commissioner Babbs moved to approve the minutes of the June 2, 2016 CCHE meeting. The motion was seconded by Commissioner Anderson and passed unanimously.

**II. Consent Items**

- A. Recommend Approval of Bachelor of Arts in Studio Art at Colorado Mesa University – *Dr. Ian Macgillivray***
- B. Recommend Approval of Bachelor of Science in Computer Engineering at Fort Lewis College – *Dr. Ian Macgillivray***
- C. Recommend Approval of Associate’s Degree with Academic Designation in Equine Science at Colorado Community College System and Associate’s Degree with Academic Designation in Environmental Horticulture-Landscape Business at Colorado Community College System and Aims Community College– *Dr. Ian Macgillivray***
- D. Recommend Approval of Bachelor of Arts Degrees in Leadership and Community Engagement and in Atmospheric and Oceanic Sciences at University of Colorado Boulder– *Dr. Ian Macgillivray***
- E. Recommend Approval of Five New Bachelor of Innovation Degrees at University of Colorado Colorado Springs – *Dr. Ian Macgillivray***
- F. Recommend Approval of Bachelor of Arts in Elementary Education at University of Colorado Boulder – *Dr. Ian Macgillivray and Dr. Robert Mitchell***

- G. Two-Year Cash Funded Capital Program List – Colorado State University Fort Collins – Warner College of Natural Resources Addition –*Cat Olukotun***
- H. Two-Year Cash Funded Capital Program List – Colorado State University Fort Collins – JBS Global Food Innovation Center– *Cat Olukotun***
- I. Two-Year Cash Funded Capital Program List - Colorado State University Fort Collins – Shields and Elizabeth Underpass– *Cat Olukotun***
- J. Two-Year Cash Funded Capital Program List – Colorado State University Fort Collins – Temple Grandin Equine Center – *Cat Olukotun***
- K. Two-Year Cash Funded Capital Program List – Colorado State University Fort Collins – Athletic Practice Fields and Heritage Garden - *Cat Olukotun***
- L. Two-Year Cash Funded Capital Program List – Colorado State University Fort Collins – Richardson Design Center– *Cat Olukotun***
- M. Recommend Approval of Admission Index Changes Which Incorporates the New SAT Test Scores – *Carl Einhaus***
- N. Recommend Approval of Principal Licensure at Colorado Christian University - *Dr. Robert Mitchell***

Commissioner Garcia moved to approve consent items A through N. The motion was seconded by Commissioner Buescher and unanimously passed.

*There being no further business, the meeting was adjourned at 4:00pm*

**TOPIC:** DEGREE AUTHORIZATION ACT – RECOMMENDATION OF APPROVAL FOR RENEWAL OF AUTHORIZATION

**PREPARED BY:** HEATHER DELANGE, ACADEMIC POLICY OFFICER

**I. SUMMARY**

This consent item recommends renewal of provisional authorization for Relay Graduate School of Education 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 CCHE 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.

Private colleges and universities that hold provisional authorization shall annually renew its authorization until the institution receives full authorization by the CCHE.

**III. STAFF ANALYSIS**

Relay Graduate School of Education received provisional authorization from the CCHE at the September 3, 2015 CCHE meeting with the understanding that the institution shall renew annually until Relay’s accreditor, Middle States Commission on Higher Education, accredits the Colorado location. Relay is finalizing the accreditation of the new location.

For provisional authorization renewal, institutions of higher education must demonstrate movement toward accreditation of the local site. Relay provided DHE staff all documents required to renew the authorization. All documents are on file, if requested. Relay is scheduled for its next evaluation visit 2016-2017.

Based on the review of the submitted documents, Relay Graduate School of Education continues to meet the requirements for the renewal of provisional authorization.

**IV. STAFF RECOMMENDATION**

**Staff recommends approval for the renewal of provisional authorization for Relay Graduate School of Education under the Degree Authorization Act.**

**V. STATUTORY AUTHORITY**

C.R.S §23-2-103.3(2) To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by a regional or national accrediting body recognized by the United States Department of Education. The Commission may grant a provisional authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report annually to the Commission concerning the institution's progress in obtaining accreditation.

**TOPIC:** DEGREE AUTHORIZATION ACT: FOX INSTITUTE FOR CREATION SPIRITUALITY - REQUEST FOR AUTHORIZATION AS A SEMINARY/RELIGIOUS TRAINING INSTITUTION

**PREPARED BY:** HEATHER DELANGE, ACADEMIC POLICY OFFICER

**I. SUMMARY**

This agenda item recommends authorization for Fox Institute for Creation Spirituality as a Seminary or Religious Training Institution pursuant to the provisions of the Degree Authorization Act (C.R.S. §23-2-103.3).

**II. BACKGROUND**

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

All private colleges and universities, out of state public colleges and universities, and seminaries or bible colleges are required to register with the Colorado Department of Higher Education and to meet criteria found in CCHE Policy Section I Part J, Degree Authorization Act, in order to receive authorization to offer degrees within Colorado. Such authorization must be received by the institution prior to offering any program of instruction, academic credits, or degrees; opening a place of business; soliciting students or enrollees; or offering educational support services.

The Commission administers the Degree Authorization Act by determining an institution's eligibility to operate pursuant to statute and CCHE policy. Statute requires Commission action for institutional authorization at any level.

In the case of a seminary or bible college, the institution must qualify as a bona fide religious postsecondary educational institution which is exempt from property taxation under the laws of this state. It shall require for admission at least a high school diploma or its equivalent and shall not offer programs or courses that are secular in nature. Additionally, to qualify as a bona fide religious postsecondary educational institution, an organization must meet each of the following criteria:

1. Be a non-profit institution owned, controlled, operated, and maintained by a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.

2. Limit the educational program to the principles of that church or denomination and grant degrees or diplomas only in areas of study that contain on their face a reference to the theological or religious aspect of the degree's subject area. Institutions operating under this degree authorization shall not award degrees in any area of physical science or medicine; or degrees appropriate only for academic institutions; or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations.
3. Not market, offer, or grant degrees or diplomas which are represented as being linked to a church or denomination, but which actually are degrees in secular areas of study.
4. Have obtained exemption from property taxation under state law and shall have provided the Department a copy of the certificate of this exemption.

Fox Institute for Creation Spirituality proposes offering the following degree programs:

- Certificate in Creation Spirituality
  - Certificate in Creation Spirituality Leadership
- Master of Spirituality
  - Master of Spirituality and Community Leadership
  - Master of Spirituality and Intergenerational Wisdom
  - Master of Spirituality and Sacred Activism
  - Master of Spirituality and Ecological Justice
  - Master of Spirituality and Gender Perspectives
  - Master of Spirituality and Spiritual Direction
- Doctor of Ministry
- Doctor of Spirituality

## **II. STAFF ANALYSIS**

A representative from Fox Institute for Creation Spirituality and a DHE staff member have communicated regularly to assure the appropriate submission of documents. Staff has reviewed the documents and determined that the institution meets the criteria for authorization as outlined in CCHE policy, Section I, Part J, with one exception.

Based on the School's vision and mission and the proposed programs, staff determined that the Fox Institute for Creation Spirituality meets the definition of bona fide religious postsecondary educational institution (C.R.S. 23-2-102 (4)). However, the institution does not own property; therefore the property taxation exemption is not met.

Staff sought opinion from the Office of the Attorney General (OAG) on how to address the property taxation criteria in this case. The OAG responded that if the institution would meet the criteria for the property taxation exemption, given the activities at the location, *if* it were to own

property, the institution should be considered to meet the religious training institution/seminary requirements.

Statute does not require accreditation for Seminary or Religious Training Institutions as they provide education and training for work within religious organizations or they meet a personal need of an interested party. Colorado does not recognize degrees issued by institutions authorized under this provision of statute. The Department's role for institutions authorized under this status is to ensure that the institution offering postsecondary education under the auspice of religion is truly a bona fide religious postsecondary educational institution.

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

**Staff recommends that the Commission approve authorization for Fox Institute for Creation Spirituality as a Seminary or Religious Training Institution under the Degree Authorization Act.**

#### **STATUTORY AUTHORITY**

C.R.S. §23-2-103.3 (4) To operate in Colorado, a seminary or religious training institution shall apply for and receive authorization from the department and establish that it qualifies as a bona fide religious institution and as an institution of postsecondary education, as defined by rules promulgated by the commission. A seminary or religious training institution that meets the criteria and rules established by this subsection (4) is exempt from the provisions of subsections (1), (2), and (3) of this section. A bona fide religious institution and an institution of postsecondary education that applies for authorization pursuant to this subsection (4) shall pay the fee established according to section 23-2-104.5.

**TOPIC:** RECOMMEND APPROVAL OF STUDENT FTE POLICY CHANGE

**PREPARED BY:** EMILY BURNS, FINANCE ANALYST

**I. SUMMARY**

This consent item makes changes to CCHE Policy Section V Part B “Policy for Reporting Full-Time Equivalent student Enrollment”

**II. BACKGROUND**

CCHE Policy Section V Part B “Policy for Reporting Full-Time Equivalent Student Enrollment” ensures uniform reporting from institutions by prescribing a process and standard for counting and classifying full-time equivalent students. The policy sets a high-level expectation of quality and compliance, while the guidelines and procedures provide a more granular set of instructions.

**III. STAFF ANALYSIS**

The proposed edits in the attachment aligns CCHE policy with current statutory references, with the corresponding authority cited in the most current version of the Colorado Revised Statutes.

Additionally, language is deleted that references the FTE Advisory Council because the group is defunct.

Lastly, the name of Adams State College has been updated to Adams State University, so too has Colorado Mesa State College been updated to Colorado Mesa University.

**IV. STAFF RECOMMENDATIONS**

**Staff recommends that the Commission approve the proposed revisions to CCHE Policy Section V Part B.**

**V. STATUTORY AUTHORITY**

C.R.S. 23-1-105 (1) The commission shall prescribe uniform financial reporting policies, including policies for counting and classifying full-time equivalent students, for the institutions and governing boards within the state-supported system of higher education. (2) to (3.7) Repealed. (4) The commission may seek, receive, and disburse federal, state, and private grants, gifts, and trusts for statewide or multi-institutional purposes. (5) The commission, after consultation with the governing boards of institutions, shall establish policies for the public system of higher education for determining student residency status for tuition classification purposes within statutory guidelines established in article 7 of this title. (6) and (7) Repealed. (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 Colorado Revised Statutes 2013 6

Title 23 department of higher education shall be made to the governor and the general assembly as a 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. (9) to (11) Repealed.

**ATTACHMENT(S):**

- Attachment A: Proposed Revisions to CCHE Policy Section V Part B “Policy for Reporting Full-Time Equivalent student Enrollment”

## SECTION V

### PART B POLICY FOR REPORTING FULL-TIME EQUIVALENT STUDENT ENROLLMENT, EFFECTIVE JULY 1, 2001

#### 1.00 Introduction

This policy applies to "all state-supported institutions of higher education, including, post-secondary 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, and area vocational schools 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." (C.R.S.- 23-1-102(2)).

This version of the Full-Time Equivalent Student Enrollment Policy is effective July 1, 2001, and replaces previous versions of the policy. Furthermore, this policy nullifies any previous interpretations of the former policy, including general memos and exemptions.

The Commission recognizes that the FTE Policy may not address every possible circumstance. Institutions shall request an interpretation from the Commission when encountering a circumstance that the policy does not explicitly address. The Commission, ~~in conjunction with the FTE Advisory Committee~~, will provide a formal interpretation that applies to all institutions. In contrast, exemptions approved by CCHE staff and entered into the public record do not alter or establish the state policy, but only apply to the applying institution for the particular circumstance for a specified period of time. All conclusions of the Commission are final.

#### 2.00 Statutory Authority

The Commission shall prescribe uniform financial reporting policies, including policies for counting and classifying full-time equivalent students, for the institutions and governing boards within the state-supported system of higher education. (C.R.S.23-1-105(1)).

#### 3.00 Goals, Principles, Roles and Responsibilities

##### 3.1 Policy Goals

- 3.1.1 To achieve an equitable utilization of available state resources by specifying a uniform way to measure a student full-time equivalent (FTE).

3.1.2 To recognize the needs of individual students and state priorities in the policies for counting and classifying full-time equivalent students.

3.1.3 To achieve simplicity in state administrative reporting procedures.

### 3.2 Principles

3.2.1 The FTE policy will be student-centered, measuring FTE in terms of student academic enrollment activity.

3.2.2 The policy recognizes the academic integrity of credit hours assignment, relying on institutions to determine the credit hour assignment based on student outcomes and national standards.

3.2.3 The FTE policy recognizes the statutory role and mission of an institution or institutional type.

3.2.4 Statutory intent will determine claimable student FTE.

### 3.3 Roles and Responsibilities

3.3.1 The Commission is responsible for adopting, applying, and interpreting the FTE Policy. ~~and appointing members to CCHE's FTE Advisory Committee.~~ The Commission may delegate its interpretation responsibility to a standing committee or the Executive Director.

3.3.2 The governing boards are responsible for implementing CCHE's FTE Policy, adopting policies and procedures to facilitate requests for interpretation, ~~and nominating individuals to serve on the FTE Advisory Committee.~~

3.3.3 Compliance with the policy is subject to audit by the State Auditor's Office. The State Auditor's Office will report any FTE deviations to CCHE and the governing board of the institution in question.

3.3.4 An institution is responsible for adhering to the policy and the policy guidelines, requesting an interpretation from CCHE in ambiguous cases, providing clear documentation of the FTE calculations, and discussing issues regarding reported deviations to the General Assembly and the Commission.

~~3.3.5 The FTE Advisory Committee is responsible for assisting the Commission in interpreting the FTE Policy, developing the FTE Audit Guidelines, and recommending policy changes to the Commission.~~

## 4.00 FTE Definition

A full-time equivalent student equals 30 credit hours for a semester system school and 45 credit hours for a quarter system school.

## 5.00 Eligibility Requirements

- 5.1 Institutions may claim state general fund support for instruction that meets all the following four parameters:
  - 5.1.1 Credit hours earned by Colorado residents as defined by state statutes, including but not limited to C.R.S. 23-7-101-~~109~~111.
  - 5.1.2 Credit hours earned in courses that are congruent with the delivering institution's statutory role and mission.
  - 5.1.3 Credit hours offered within the geographic boundaries of the campus as defined in statute (C.R.S. 23-1-109). CCHE defines geographic boundaries to include credit hours earned from any Internet course or interactive television course delivered by a Colorado public institution of higher education.
  - 5.1.4 Credit hours explicitly approved by the Commission for general fund support or not explicitly excluded in Section 5.02 or limited by conditions in 5.1.5.

Colorado statute authorizes dual funding for the same instructional activity offered to concurrently enrolled high school students under certain circumstances.

- 5.1.5 The credit hours earned by students enrolled in a Colorado public high school may be eligible (1) if the credits meet the general criteria listed in 5.1.2 and 5.1.4, (2) the credit hours are recorded on a college transcript, and (3) the credit hours earned comply with one of the following:
  - 5.1.5.1 Meet the specific statutory provisions for FTE funding under the Concurrent Enrollment Programs Act, (C.R.S. 22-35-101).
  - 5.1.5.2 Meet the statutory provisions under ASCENT, (C.R.S. 22-35-108).
- 5.2 Instruction that may not be claimed for State general fund support.
  - 5.2.1 Course enrollments that are generated by out-of-state students as defined in state statute (C.R.S. 23-7).
  - 5.2.2 Course enrollments that are generated under enterprise operations, i.e., those exempt from Tabor (Article ~~XX~~ Section 20 of Colorado Constitution).
  - 5.2.3 Non-credit courses.

- 5.2.4 Course sections where the enrollment is closed to the general public, the curriculum is customized for an employer, or the course is funded by customized job training dollars that are separately appropriated (C.R.S. 23-60-304, 23-60-306, and 23-60-307).
- 5.2.5 Remedial courses offered by a four-year college, except Adams State ~~College~~ University and Colorado Mesa ~~State College~~ University, which may offer such instruction under their two-year role and mission (C.R.S. 23-18-202).
- 5.2.6 Academic skill courses and credits earned in a vestibule remedial lab offered by a four-year institution (C.R.S. 23-18-202).
- 5.2.7 Transcribed credits that are not directly attributed to college instruction (e.g., AP, ACE, IB, and CLEP).
- 5.2.8 Enrollments for which students are not charged full tuition, e.g., tuition waivers, excluding enrollment of children and grandchildren of the original residents of Ninth Street on the Auraria campus who are granted free tuition.

## 6.00 Accountability

- 6.1 Compliance with the policy is subject to audit by the State Auditor's Office. The compliance audit procedures are described in CCHE's FTE Audit Guidelines.
- 6.2 CCHE may call for a performance audit if the FTE Reports identify an emerging issue or problem. CCHE will define the scope of the performance audit that may or may not include data that is collected for compliance audits.

~~6.3 The FTE Advisory Committee will represent a cross section of the institutions and governing boards to whom this policy applies. At minimum, the FTE Advisory Committee will meet quarterly to review the FTE Audit Guidelines, answer frequently asked questions, and advise CCHE on policy interpretation.~~

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**TOPIC:** RECOMMEND APPROVAL OF MINOR CHANGES AND UPDATES TO THE CURRENT AND NEW ADMISSION POLICIES

**PREPARED BY:** CARL EINHAUS, DIRECTOR OF STUDENT AFFAIRS

**I. SUMMARY**

This consent item recommends approval of proposed changes to the current and new admission policies (SECTION I - Part F). The proposal includes legislative updates and other mandated changes.

**II. BACKGROUND**

The new admission policy takes effect fall 2019. Until that time, Colorado public four-year institutions of higher education are following the current admission policy. As such, legislative updates to institutions' selectivity level, CCHE approved index changes, and other mandated changes that impact the admission process need to be included in both admission policies.

**III. STAFF ANALYSIS**

As many of these changes are mandated, no discussion is anticipated and is appropriate to be included as a consent item. A summary of the changes are listed below:

- Legislatively approved admission selectivity level change for Western State Colorado University;
- Legislatively and CCHE approved inclusion of American Sign Language as a World Language;
- CCHE approved admission index changes (current policy only);
- Change in GED's recommended high school equivalency score;
- Inclusion of "other state approved high school equivalency exams" to accommodate HiSET and TASC (approved in January 2016 to be offered in Colorado by the State Board of Education); and
- Other minor administrative changes.

**IV. STAFF RECOMMENDATIONS**

**Staff recommends that the Commission approve the proposed changes to the current and new admission policies.**

**V. STATUTORY AUTHORITY**

C.R.S. §23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy – definitions

(1) (a) The commission shall establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The commission shall establish and may subsequently review and amend the standards after consultation with the governing boards of institutions. The academic admission standards for students who do not have in-state status, as determined pursuant to [section 23-7-103](#), shall equal or exceed those established for determining admission of in-state students.

(b) The standards established for first-time admitted freshman students shall use a combination of high school academic performance indicators and national assessment test scores for eligibility criteria. The academic performance indicators may include, but are not limited to, grade point average, class rank, and content standard performance level assessments. The criteria established and the specified performance levels shall be consistent with the role and mission established for each state-supported institution of higher education. In considering the high school academic performance indicators, the commission and the governing boards may take into account the rigor of a student's high school academic preparation and the academic content of the courses taken. In lieu of the established statewide criteria, each governing board may use additional criteria for up to twenty percent of the freshmen students annually admitted to each institution under the governing board's control. Students who meet the minimum criteria for admission are not guaranteed admission to the institution to which they have applied, but they are eligible for consideration.

**ATTACHMENT(S):**

- Agenda Item II, H - 1 and 2 Attachments – Proposed Revisions to Admission Policy.



## SECTION I

### PART F ADMISSIONS STANDARDS POLICY

#### 1.00 Introduction

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

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

The policy is comprised of seven sections:

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



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

## 2.00 Statutory Authority

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

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

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

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

(b) The standards established shall use at least two of the following three criteria for first-time admitted freshmen students: Standardized test scores, high school grade point average, and high school class rank. The criteria established shall be consistent with the role and mission established for each state-supported institution of higher education. In lieu of such criteria, additional criteria may be used for up to twenty percent of the admitted freshmen. Students who meet the minimum criteria for admission shall not be guaranteed admission to the institution to which they have applied, but they shall be eligible for consideration.

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

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

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

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



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

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

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

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

23-30-124 . . . Colorado State University – global campus shall be a baccalaureate and graduate online university with the mission in offering upper division baccalaureate degree-completion programs for nontraditional students . . . .

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

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

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

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

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

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

23-53-101 . . . Colorado Mesa University, which shall be a general baccalaureate institution with selective admission standards.

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

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

**Comment [EC1]:** Per [HB 16-1083](#), Western's selectivity level change from moderately selective to selective



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

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

### 3.00 Policy Goals

Through this policy, the Commission intends to:

1. establish admission standards based on student performance and differentiated institutional role and mission while ensuring broad access to undergraduate programs with minimum duplication;
2. set clear performance expectations and communicate those expectations to prospective students;
3. reaffirm the principle that the opportunity to be admitted to a state-supported institution of higher education in Colorado must be earned, while assuring that the opportunity to enter the state-supported system of higher education is provided for Colorado residents; and
4. encourage diversity by supporting the admission of applicants from underrepresented groups, applicants with special talents, and applicants with disabilities.

### 4.00 Higher Education Admission Requirements (HEAR)

Effective with applicants who graduate from high school in spring 2008 or later, in-state and out-of-state freshmen must meet both the institution's index standard and have completed the required Higher Education Admission Requirements (HEAR) (if applicable) to meet CCHE's freshmen admission standard. The requirement also applies to other students subject to the freshmen admission standard, if the year of high school graduation is spring 2008 or later. Freshmen who have not completed the required Higher Education Admission Requirements (HEAR) will not meet the CCHE admission standard (except students age 20 or older at Metropolitan State University of Denver, and students who meet the Approved Alternatives for Fulfilling Higher Education Admission Requirements (HEAR) outlined in section 4.02). The 15 units, based on research by American College Testing (ACT), identify secondary course-taking that significantly enhances students' academic success in postsecondary education.

Beginning with students graduating from high school in spring 2010, a student must complete a fourth unit of mathematics (including at least courses that are the equivalent of Algebra I, Geometry, and Algebra II), and one unit of foreign language. Electives may include foreign language courses taken in addition to the requirement. Academic course units must total 17.

<u>Academic Area</u>	<u>2008/2009</u>	<u>2010</u>
English	4 Units	4 Units



Mathematics	3 Units	4 Units
Natural Science	3 Units	3 Units
Social Science	3 Units	3 Units
<del>Foreign</del> World Lang.	Not Req.	1 Unit
Academic Electives	2 Units	2 Units
<b>TOTAL</b>	<b>15 Units</b>	<b>17 Units</b>

**Comment [EC2]:** "World" language is the current preferred nomenclature

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

#### 4.01 Higher Education Admission Requirements (HEAR)

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

**English:** Acceptable courses include at least two units that emphasize writing or composition skills as well as literature, speech, and debate. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. Two units of ESL English may count towards meeting the requirements when combined with two units successfully completed college preparatory English.

**Mathematics:** At a minimum, courses must include Algebra I, Geometry, and Algebra II or equivalents. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. It is recommended that prospective students take a mathematics course in twelfth grade. College preparatory ESL mathematics courses that include content and academic rigor comparable to other acceptable courses may satisfy requirements.

Acceptable fourth unit courses include any course of the same or greater academic rigor as described above. Also acceptable are applied mathematics, accounting, and statistics. Computer science courses are acceptable if math is a prerequisite. Also acceptable are honors, advanced placement, and/or international baccalaureate courses.

[World Language: American Sign Language \(ASL\) courses can count toward the Foreign/World Language requirement \(per 23-1-128, C.R.S. and CCHE Policy Section I, Part U\).](#)

**Natural Science:** Acceptable courses include biology, chemistry, physics, earth science or comparable coursework. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. To meet the Higher Education Admission Requirements (HEAR), the student must complete at least two courses with laboratory work.

A course with laboratory work shall not be limited to textbook or lecture instruction, but shall include a variety of hands-on/minds-on activities including experiments and



investigations, whether occurring in a classroom laboratory, a simulated online environment, or the field. Emphasis should be placed on inquiry skills that nurture and support high-level thinking, such as developing scientific questions, writing hypotheses, designing and/or refining experimental procedures, collecting/or analyzing data, and drawing conclusions.

College preparatory ESL science courses that include content and academic rigor comparable to other acceptable courses may satisfy requirements.

Social Science: Acceptable courses include U.S. history, world civilization, state and/or international history, civics, principles of democracy, geography, economics, psychology, sociology, and comparable coursework. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. To meet the Higher Education Admission Requirements (HEAR), the student must complete at least one course in U.S. history and/or world civilization.

Academic Electives: Acceptable academic electives include additional courses in English, Mathematics, natural/physical sciences, social sciences, foreign language, art, music, drama, journalism, computer science, honors, advanced placement, international baccalaureate courses, and appropriate Career and Technical Education (CTE) courses.

#### 4.02 Approved Alternatives for Fulfilling Higher Education Admission Requirements (HEAR)

4.02.01 Successful completion of college-level academic courses, including those taken while the applicant is still in high school, may be counted toward satisfying the Higher Education Admission Requirements (HEAR).

4.02.02 Courses taken prior to ninth grade may be counted as meeting the Higher Education Admission Requirements (HEAR) if the content is equivalent to high school courses (e.g., foreign language I and algebra I). Successful completion of a high school course at the second-year level will satisfy this requirement, regardless of whether the courses were taken before the ninth grade.

4.02.03 Specific Higher Education Admission Requirements (HEAR) may be fulfilled by successfully completing assessments of comparable knowledge and competencies approved by the Colorado Commission on Higher Education.

4.02.03.01 Students may demonstrate proficiency in Foreign Languages and earn one unit of credit toward the Higher Education Admission Requirements (HEAR) in 2010 and all years thereafter by earning a score of “Novice-Mid” or higher or its equivalent on an assessment that employs the



American Council on the Teaching of Foreign Languages (ACTFL) performance guidelines.

4.02.03.02 Successful completion (grade of “C” or better) of certain remedial (basic skills) mathematics and English writing courses at certain levels (see Table 1) will be accepted as equivalent to high school level, HEAR qualifying courses.

Table 1: Comparability of HEAR Qualifying Remedial Level (Basic Skills) College Courses to High School Level, HEAR Qualifying Courses

Subject	Course Description/Level	HEAR Units
English Writing	English Language Fundamentals (e.g. 060)	1
English Writing	Basic Composition (e.g. 090)	1
Mathematics	Pre-Algebra (e.g. 060)	1
Mathematics	Introductory Algebra (e.g. 090)	1*
Mathematics	Survey of Algebra (e.g. 106)	1**

~~\*The successful completion of Introductory Algebra (i.e. 090) will be considered comparable to three years of high school level, HEAR qualifying mathematics courses.~~

~~\*\*The successful completion of Survey of Algebra will be considered comparable to four years of high school level, HEAR qualifying mathematics courses.~~

4.02.04 Applicants graduating high school whose index number exceeds the minimum institutional admissions index number by more than 10 points (more than 15 points at Metropolitan State University of Denver). This paragraph will be periodically reviewed to determine if it is meeting the needs of the state, with the first review coming no later than 2013.

#### 4.03 Students Required to Meet Higher Education Admission Requirements (HEAR)

4.03.01 Effective with spring 2008 graduates and later, completion of the Higher Education Admission Requirements (HEAR) is required to meet the admission standard by all entering undergraduates admitted to Colorado’s four-year public colleges and universities for first-time undergraduate enrollment since high school graduation. The requirement also applies to other students subject to the freshmen admission standard if the year of high school graduation is spring 2008 or later. See section 5.04.04 for curricular requirements that apply to transfer students who graduate in spring 2008 or later.

4.03.02 Students who drop out of high school, earn a GED, and apply to a four-year institution are subject to the same requirements as other students. If a student’s transcript does not meet the Higher Education Admission Requirements (HEAR), she/he may be admitted through the institution’s window. See section 5.05 for explanation of the admission window.

4.03.03 Home schooled students are subject to the same requirements as other students.

**Comment [EC3]:** While in policy, no institution was providing a 3 unit credit for 090 and only has provided one unit – the Admission Council agreed to change to one unit and this change was also communicated with CDE and school districts – discussion is needed as to how to include the new developmental education courses in HEAR – this change will be proposed at a later time

**Comment [EC4]:** The explicit inclusion of Survey of Algebra will also be reviewed at a later time – it does not make sense to include here as it is not a remedial course



4.03.04 Students admitted to degree and certificate of completion programs offered through the Colorado Statewide Extended Studies Program.

4.03.04.01 Persons who wish to enroll in a degree or certificate of completion program offered either through the Statewide Extended Studies Program, the Off-Campus State-Funded Program or under the authority as a Regional Education Provider shall meet exactly the same institutional requirements for admission that are applied to students enrolling on-campus.

4.03.04.02 A student who has been formally admitted to the institution may enroll in courses through the Statewide Extended Studies Program and apply the credits toward a degree, but should be advised to consult with the institution to ensure that the credits earned would fulfill degree requirements.

4.03.05 Non-degree students age 21 and younger who apply for formal admission at the same institution at which they took non-degree coursework are required to meet the HEAR standards regardless of credit hours earned.

4.03.06 Students applying to a four-year institution for the purpose of participating in an ASCENT program as defined by C.R.S. 22-35-101(8) and created by the required cooperative agreement between a local education provider and the four-year institution of higher education.

#### 4.04 Students Exempt from Higher Education Admission Requirements (HEAR)

The following students are exempt from the Higher Education Admission Requirements (HEAR):

4.04.01 Any student who graduates from high school prior to spring 2008.

4.04.02 Students enrolled in “concurrent enrollment program” courses as defined in C.R.S. 22-35-101(6) are exempt from the Higher Education Admission Requirements (HEAR) until they are formally admitted by an institution.

4.04.03 Students entering a baccalaureate-degree program, including non-degree students age 22 and over who apply for formal admission at the same institution at which they took non-degree coursework, who have 30 or more college-level semester credit hours and a minimum grade point average that meets or exceeds that specified in Table 3.

4.04.04 Students applying for a certificate or two-year degree program at a four-year institution.

4.04.05 Students who have a foreign (non-U.S.) transcript.

4.04.06 Students who have earned a baccalaureate degree.



4.04.07 Nontraditional applicants to Metropolitan State University of Denver. More specifically, first-time freshmen and transfer students who are at least 20 years of age on or before September 15 for admission in a summer or fall term or before February 15 for admission in a winter or spring term are considered non-traditional by statute.

4.04.08 Students who are non-degree-seeking summer only.

4.04.09 Students participating in a formal national, international, or Colorado Consortium exchange program with a planned enrollment for one year or less.

4.04.10 Students who are non-degree-seeking without a baccalaureate degree and are age 20 or older.

4.04.11 Students who have not been formally admitted to an institution and who wish to enroll in any off-campus course not offered as part of a complete off-campus degree program may enroll through the Statewide Extended Studies Program. The sponsoring institution/campus may implement policies regarding enrollment of non-matriculated off-campus students.

4.04.12 Students who have completed 30 or more college-level credit hours while enrolled in an early or middle college in which the student is concurrently earning a high school diploma and associate of arts or associate of sciences degree. Such students will be subject to the Transfer Standard, but counted as first-time freshman for reporting purposes.

4.04.13 Students that graduated from a high school in a school district that has applied for and been granted a waiver according to paragraph 4.06 of these policies.

#### 4.05 Compliance with Higher Education Admission Requirements (HEAR)

Beginning with students graduating in spring 2008 and reported as admitted students in summer/fall 2008 (FY2009) who have not completed the Higher Education Admission Requirements (HEAR) or alternatives listed in section 4.02 of this policy, will be counted as window admits unless exempt from Higher Education Admission Requirements (HEAR) (see section 4.04 and 5.05). Institutions shall report the status of student completion of the Higher Education Admission Requirements (HEAR) via the SURDS Undergraduate Applicant File. These data will be used to monitor the compliance of institutions with the Commission's standards and to evaluate the policy's impact on students.

4.06 School districts may seek a waiver on behalf of students that graduate from district high schools. In order to receive a waiver, the school district shall by a vote of the school board "*Attest that their school district does not have available resources to meet 2010 requirements as established in current policy and requests that the Colorado Commission of Higher Education grant a waiver from the Higher Education Admission Requirements starting with the graduating class of 2010*".



4.06.01 The request must specify that the school district cannot meet the requirements of the fourth year of mathematics, the one year of foreign language, or both and provide an explanation as to why the requirements cannot be met.

4.06.02 The resolution and request for a waiver must be submitted to the Department of Higher Education by January 15, 2009. School district waivers will be effective for three years, until the graduating class of 2013. Staff will forward requests for school district waivers to the Commission for approval at the February 2009 Commission meeting.

4.06.03 The Department of Higher Education will publish the list of school districts granted a waiver for HEAR 2010 by March 13, 2009.

## **5.00 CCHE Undergraduate Admission Standards Index and Transfer GPA**

### **5.01 Background**

In 1987, pursuant to statute, the Commission established state-level admission standards for first-time entering undergraduates and transfer students at each of Colorado's baccalaureate-granting public institutions. The standards established by the Commission in 1987 for an entering freshman were based on the calculation of an admissions index. The index has two components: a student's high school performance (i.e., high school grade point average (g.p.a.) or class rank) and performance on a standardized test. For an undergraduate transferring from another institution, the standard's criterion was a specific grade point average.

Prior to the adoption of this revised policy by the Commission, at least 80% of an institution's fiscal year admits had to meet the appropriate CCHE freshman or transfer standard. Each institution was allowed to admit students who do not meet the CCHE admissions standards up to a number not exceeding 20% of the admitted pool of students. This pool, often referred to as "the admissions window," provides institutional flexibility in admitting promising students who meet institutionally established criteria but not the Commission's numerical standards. In addition, some students explicitly are exempt from the CCHE standards.

### **5.02 Applicants Exempt from CCHE Admission Standards Index or Transfer GPA**

The following types of undergraduate applicants are exempt from the Commission's freshmen and transfer admission standards.

#### **5.02.01 Degree-seeking applicant:**

5.02.01.01 Applicants who have a foreign (non-U.S.) transcript. The Commission directs the individual institutions to evaluate to the best of their ability, the foreign credentials presented by the student to assure that they are of an equivalent level to those students admitted under the Commission's standards.



5.02.01.02 Applicants who have completed a baccalaureate degree.

5.02.01.03 Applicants to Metropolitan State University of Denver who are age 20 or older. More specifically, first-time freshmen and transfer students who are at least 20 years of age on or before September 15 for admission in a summer or fall term on or before February 15 for admission in a winter or spring term are considered non-traditional.

5.02.01.04 Applicants to the two-year role and mission component of a four-year institution (See section 5.04.02)

5.02.02 Non-degree-seeking applicant

5.02.02.01 Applicants who are still enrolled in high school and applying for “concurrent enrollment program” defined by C.R.S. 22-35-101 (6) as a 9<sup>th</sup> through 12<sup>th</sup> grader.

5.02.02.02 Applicants for the summer session only.

5.02.02.03 Applicants to the two-year role and mission component of a four-year institution.

5.02.02.04 Applicants without a baccalaureate degree who are age 20 or older.

5.02.02.05 Applicants participating in a formal national, international, or Colorado Consortium exchange program with a planned enrollment for one year or less.

5.03 Freshman Standards

The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions listed in section 5.02.

Non-degree students applying for formal admission at the same institution are also subject to the freshman standard if they are age 21 and under, regardless of college credit hours, or if they are age 22 and over with 12 or fewer college credit hours, except those applicants who meet one of the admission standards index exemptions listed in section 5.02.

The Commission has developed a single scale for evaluating the achievement records of applicants that incorporates measures of standardized test scores, high school class rank, and high school grade point average.

More specifically, grade point average and class rank were found to be closely related and a correspondence was defined. It was used to create the Commission's High School Performance Index, with a mean and median of 50 and a standard deviation of 10. Similarly, standardized test scores from the ACT and SAT were used to create the



Commission's Standardized Test Index. The Commission's Admissions Index was computed by adding the Commission's High School Performance Index and the Commission's Standardized Test Index. This creates a scale with a mean of 100. This scale is used in the freshmen admission standard. See technical appendix for more complete information (Attachment T.A.).

5.03.01 The specific minimum index score at each Colorado public four-year institution is summarized in Table 2.

Table 2: CCHE Index Scores for First-time Freshman Applicants

Institution	Freshman Admissions Index
Adams State University	80
Colorado School of Mines	110
Colorado State University	101
Colorado State University – Global	86
Colorado State University – Pueblo	86
Fort Lewis College	92
Colorado Mesa University	92
Metropolitan State University of Denver	76
University of Colorado at Boulder	103
University of Colorado at Colorado Springs	92
University of Colorado at DHSC	93
University of Northern Colorado	94
Western State Colorado University	80

**Comment [EC5]:** CCHE approved CSU Global's index score in October 2014.

**Comment [EC6]:** See note regarding change in small font below (CCHE approve index change back in 2012)

\*Fort Lewis College's index score for 2006 and 2007 was 86; in 2008 it increased to 92 pursuant to SB 05-194 and CCHE action on October 6, 2005.

\*\*Colorado Mesa University's (CMU) index increased to 85 in summer 2007 pursuant to CCHE action on March 2, 2006. On April 26, 2012, CMU's selectivity level was changed from "moderately selective" to "selective" pursuant to legislative action to C.R.S. 23-53-101. Consequently, CCHE approved CMU's index change to 92 on October 4, 2012. The index impacts first-time students seeking admission to a baccalaureate program at CMU.

\*\*\*Colorado State University – Global's index was approved by CCHE on October 2, 2014. In May 2014, the passage of the Senate Bill 14-114 authorized CSU Global Campus to enroll bachelor's degree seeking students regardless of the number of credits they have previously earned. Within this statute, CSU Global Campus was identified as a moderately selective institution for students residing in Colorado who are 23 years of age or older. Before passage of this bill, CSU Global was prevented from admitting first-time freshmen.

5.03.02 Students may be admitted at Adams State University or Colorado Mesa University in either a two-year or a four-year program. Those admitted to a four-year program as first-time freshmen must meet the freshmen admission standards.

5.03.03 Students without a high school diploma must provide a high school equivalency exam score. Institutions shall accept General Education Development (GED) versions 1988, 2002, 2014 and any other state approved exam. The GED test is a test of equivalency for the high school diploma. Students without a high school diploma who receive a score of 150-145 or above in each content area on the 2014 GED (550 or greater on the 2002 version, or 55 or greater on the 1988 version) are considered to have met the Commission standards for the high and selective institutions. Students receiving a score of 150-145 or above in each content area on the 2014 GED (450 or greater on the 2002 version, or 45 or greater on the 1988 version) meet the Commission standards for the moderately selective and modified open institutions. Minimum required scores for other state approved high school equivalency exams shall be set with the advice of both the vendor offering the exam and the Colorado Department of Education. This route to admission is not to be used by students with a diploma.

**Comment [EC7]:** To accommodate the newly state approved HSET and TASC high school equivalency exams – this verbiage comes directly from the new Admission Policy.

**Comment [EC8]:** In January of 2016, GED announced that they were decreasing their passing score from 150 to 145. Please see addendum which includes GED's press release.

**Comment [EC9]:** As state approved high school equivalency exams and scores may change through time, we thought it prudent to leave the names and scores out of policy, and instead communicate this information via our website and in concert with colleges/universities and CDE. As GED has a history with different scores, it makes sense to keep their information in the policy.

5.03.04 Calculation for non-graded students: When a GPA is not calculable institutions shall use a proxy GPA of 3.3 to generate an admission index, which should be used to render an admission decision and may be used in the awarding of financial aid according to institutional guidelines consistent with other applicants.



5.03.04.01 When a GPA is provided or calculable, institutions must use it for the calculation of an admission index regardless of the academic setting through which it was earned, that is, regular or non-traditional (e.g., home schooling). Institutions must not differentiate between index



scores calculated according to grade point averages earned by way of either a regular or non-traditional academic setting when rendering admission decisions or awarding financial assistance according to official institutional guidelines otherwise consistently applicable to other applicants.

5.03.05 For students who participated in ASCENT, earned more than 12 credit hours, and had a GPA at or above those indicated in table 3 may be considered as alternatively meeting the admissions standards index.

#### 5.04 Transfer Standards

The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions listed in section 5.02 and are not covered by the freshmen standard.

No single scale comparable to that for the freshmen standard has been developed for transfer admission standards, but rather, the standards are based on grade point average from previous collegiate work, transfer hours, and high school record.

5.04.01 To meet the CCHE transfer admissions standards, students must meet one of the following conditions. A student must:

5.04.01.01 be enrolled in a CCHE-approved statewide guaranteed transfer agreement (business, engineering, education (early childhood or elementary), or nursing) and meet the minimum academic qualifications outlined therein; or

5.04.01.02 transferred from a different institution and earned more than 12 collegiate semester credit hours with a GPA at or above the minimum shown in Table 3.

5.04.01.03 be a non-degree student applying for formal admission at the same institution and be at least age 22 and earned more than 12 collegiate semester credit hours with a GPA at or above the minimum shown in Table 3.

5.04.02 Students may be admitted at Adams State University or Colorado Mesa University in either a two-year or a four-year program. Students admitted into the two-year programs must meet the Commission's transfer admission standards in order to pass from the two-year programs to the four-year programs.

5.04.03 The specific institution grade point average required to meet the CCHE Transfer Standards at each public institution is summarized in Table 3.

Table 3: Minimum Grade Point Average Requirement for Students Transferring from Another Institution with More Than Twelve Collegiate Semester Credit Hours



Receiving Institution	Transfer GPA	Window Size
Colorado School of Mines	2.70	20%
University of Colorado Boulder	2.70	20%
Colorado State University	2.50	20%
Fort Lewis College	2.40	20%
University of Colorado Colorado Springs	2.40	20%
University of Colorado DHSC	2.40	20%
University of Northern Colorado	2.40	20%
Adams State University	2.30	20%
Colorado State University – Global Campus	2.30	20%
Colorado State University – Pueblo	2.30	20%
Colorado Mesa University	2.30	20%
Western State Colorado University	2.30	20%
Metropolitan State University of Denver	2.30	20%

#### 5.04.04 Higher Education Admission Requirements (HEAR)

Transfer applicants with under 30 college-level semester credit hours, must also demonstrate academic preparation comparable to the Higher Education Admission Requirements (HEAR) to meet the transfer standard, if they graduated from high school in spring 2008 or later and are not subject to any exemptions listed in section 4.04. Such preparation can be demonstrated by completing the Higher Education Admission Requirements (HEAR) in high school and/or by successfully completing (with a grade of C- or higher) a college-level course in each core area (English, mathematics, natural sciences, social sciences, and foreign language (2010 and later graduates) where the high school unit requirements have not been fulfilled.

#### 5.05 Students Not Meeting Institution’s Admissions Standards (Window Admissions)

The purpose of the admissions window is to provide the institution greater flexibility in recognizing promising students who do not meet the CCHE admission standards. The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission (see Tables 3 and 4).

Table 4: Allowable Window Size for Freshman Admission Standard for Colorado Public Four-Year Institutions

	FY 2007*	FY 2008	FY 2009	FY 2010**
<b>Highly Selective</b>				
Colorado School of Mines	10%	10%	10%	10%
<b>Selective</b>				
University of Colorado at Boulder	14%	14%	14%	14%
Colorado State University	16%	16%	16%	16%
Fort Lewis College	19%	19%	19%	19%
University of Colorado Colorado Springs	19%	19%	19%	19%
University of Colorado at DHSC	19%	19%	19%	19%
University of Northern Colorado	19%	19%	19%	19%
<b>Moderately Selective</b>				
Adams State University	20%	20%	20%	20%



Colorado State University-Global	20% (starting May 2014)			
Colorado State University – Pueblo	20%	20%	20%	20%
Colorado Mesa University	20%	20%	20%	20%
Western State Colorado University	20%	20%	20%	20%

**Modified Open**

Metropolitan State University of Denver	20%	20%	20%	20%
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\*Evaluation year for assessing the impact of freshman admission window changes.

\*\*Evaluation year for assessing the impact of the implementation of the Higher Education Admission Requirements (HEAR).

The window applies to the entire pool of admitted students. Students with missing data are included as part of the window percentage since such students do not meet the CCHE admission standards. Since the CCHE admission standards specified in this policy apply equally to both resident and non-resident students, no differentiation is made by tuition status in the calculation of the window.

Institutions may admit students with index scores below its specified minimum score including those with missing indices as a window admit, but the proportion of freshmen standard admits with an index more than ten points below the minimum is limited to one percent. This percentage of admits exceeding the ten-point range is included as part of the window size specified for each institution.

Effective with applicants who graduated from high school in spring 2008 or later, freshmen applicants must meet both the institution’s index standard and have completed the required Higher Education Admission Requirements (HEAR) (if applicable) to meet an institution’s freshman admission standard. Only units completed, in progress, or planned at the time of application will count toward a freshman student’s meeting the Higher Education Admission Requirements (HEAR). Freshmen who have not completed the required Higher Education Admission Requirements (HEAR) will not meet the CCHE admission standard for any four-year college or university (except students age 20 or older at Metropolitan State University of Denver), regardless of the student’s index score. Institutions may admit students who have not completed the required Higher Education Admission Requirements (HEAR), but these students will be counted as window admits.

5.05.01 Window Calculations

The 20% window will be calculated and applied on a statewide basis with considerations given to the institutional windows sizes established in table 4. This statewide calculation allows for an allocation of the additional window space to institutions whose entering students do not meet the Higher Education Admission Requirements. With existing data, department staff, in discussion with higher education institutions, will annually review the need for this window calculation to determine if it is meeting the needs of the state.



#### 5.06 Admission Not Guaranteed

Applicants who meet the appropriate Commission admission standard for an institution are not guaranteed admission to that institution. Institutions may make admission decisions based on other criteria resulting in admission standards more rigorous than the Commission's minimum admission standards.

#### 5.07 Reporting of Data

Institutions shall report all undergraduate freshmen and transfer applicants, including those for summer terms, to the Commission on the SURDS Undergraduate Applicant File. These data will be used to monitor the compliance of institutions with the Commission's standards and to evaluate the impact of the policy on institutions and students. An institution must keep up at least one, full, prior year of files and records to document admissions decisions.

Each year the Commission staff will collect data on enrollment, transfer, and freshmen admission standards for all institutions and will prepare a report for Commission consideration. The Commission then will formally review the report and reconsider the question of whether the ultimate standards designated under the policy should be retained or modified and whether the implementation schedule should continue on track.

### 6.00 Penalties for Not Meeting the Standards

If an institution should admit more than the CCHE-determined window percent for either the freshmen or transfer standard in any fiscal year, the Commission shall assess a financial penalty against the governing board. Such penalty shall be based on the number of admitted students, regardless of residency, exceeding the window percent limitation. The penalty will be calculated by doubling the number of admitted students exceeding the window percent and then multiplying the amount of state support applicable in the fiscal year in which the institution exceeded the window percentage. The penalty is binding and may not be appealed.

If an institution exceeds the CCHE-determined window percent for two consecutive years, the Commission, in addition to the financial penalty, may adjust the institution's index score by lowering it to the next index level or the point at which the institution would comply with the standards, whichever is lower.

During the HEAR implementation period of 2008 and 2009, this section will not be applicable to those institutions that admit students using reallocated window space described in section 5.05.01.

### 7.00 Enrollment Limits on Admission Standards

#### 7.01 Standards for Out-of-State Students Must Equal or Exceed Those For In-State Students

SB 93-136 added the following language to 23-1-113 (1) (a):



Effective July 1, 1993, the academic admission standards established for determining admission of students who do not have in-state status, as determined pursuant to section 23-7-103, shall equal or exceed those established for determining admission of in-state students.

The admission standards policy applies equally to both in-state and out-of-state students, no differentiation is made by tuition status and the CCHE-determined window percent apply to the pool of all accepted students. It is possible, however, for an institution to use its available window "slots" to give preferential treatment to applicants according to student residency. Such a practice would violate the intent of the statutory language. Therefore, the following procedures will be carried out yearly in order to monitor compliance with the intent of this requirement.

#### 7.01.01 Separate Window Calculations for In-State and Out-of-State Accepted Students

Each fiscal year, after final Undergraduate Applicant data has been submitted and edited, separate window calculations will be made by Commission staff for students reported as in-state and out-of-state. Institutions whose in-state window percent is less than the out-of-state percent (by at least 0.5 percent) will be subject to further analysis. If this further review is not indicated by this comparison, then the institution will be considered to be in compliance.

#### 7.01.02 Acceptance Decisions by Admission Index Range

The acceptance decisions made by institutions who do not meet the criteria identified in 7.01.01 will be analyzed by in-state and out-of-state applicant for significant differences.

Within each category, the number of total applicants and the percent offered admission will be calculated for both in-state and out-of-state applicants. If the percent of in-state applicants offered admission is greater than the percent of out-of-state applicants in almost every case, then the institution will be considered to be in compliance with the intent of the statutory language. One or two exceptions will not necessarily be considered as evidence of lack of compliance as long as these exceptions do not indicate a clear preference for out-of-state applicants, especially in the ranges around the institution's cutoff score.

#### 7.01.03 Consequence for Not Complying With Statutory Intent

If the data for an institution does not show compliance with the analysis described in both 7.01.01 and 7.01.02, then staff will formally request an explanation and corrective action from the institution's governing board, and a discussion item for Commission review will be prepared.

7.02 Not less than 55 percent of the incoming freshman class at each state-supported institution of higher education shall be in-state students.

SB 93-136 added the following directive to statute (amended by SB 94-218):  
23-1-113.5. Commission directive - resident admissions. It is the intent of the general assembly that all state-supported institutions of higher education operate



primarily to serve and educate the people of Colorado. The general assembly therefore directs the commission to develop admission policies to ensure that, beginning with the fall term of 1994 and for the fall term of each year thereafter, not less than fifty-five percent of the incoming freshman class at each state-supported institution of higher education are in-state students as defined in section 23-7-102 (5). Commencing with the fall term of 1995, this requirement shall be met if the percentage of in-state students in the incoming freshman class for the then current fall term and the two previous fall terms averages not less than fifty-five percent. Such fifty-five percent requirement shall also apply to the up to twenty percent of incoming freshmen students admitted based on criteria other than standardized test scores, high school class rank, and high school grade point average pursuant to section 23-1-113 (1) (b).

#### 7.02.01 Use of the Fall Term, SURDS Enrollment File

Fall term data from the Student Unit-Record Data System (SURDS) Enrollment File will be used to test compliance.

#### 7.02.02 Calculation of the In-State Percentage for First-Time Freshmen

This statutory language applies to all public institutions, including state system community colleges and local district colleges. The in-state percentage will be calculated from the selection of all students on the Fall Enrollment File who meet the following conditions: credit hours - resident instruction greater than zero (in other words, students with only extended studies or sponsored program credit hours will be excluded from this calculation); student level less than 19; and registration status equal 1. The percent will be calculated as the total number meeting the above condition divided into those from this group that are reported as having in-state tuition status. It should be noted that this calculation includes all enrolled students, including those who were admitted through an institution's admission window, with the exception of Native American students attending Fort Lewis College, who are excluded from this calculation. Beginning with fall 1995, the average of the most recent three fall term percentages will be used to test compliance. This percentage will be calculated as the total in-state over the three years divided by the total enrollment.

#### 7.02.03 Consequence for Not Complying With 55 Percent Restriction

If the data for an institution shows an in-state percent less than 55 percent for first-time freshmen, then staff will formally request an explanation and corrective action from the institution's governing board, and a discussion item for Commission review will be prepared.

#### 7.03 Reports to the Commission

Upon receipt and final editing of the data specified in sections 7.01, Commission staff shall prepare an analysis of the data and prepare a report for the Commission. Any institutions failing to meet the statutory language shall be identified and a subsequent discussion item from the institution and/or its board shall be prepared for Commission action.

HISTORY: CCHE Agenda Item IV, A – April 11, 2014; CCHE Agenda Item IV, A – November 6, 2014;  
[CCHE Agenda Item II, H – September 1, 2016](#)





SECTION I

PART F ADMISSIONS STANDARDS POLICY

(Effective for students seeking admission for fall 2019 and after. Institutions can begin using as early as fall 2016.)

**Comment [EC1]:** While policy allows institutions to begin using the new policy in fall 2016, all institutions agreed to begin using it in fall 2019 to decrease confusion and for consistency

**1.00 Introduction**

Colorado Revised Statute 23-1-113 authorizes the Colorado Commission on Higher Education (Commission) to establish academic admissions standards for first-time and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The Commission is also required to review and revise these standards. This admission standards policy is effective for all students seeking admission for fall 2019 and thereafter. For students seeking admission fall 2016 through summer 2019, institutions may use this policy or the fall 2013 policy, providing a three-year transition period.

Colorado’s groundbreaking 2008 Preschool to Postsecondary Education Alignment Act (SB 08-212), more commonly known as the Colorado Achievement Plan for Kids, or CAP4K, requires that the Commission review and align the admissions standards policy with the postsecondary and workforce readiness description, adopted by the Commission and the State Board of Education in 2009. Subsequent legislation (HB 12-1155) further requires the Commission to ensure that academic admissions standards are aligned with the state’s remedial education policy and allows the Commission, in developing new admissions standards, to take into account the rigor of a student’s high school courses.

In 2012, within the context of increased emphasis on P-20 alignment, the Commission adopted Colorado Competes, the Master Plan for higher education. The Master Plan established four state-wide goals for higher education in Colorado: (1) increase attainment of credentials and degrees; (2) improve student success; (3) enhance access to post-secondary education while reducing attainment gaps among students from underserved communities; and (4) develop resources to allow institutions of higher education to meet enrollment demands while promoting affordability, accessibility and efficiency. The Master Plan reflects a shift in higher education policy in Colorado from inputs – that is, enrollment – to outputs – student progress and success. With the completion of negotiated performance contracts, institutions are held accountable not just for the number of students they enroll, but also, how students persist and succeed through to a degree.

This Admissions Standards Policy directly supports this shift in focus from enrollment to student success. The policy seeks to align postsecondary admissions and remedial education expectations with high school graduation requirements. Further, the policy increases flexibility for institutions to determine their own specific admissions requirements and increases the number of tools they may use to do so. The policy presupposes that institutions will develop admissions requirements and admit students whom they are best able to serve reflecting their statutory role and mission (see section 5.00 of this policy). In this sense, this policy represents a move to reflect what institutions are doing in practice and to better serve students.



To ensure that the Admissions Standards Policy continues to meet state goals and priorities, the Commission will review the policy every three years or as required to determine any appropriate revisions.

The Commission admissions standards are intended to be a qualitative and quantitative guideline of requirements for consideration at four-year institutions. Meeting the Commission's admissions standards does not guarantee admission to any student at any institution, as institutions consider a broad range of factors in making admissions decisions.

**This policy is comprised of the following sections:**

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Policy Goals
- 4.00 Admissions Standards
  - First-time Admissions Standards
  - Postsecondary and Workforce Readiness Endorsed Diploma Admissions Guidelines
  - Transfer Admissions Standards
- 5.00 Public Institutions' Statutory Roles and Missions
- 6.00 Data Reporting and Analysis
- 7.00 Communication with Prospective Students
- 8.00 In-State and Out-of-State Enrollment Standards
- 9.00 Policy Background
- 10.00 Guiding Policies

**2.00 Statutory Authority**

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - definitions  
(1) (a) The commission shall establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The commission shall establish and may subsequently review and amend the standards after consultation with the governing boards of institutions. The academic admission standards for students who do not have in-state status, as determined pursuant to section 23-7-103, shall equal or exceed those established for determining admission of in-state students.

**3.00 Policy Goals**

Through this policy, the Commission intends to provide an opportunity for all qualified individuals to attend and succeed at a Colorado public higher education institution by:

1. Informing prospective students regarding the recommended ways to academically prepare for postsecondary education in Colorado.
2. Requiring that four-year institutions admit only students who are academically prepared, as defined in Colorado's remedial education policy, unless that institution can adequately support the student with Supplemental Academic Instruction.



3. Requiring institutions to establish and clearly communicate to prospective students and affiliated constituents performance-based admissions standards that reflect the institution's statutory role and mission and which align to the following:
  - a. Colorado Department of Education's high school graduation guidelines (Colorado Academic Standards) per C.R.S. 23-1-113(1.5);
  - b. Commission Policy I, L: Statewide Transfer and Pathways Policy;
  - c. Colorado Remedial Education Policy; and
  - d. Appropriate alternative pathways.
4. Encouraging diversity by encouraging the admissions of applicants from underrepresented groups, applicants with special talents and applicants with other unique circumstances while ensuring their ability to succeed.
5. Allowing institutional flexibility in making admissions decisions that will lead to each institution meeting its enrollment, persistence and completion rates and the state meeting its statewide goals.

#### **4.00 Admissions Standards**

##### **4.01 First-time Admissions Standards**

Starting with admission for the fall of 2019 (and for institutions who choose to use this policy during the transition period of fall 2016 – summer 2019), these first-time admissions standards apply to all new first-time applicants and to transfer applicants with fewer than 24 college-level semester credit hours completed at the point of application, except first-time and transfer applicants who meet one of the admissions standards exemptions listed in section 4.04.

##### **4.01.01 College-Readiness Requirement**

Students admitted to four-year institutions must be college-ready as defined by the state's Remedial Education Policy (Commission Policy section I Academic Affairs Statewide Remedial Education Policy part E). Institutions may admit students scoring below the cut score and place them in college-level courses with Supplemental Academic Instruction (SAI) based on the institution's secondary evaluation process (Commission Policy section I Supplemental Academic Instruction part W).

Institutions enrolling students below college-ready as defined in the Remedial Education Policy who are not served through SAI must report to the Commission by December 31st of that year on the number of students, how the institution is supporting those students and how enrolling those students is consistent with the institution's role and mission (see section 5.00 of this policy).

##### **4.01.02 Development of Institutional Admissions Policy -- Academic Performance Indicators**

In addition to determining college-readiness as described above, institutions shall each develop individual admissions standards using academic performance indicators. Academic performance indicators are defined in C.R.S. 23-1-113. For the purposes of the Colorado Admissions Standards, institutions must use at a



minimum all three of the following indicators as **first-time admissions academic performance indicators**:

- Assessment scores;
- Grade point average (GPA); and
- Rigor.

4.01.02.01      **Assessment Scores**

Institutions will set a performance indicator which will represent the assessment score mid 50% range of their admitted class from the previous year. Institutions may use either SAT or ACT; or PARCC or Smarter Balanced when validated. Institutions may also choose to use a supplemental assessment including Accuplacer and Compass.

4.01.02.02      **Grade Point Average (GPA)**

Institutions will set a performance indicator which will represent the high school cumulative GPA mid 50% range of their admitted class from the previous year. Institutions will accept the GPA reported on the high school transcript. All GPAs will be correlated to a 4.0 scale. In cases of students entering without a GPA that can be calculated on a 4.0 scale, the institution will review the GPA within the context of the grading methodology used at the school (e.g., standards-based assessment, narrative assessment, definitions of “mastery” to progress, non-U.S. based grading scales); assessment scores and rigor will also be considered.

4.01.02.03      **Rigor**

Institutions will set a performance indicator using rigor of students’ high school program of study. Research indicates the best preparation for success in college is for a student to take a rigorous high school curriculum. Institutions can assess rigor in multiple ways, recognizing that students engaged in competency-based high school programs of study and those in traditional seat-time based programs may have different methods of demonstrating rigor. Institutions’ performance indicators should accommodate these different demonstrations of rigor, including, but not limited to, the following:

- A. Quantity and quality of completed high school core-content courses. Strong preparation in English and mathematics is highly recommended for all college-bound students. Students also should complete significant core-content coursework in social and behavior sciences, natural and physical sciences, arts and humanities, world languages and academic electives; For students in traditional seat-time based programs, the minimum requirements for course



completion include the seventeen academic units of the Higher Education Admission Requirements (HEAR) according to the distribution outlined below:

<b>Academic Area</b>	
English	4 Units
Mathematics	4 Units
Natural Science	3 Units
Social Science	3 Units
World Language	1 Unit
Academic Electives	2 Units
<b>TOTAL</b>	<b>17 Units</b>

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

- B. Sequences of career and technical courses;
- C. Successful completion of Advanced Placement courses, International Baccalaureate courses or gtPathways concurrent enrollment courses (grades of "C-" or better);
- D. High school senior year coursework and experiences. Students are strongly encouraged to take the most rigorous courses available to them and consistent with their academic abilities. Additionally, students may be evaluated on the rigor of the courses selected compared to the rigor of courses available; and
- E. High school courses in a chosen career path. Students are recommended to pursue high school courses and experiences relevant to their career path.

#### 4.01.02.04 **Submission of Institutional Standards to Commission**

Following adoption of this policy, institutions are required to establish and submit to the Commission for approval admissions standards by December 1, 2014. Institutions will submit admissions standards in a format to be determined by the Department in consultation with the institutions. The admissions standards should include the performance indicators as described in sections 4.01.02.01, 4.01.02.02, and 4.01.02.03. Institutions may submit changes to their standards at any time in the future provided the proposed standards are accompanied by an explanation from the institution providing a justification for the change, to include at a minimum how the change in standards will enable the institution to continue to or better serve students according to its role and mission. If institutions choose to require a higher high school equivalency exam score, this information must also be explained.



4.01.02.05 **Review by the Commission**

The Commission will review each institution's proposed standards and provide within 60 days either a notice of approval or a request for further information. The Commission will consider each institution's proposed standards according to its consistency with: Policy I-F, the institution's statutory role and mission, and statewide student success goals as established in the statewide master plan.

4.01.03 **Students required to meet First-time Admissions Standards**

4.01.03.01 Students who leave high school before graduating, earn a high school equivalency degree and apply to a four-year institution are subject to High School Equivalency Exam requirements, assessment scores and rigor performance indicators.

4.01.03.02 Home-schooled students.

4.01.03.03 Students admitted to degree and certificate of completion programs offered through an institution's Extended Studies program.

4.01.03.04 Applicants who wish to enroll in a degree or certificate of completion program offered either through Extended Studies, including Off-Campus State-Funded Program or under the authority as a Regional Education Provider shall meet exactly the same institutional requirements for admissions that are applied to students enrolling on campus.

4.01.03.04.01 A student who has been formally admitted to the institution may enroll in courses through the Statewide Extended Studies Program & apply the credits toward a degree. These students are advised to regularly consult with the institution to ensure the credits earned fulfill degree requirements.

4.01.04 **High School Equivalency Exam**

Students without a high school diploma must provide a high school equivalency exam score. Institutions shall accept General Education Development (GED) versions 1988, 2002, 2014 and any other state approved exam. This route to admission is available only to students without a high school diploma. Selective, highly selective, moderately selective, and modified open institutions shall require a score of ~~450-145~~ or above in each content area on the 2014 GED. Selective and highly selective institutions shall require a score of 550 or greater on the 2002 version, or 55 or greater on the 1988 version. Moderately selective and modified

**Comment [EC2]:** In January of 2016, GED announced that they were decreasing their passing score from 150 to 145. Please see addendum which includes GED's press release.



open institutions shall require a score of 450 or greater on the 2002 version, or 45 or greater on the 1988 version. [Minimum required scores for other state approved high school equivalency exams shall be set with the advice of both the vendor offering the exam and the Colorado Department of Education.](#) Institutions choosing to set higher minimum scores must include this information in their standards submission to the Commission as described in section 4.01.02.04. Admission is not guaranteed for students who meet the minimum GED institutional scores, as institutions also may consider academic rigor, performance, and assessment scores as part of their comprehensive review of GED applicants.

**Comment [EC3]:** As state approved high school equivalency exams and scores may change through time, we thought it prudent to leave the names and scores out of policy, and instead communicate this information via our website and in concert with colleges/universities and CDE. As GED has a history with different scores, it makes sense to keep their information in the policy.

#### 4.02 Postsecondary and Workforce Readiness Endorsed Diploma Admissions Guidelines

C.R.S. 23-1-113(7) authorizes the Commission, in collaboration with the State Board of Education and each institution's or system's governing board, to establish guidelines on admissions practices for students receiving a Postsecondary and Workforce Readiness (PWR) Endorsed Diploma.

**Open, modified open and moderately selective** institutions shall have as part of their admissions policies that students with a PWR Endorsed Diploma are guaranteed admission. Colorado high school students applying to open, modified open and moderately selective institutions, with indication on their transcript, as early as completion of the sixth semester (junior year), that they are on-track for a PWR Endorsed Diploma, will be processed and admitted into open, modified open and moderately selective institutions upon receipt of a complete college application. In order to be considered for guaranteed admission, students must meet institution application deadlines. The final high school transcript should reflect whether students have successfully completed the PWR Endorsed Diploma. Failure to successfully complete the PWR Endorsed Diploma may negate the offer of admission or result in disenrollment from the institution. Each institution reserves the right to refuse a student based on past criminal or disciplinary action, according to institutional campus safety/conduct guidelines (refer to the institution for detail).

**Selective and highly selective** institutions shall have as part of their admissions policies that students with a Postsecondary and Workforce Readiness PWR Endorsed Diploma will receive priority consideration. Colorado high school students applying to selective and highly selective institutions, with indication on their transcript, as early as completion of the sixth semester (junior year), that they are on-track for a PWR Endorsed Diploma, shall receive priority processing consideration once their complete applications are received by selective and highly selective institutions. The institution will move the completed application to the beginning of the applications to be reviewed; however, institutions reserve the right to request additional information before rendering a final decision. In order to be considered for priority consideration, students must meet institution application deadlines. The final high school transcript should reflect whether students have successfully completed the PWR Endorsed Diploma. Failure to successfully complete the PWR Endorsed Diploma may negate the offer of admission or result in disenrollment from the institution. Each institution reserves the right to refuse a student based on past criminal or disciplinary action, according to institutional campus



safety/conduct guidelines (refer to the institution for detail).

#### 4.03 **Transfer Admissions Standards**

In accordance with the Commission’s Academic Affairs Policy section I, Part L: Statewide Transfer and gtPathways Policy, “transfer student” means a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g. undergraduate, graduate) after high school graduation (or passing an equivalency exam). The student may transfer with or without credit. This excludes students who completed remedial coursework and students who completed college-level coursework as a high school student through Concurrent Enrollment or as their homeschool curriculum.

Starting fall of 2019 (and for institutions who choose to use this policy during the transition period of fall 2016 – summer 2019), the transfer student admissions standard will apply to all degree-seeking undergraduate transfer applicants with 24 or more college-level semester credit hours completed at the point of application who do not meet one of the exemptions listed in this policy (section 4.04). First-time admissions standards shall apply to transfer students with fewer than 24 college-level semester credit hours.

##### 4.03.01 **Development of Institutional Admissions Policy - Academic Performance Indicators**

If transfer students have 24 or more college-level semester credit hours completed at the point of application, then the transfer student admissions standard shall apply. The **transfer admissions standards academic performance indicators** are:

- Cumulative grade point average (GPA) from all previous college-level coursework;
- 24 or more college-level semester credit hours completed; and
- Successful completion of basic skills courses.

##### 4.03.02 **Coursework Requirement**

Students admitted to four-year institutions under the transfer student admissions standard must have completed all remedial coursework, with the exception that institutions approved to offer Supplemental Academic Instruction (SAI) under CCHE Policy I-W may offer SAI to eligible students. For many programs, transfer students are encouraged to complete gtPathways or equivalent courses in a range of academic subjects, especially college-level English composition and mathematics, before applying to transfer to another institution.

##### 4.03.03 **Development of Minimum Transfer GPA**

In addition to students having completed all remedial coursework as described



above, institutions shall each develop a student's minimum cumulative grade point average (GPA) from all previous college-level coursework, following the institution's own transfer policy.

#### 4.03.03.01 **Submission of Minimum GPA to Commission**

Following the adoption of this policy, institutions are required to establish and submit to the Commission for approval a minimum transfer GPA by December 1, 2014. Institutions will submit minimum transfer GPAs in a format to be determined by the Department in consultation with the institutions. Institutions may submit changes to their minimum transfer GPA at any time in the future provided the proposed change is accompanied by a written explanation from the institution providing a justification for the change, to include at a minimum how the change in GPA will enable to the institution to continue to or better serve students according to its role and mission.

#### 4.03.03.02 **Review by Commission**

The commission will review each institution's proposed minimum GPA according to 4.01.02.05 and provide within 60 days either a notice of approval or a request for further information.

#### 4.03.04 **Guaranteed Transfer Admissions**

Applicants who have completed an Associate of Arts (AA) or Associate of Sciences (AS) degree from a Colorado public two-year institution will be guaranteed admissions at all Colorado public baccalaureate awarding institutions, except Colorado School of Mines, provided the student meets the minimum transfer GPA standard, has completed all courses with a grade of C or better and a two-year institution is the last institution attended prior to transfer.\*

Admissions to an institution does not guarantee enrollment in a specific degree program. Institutions may have controlled entry due either to space limitations or academic requirements. Students who complete an AA or AS degree concurrent with high school may qualify for guaranteed admissions to an institution, and subsequently may be held to additional criteria for determining students eligibility for specific degree programs. These students will be reported as first-time applicants and may be held to additional institutional expectations of first-time applicants.

*\*University of Colorado Boulder, University of Colorado Denver, and University of Colorado Colorado Springs require completion of the University of Colorado Minimum Academic Preparation Standards (MAPS) for guaranteed transfer admission. Each institution reserves the right to refuse a student based on past*



*criminal or disciplinary action, according to institutional campus safety/conduct guidelines (refer to the institution for details).*

#### 4.04 Applicants Exempt from all Admissions Standards

The following undergraduate applicants are exempt from the Commission's admissions first-time standards and transfer standards.

##### 4.04.01 Degree-seeking applicants:

4.04.01.01 Who have a non-U.S. transcript. The Commission directs the individual institutions to evaluate, to the best of their ability, the non-United States credentials presented by the student to ensure that they are of an equivalent level to those students admitted under the Commission's standards.

4.04.01.02 Who have already completed a baccalaureate degree.

4.04.01.03 Who have applied to the two-year role and mission component at Adams State University or Western Colorado Community College (the community college division of Colorado Mesa University).

4.04.02 Applicants enrolled as non-degree seeking students are exempt from the first-time admissions standards. This includes but is not limited to summer-only enrollment; formal Colorado Consortium exchange programs with a planned enrollment for one year or less; and those who have not been formally admitted to an institution and who wish to enroll in any off-campus coursework not offered as part of a complete off-campus degree program.

4.04.03 Applicants who are age 23 or older and/or have been out of school for five or more years are not held to these admissions standards and can be evaluated according to institutional policies.

#### 4.05 Two-year and Four-year Role and Mission Institutions

Students may be admitted at Adams State University in either a two-year or a four-year program or at Colorado Mesa University or Western Colorado Community College (the community college division of Colorado Mesa University). Those admitted to a four-year program as first-time students must meet the first-time admissions standards. Students whose only college work has been completed concurrent with high school, regardless of the number of credits, are subject to the first-time admissions standards, though all college coursework will be evaluated for transferability according to institutional and Colorado statewide transfer policies for admissions to the two-year or four-year program. Students enrolled in the two-year programs who seek to transfer to the four-year program must meet the Commission's and institutions' transfer admissions standards to be eligible for transfer.



## 5.00 Public Institutions' Statutory Roles and Missions

Institutions' statutory roles and missions are as follows:

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

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

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

23-31.3-101 . . . Colorado State University – Global Campus shall be a baccalaureate and graduate online university with the mission in Colorado of offering baccalaureate degree programs for nontraditional students . . . For baccalaureate degree students residing in Colorado, CSU Global Campus shall have moderately selective admission standards.

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

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

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

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

23-51-101 . . . Adams State University, which shall be a general baccalaureate institution with moderately selective admission standards. . . and two-year transfer programs with a community college role and mission.

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

23-53-101 . . . Colorado Mesa University, which shall be a general baccalaureate institution with selective admission standards. . . Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs.

23-54-101 . . . Metropolitan State University of Denver, which shall be a comprehensive institution with modified open admission standards at the baccalaureate level; except that non-traditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, a GED high school equivalency



certificate, or the equivalent thereof.

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

23-60-201 . . . A state system of community and technical colleges . . . offers a broad range of general, personal, career and technical education programs. . . Each community college may offer two-year degree programs with or without designation, and, . . . may offer technical, career, and workforce development bachelor of applied science degree programs. No college shall impose admission requirements upon any student.

23-1-113.3 . . . Aims Community College and Colorado Mountain College shall be two-year local district colleges with open admission standards. Per 23-71-102.(I): Colorado Mountain College. . . may also offer no more than five baccalaureate degree programs. . . Per 23-71-102.(II): Aims Community College. . . may also offer Bachelor of Applied Science degree programs. . .

**Comment [EC4]:** Per HB 16-1083, Western's selectivity level change from moderately selective to selective

**Institution Selectivity per Colorado Revised Statute**

Institution	Selectivity
Community Colleges	Open admission standards
Metropolitan State University of Denver	Modified open admission standards
Adams State University	Moderately selective admission standards
Colorado State University – Global	Moderately selective admission standards
Colorado State University – Pueblo	Moderately selective admission standards
Colorado Mesa University	Selective admission standards
Colorado State University	Selective admission standards
Fort Lewis College	Selective admission standards
University of Colorado Boulder	Selective admission standards
University of Colorado Colorado Springs	Selective admission standards
University of Colorado Denver	Selective admission standards
University of Northern Colorado	Selective admission standards
<u>Western State Colorado University</u>	<del>Moderately</del> Selective admission standards
Colorado School of Mines	Highly selective admission standards

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**6.00 Data Reporting and Analysis**

Institutions shall report annually all undergraduate first-time and transfer applicants, including those for summer terms, to the Commission on the SURDS Undergraduate Applicant File. SURDS data will be used to monitor the compliance of institutions with the Commission's admissions standards and to evaluate the impact of the policy on institutions and students. An institution must keep at least one, complete, prior year of files and records to document admissions decisions.

Each spring, using SURDS data, the Department will prepare an annual report on institutional performance to include the retention of first-time and transfer students. The Commission will monitor and report this data, along with admissions, enrollment, retention and completion of different student populations, including resident/non-resident status, students receiving financial aid, by type and level, and background characteristics such as gender and ethnicity. Data will be



reported by institution for in-state and out-of-state students and will be reported by high school and school district level for in-state students, per C.R.S. 23-1-108.

The Commission then will formally review the report and monitor institutions' performance. The Commission will rely on the performance contracts policy when evaluating the effectiveness of this policy. The Commission will also reconsider the question of whether the ultimate standards designated under this policy should be retained or modified and whether the implementation schedule should continue.

### **7.00 Communicating with Prospective Students**

To enable students to understand which institutions they are best suited for, beginning spring 2015 and every spring thereafter, each institution shall compile and publish a quantitative and qualitative description of the mid 50 percent of its most recently admitted class. The presentation shall use the institution's academic performance indicators approved by the Commission (including assessment scores, GPA and rigor) and any other indicators the institution uses to evaluate the admissibility of students. This information must be public and easily accessible to potential students. College in Colorado, a division of the Department of Higher Education, shall compile this information in an annual summary for statewide distribution.

### **8.00 In-State and Out-of State Enrollment Standards**

Colorado Revised Statute 23-1-113.5 states, "It is the intent of the General Assembly that all state-supported institutions of higher education operate primarily to serve and educate the people of Colorado." Standards for out-of-state students must equal or exceed those for in-state students per C.R.S. 23-1-113 (1) (a). Not less than 55 percent of the incoming first-year class at each state-supported institution of higher education shall be in-state students per 23-1-113.5. The Department, working with institutional research representatives, will determine the calculation to monitor the in-state percentages per institution. The Department will include the in-state calculations in the annual admissions and enrollment report. This calculation includes all enrolled students, including those who were admitted through an institution's admission window, with the exception of Native American students attending Fort Lewis College, who are excluded from this calculation.

### **9.00 Policy Background**

The original admissions standards policy was adopted by the Commission in 1986 and was implemented the following year. In 1987, the Commission established state-level admissions standards for first-time entering undergraduates and transfer students at each of Colorado's baccalaureate-granting public institutions. The standards established for an entering freshman were based on the calculation of an admissions index. The index had two components: a student's high school performance (i.e., high school grade point average or class rank) and performance on a standardized test. For an undergraduate transferring from another institution, the standard's criterion was a specific GPA.



Changes made in 2008 reflect a significant addition for applicants who graduate high school after spring 2008. In addition to defining institutional admissions indices for first-time students and grade point averages for entering undergraduate transfers, the standards expanded to require a stronger higher education admissions requirement so that students seeking admissions to four-year public institutions of higher education were ready to progress successfully in higher education. This policy articulated and required a particular curriculum to be met by first-time entering undergraduates who graduated from high school in spring 2008 or later. Beginning with students graduating from high school in spring 2010, students had to complete a fourth unit of mathematics (including at least courses that are the equivalent of Algebra I, Geometry and Algebra II), and one unit of foreign language and academic course units had to total 17.

<u>Academic Area</u>	<u>2008/2009</u>	<u>2010</u>
English	4 Units	4 Units
Mathematics	3 Units	4 Units
Natural Science	3 Units	3 Units
Social Science	3 Units	3 Units
World Languages	Not Required	1 Unit
Academic Electives	2 Units	2 Units
<b>TOTAL</b>	<b>15 Units</b>	<b>17 Units</b>

*Note: An academic unit, often referred to as a Carnegie unit, is equivalent to one full school year of credit in a specific subject. Regarding CCHE Policy I, U, Section 2,04: "Two units of American Sign Language credits earned or awarded in high school (or the equivalent earned prior to the time of application) shall satisfy the foreign language entrance requirements of any public higher education institution in Colorado."*

## 10.00 Guiding Policies

C.R.S. 23-1-113(4) directs the Commission to align this policy with State Board of Education-determined graduation guidelines. It states:

The commission shall work with the state board of education to align the academic admission standards established pursuant to this section with the guidelines for high school graduation requirements developed pursuant to section 22-2-106 (1) (a.5), C.R.S. Any revised academic admission standards shall be implemented no later than the selection of the freshman class of fall 2012.

C.R.S. 23-1-113(1.5)(a) instructs the Commission to align the Remedial Education Policy and the Admissions Standards Policy. It states:

(I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer basic skills courses as provided in section 23-1-113.3. The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section.

CCHE Approved Policy

Revised: [September](#)

CDHE 1560 Broadway, Suite 1600, Denver, CO 80202 P 303.862.3001 F 303.996.1329 [higher.ed.colorado.gov](http://higher.ed.colorado.gov)



In identifying the standards for basic skills, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction.(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction.

HISTORY: CCHE Agenda Item IV, A – April 11, 2014; CCHE Agenda Item IV, A – November 6, 2014



**TOPIC:** RECOMMEND APPROVAL OF PH.D. IN COMMUNICATION AT COLORADO STATE UNIVERSITY

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

**I. SUMMARY**

This consent item recommends approval of a Ph.D. in Communication at Colorado State University.

**II. BACKGROUND**

CRS §23-5-129(6)(b) outlines 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, 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 the institution's proposal:

The Ph.D. in Communication is a distinctive program designed to develop students as scholars and/or practitioners by taking advantage of existing departmental strengths, responding to trends in higher education, and meeting a regional and national need. This program will be shaped by the three areas of expertise present in the department. These three areas examine communication and engagement from three perspectives:

1. Interpersonal, Intercultural, and Organizational Communication
2. Media and Visual Culture
3. Rhetoric and Civic Engagement

Although these three areas of departmental emphasis are distinct, a strength of the program is the way in which specializations overlap, informing and enriching scholarship. Rhetorical critics examine the ways in which political identity is constructed and contested in popular media. Interpersonal communication scholars study the ways in which face-to-face communication facilitates or inhibits public deliberation. Media studies scholars assess the ways in which digital discourses promote or disrupt democratic engagement. This will be a cutting-edge doctoral program that takes advantage of the synergies produced by the faculty members' collective efforts.

This doctoral program will respond to the following trends in higher education:

- *Disciplinary robustness:* The discipline of Communication Studies is growing. The number of academic jobs is on the rise and employers routinely list the skills this field develops among the necessary attributes of future recruits.

- *Demand for professional flexibility:* This Ph.D. program uniquely prepares students to serve as academics and/or practitioners.
- *Rise in community engagement:* CSU's nationally-recognized Center for Public Deliberation will be used to give interested students the opportunity to work as practitioners, preparing them to take their research expertise into civic and professional contexts.

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

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

*There is hereby established a university at Fort Collins to be known as Colorado state university. Colorado state university shall be a comprehensive graduate research university with selective admission standards offering a comprehensive array of baccalaureate, master's, and doctoral degree programs. Consistent with the tradition of land grant universities, Colorado state university has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine. The Colorado commission on higher education, in consultation with the board of governors of the Colorado state university system, shall designate those graduate level programs that are the primary responsibility of Colorado state university. Colorado state 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. (23-31-101)*

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. The institution's governing board approved the program at its August 5, 2016 meeting.

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

**Staff recommends that the Commission approve the Ph.D. in Communication at Colorado State University.**

#### **III. STATUTORY AUTHORITY**

##### **CRS §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.

**CRS §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.

**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**

A major focus of this program will be training scholars to take tenure-track appointments in Departments of Communication Studies. According to the National Communication Association, the number of faculty teaching positions advertised in its publications has more than doubled since the market compressed in 2009. In 2013, there were 737 teaching positions advertised, compared to 351 in 2009. Perhaps a more important indicator of need, however, relates to the dearth of Ph.D. programs in Communication of this type: one that emphasizes engagement and fosters both scholarly and professional development.

The discipline of Communication Studies is fortunate that preparation for a scholarly career in the field can also credential one well to serve as a practitioner in public and private sectors. The department already has demonstrated a commitment to developing graduate students to be outstanding instructors. We would continue to emphasize training in Communication pedagogy in the doctoral program and would encourage students to take advantage of the resources available through CSU's Institute for Learning and Teaching. By preparing students to excel in the classroom as well as in other aspects of their job, the graduates would be competitive candidates for positions in diverse higher education contexts. Finally, the Center for Public Deliberation, a well-regarded training ground for civic specialists, will distinguish the program from others in the state and region.

Increased attention to civic dialogue and public deliberation has resulted in an uptick in positions for which this Ph.D. will prepare students. Ph.D. graduates would be even more qualified than M.A. graduates for positions in areas designing and facilitating public dialogues, and they could serve as consultants contracted by public entities and private corporations who need to solicit citizen or customer input as part of a larger decision-making process. Graduates of the proposed Ph.D. program would also be qualified to serve as political campaign consultants, research and grant making specialists and similar jobs that require advanced Communication expertise.

### **DUPLICATION**

#### Ph.D. in Communication, University of Colorado Boulder

This Ph.D. program has three separate areas of specialization: organizational communication, discourse and society, and rhetoric. The program is a well-regarded traditional program that trains academic specialists in one of their three areas of emphasis.

There are some important distinctions between CU Boulder's doctoral program and the one proposed here. First, we emphasize the relationships among departmental specializations as well as connections to the university and to communities outside of the university. Second, the Ph.D. program at CU Boulder lacks faculty and research in film and media studies. Within a context of

globalization and the rapid spread of communication technologies, critical attention to media must be central to scholarship about communication and engagement. Third, we have seven faculty members who identify as rhetoric scholars and have national reputations. Additionally, many of the rhetoric faculty work within the public address sub-specialty and/or specialize in research pertaining to gender, feminism, and queer theory. Fourth, the Center for Public Deliberation will be a unique draw for students who want to specialize in public deliberation and civic culture.

**TOPIC:** RECOMMEND APPROVAL OF COF ELIGIBILITY AND STUDENT FTE FOR EXTENDED STUDIES PROGRAMS FOR FY2017

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

**I. SUMMARY**

This consent item recommends approval of College Opportunity Fund (COF) eligibility for the Extended Studies degree programs listed below for Fiscal Year 2017. These are the same programs that were approved last year and in previous years.

**II. BACKGROUND**

COF eligibility for off-campus (Extended Studies) undergraduate programs shall be approved by the Commission per C.R.S. §23-1-109(5). Further, CCHE Policy Section IV: Statewide Extended Studies, subsection 5.02, states that, “Up to one-half of one percent of the total estimated state eligible [COF] credit hours will be allocated to off-campus programs.”

Following this policy, Department staff collect proposals from Extended Studies units to recommend to the Commission for approval, in consultation with the Statewide Extended Studies designated officers. The Department recommends Commission approval only for programs that result in the completion of a degree or other credential. Other considerations include how the program will help meet the State of Colorado’s workforce development needs; the extent to which the program is directed at underserved populations; and justification of any duplication of a similar program offered by another institution in the same geographic area.

**III. DEGREE PROGRAMS FOR PROPOSED FY2015 COF ELIGIBILITY**

Staff recommends the following institutions’ off-campus programs and requested FTE for COF eligibility be approved for:

**Adams State University (55 COF FTE)**

*Offered at Pueblo Community College*

- B.S. in Business Administration with Health Care Administration Emphasis (30 FTE)

*Offered at Community Partnership for Child Development*

- B.A. Interdisciplinary Studies in Early Childhood Education/Non-Licensure (25 FTE)

**Colorado State University – Pueblo (167 COF FTE)**

*Offered at Colorado Springs Tower, Ft. Carson, Pikes Peak Community College & Denver South locations*

- B.S. in Liberal Studies/Elementary Education (20 COF FTE)
- B.S. in Business Administration (25 COF FTE)
- B.S. in Social Work (30 COF FTE)
- B.S. in Sociology (25 COF FTE)
- B.S. in Sociology with an Emphasis in Criminology (50 COF FTE)
- B.S. in Nursing (17 COF FTE)

**Metropolitan State University of Denver (160 COF FTE)**

*South Campus*

- B.S. in Accounting (25 COF FTE)
- B.S. in Psychology (25 COF FTE)
- B.A. in Hospitality, Meeting, and Travel Administration (25 COF FTE)
- B.S. in Management (25 COF FTE)
- B.S. in Computer Information Systems (10 COF FTE)
- B.S. in Health Care Management (20 COF FTE)

*Offered at Front Range Community College*

- B.S. in Nursing (15 COF FTE)

*Offered at Arapahoe Community College*

- B.S. in Nursing (15 COF FTE)

**University of Northern Colorado (205 COF FTE)**

*Offered at Lowry Campus*

- B.A. in Interdisciplinary Studies: Elementary Teacher Licensure or Early Childhood option “Urban Education Program”
- B.A. in Special Education
- B.A. Early Childhood (190 COF FTE for the 3 educator preparation programs)
- B.A. American Sign Language: English Interpretation (15 COF FTE)

Amounts of requested FTE for COF eligibility are summarized below in Table 1.

**Table 1: Requested COF FTE**

<b>Institution</b>	<b>Requested COF FTE</b>
Adams State University	55
CSU-Pueblo	167
MSU Denver	160
UNC	205
<b>TOTAL</b>	<b>587</b>

#### **IV. STAFF ANALYSIS**

Per CCHE Policy Section IV: Statewide Extended Studies, “Up to one-half of one percent of the total estimated state eligible [COF] credit hours will be allocated to off-campus programs.” The Department’s Division of Budget and Finance reports that the amount of COF allocated to off-campus programs for FY2017 is 630 FTE. The institutions’ off-campus requested 587 FTE for COF eligibility for FY2017 listed above does not exceed the allowable amount. Moreover, Department staff and Statewide Extended Studies designated officers verify that these programs are designed to help meet the State of Colorado’s workforce development needs; extend opportunities to underserved populations; and are justifiable in light of any duplication of similar programs offered by another institution in the same geographic area.

#### **V. STAFF RECOMMENDATION**

**Staff recommends that the Commission approve COF eligibility and requested FTE for the extended studies program listed above for FY2017.**

#### **VI. STATUTORY AUTHORITY**

**C.R.S. §23-1-109. Duties and powers of the commission with regard to off-campus instruction**

- (1) The general assembly declares its intent that the state-supported institutions of higher education may engage in instruction off the geographic boundaries of their campuses.
- (2) The commission shall define, after consultation with the governing boards of institutions, the geographic and programmatic service areas for each state-supported institution of higher education. No such institution shall provide instruction off-campus in programs or in geographic areas or at sites not approved by the commission, unless otherwise provided by law.
- (3) The general assembly declares its intent that all instruction at two-year institutions, including the first two years of instruction at Adams state university and Colorado Mesa university, shall be funded throughout the institutions' commission-approved service area on the same basis as on-campus instruction.
- (4) The department shall administer any centralized, statewide extension and continuing education program of instruction that may be offered by any state-supported baccalaureate and graduate institution. All instruction offered outside the geographic boundaries of the campus, including instruction delivered by television or other technological means, shall be a part of this program unless exempted by policy and action of the commission.
- (5) The commission shall set policies, after consultation with the governing boards of institutions, which define which courses and programs taught outside the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its systemwide funding recommendations to the general assembly.

**TOPIC:** FY 2017 – 2018 STUDENT BUDGET PARAMETERS

**PREPARED BY:** ANDREW RAUCH, LEAD FINANCE ANALYST

**I. SUMMARY**

This consent agenda recommends approval of the Fiscal Year 2017-2018 Student Budget Parameters.

**II. BACKGROUND**

In compliance with federal regulations, postsecondary education institutions that participate in federal financial aid programs are required to determine average costs that they use to determine federal financial aid (grants, work study, and loans) to students. The cost of attendance for a student is an estimate of a student's educational expenses for the period of enrollment. Allowable costs include: tuition and fees, books, supplies, transportation, personal expenses, and room and board with additional supplemental budgets specific to certain circumstances.

Institutional financial aid administrators conduct a need analysis for students, estimating the amount of assistance needed after accounting for the expected contributions from that student and his or her family. The need analysis has two basic components: (1) the student's cost of attendance (COA), which is a reasonable estimate of what it will cost the student to attend a given institution for a given period of time; and (2) an estimate of the expected family contribution (EFC), which is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information. The difference between the COA and the EFC determines the eligible amount of need-based financial aid an eligible student can be awarded.

Annually, the Colorado Commission on Higher Education (CCHE) recommends guidelines for student budget parameters to be used by financial aid administrators, in determining COA at their respective institutions. The Department's recommended guidelines use published data from the Colorado Department of Local Affairs and the U.S. Bureau of Labor Statistics to determine housing costs. Child care costs are based on Colorado data as reported from the National Association of Child Care Resource and Referral Agencies. Food costs are based on U.S. Bureau of Labor Statistics data, specifically the consumer price index for food costs. Book costs are derived using the guidelines from the Trends in College Pricing report from the College Board and information collected from colleges.

While the state guidelines establish a reference point, the U.S. Department of Education allows institutions discretion to determine reasonable cost elements from empirical data, such as data based on valid student surveys and housing cost norms from a local realty board. Institutions that wish to modify costs must use actual data to support their adjusted budget and file adjusted student budgets with the Department.

**II. STAFF ANALYSIS**

Each year, Department staff conducts research in each student budget area to ensure that student budgets remain reasonable. For FY 2017-2018, the research and agenda item have been moved up in the calendar to provide guidance to institutions as the Federal Government shifts to an earlier Federal Application for Student Aid deadline of October 1<sup>st</sup>. The following tables summarize the recommended guidelines for FY 2017-2018, with further information provided below.

Table 1 shows the Student Budget Base for FY 2017-2018 for Student Living with Parents, Students Living on Campus, and Students Living off Campus. The student monthly budget base includes monthly costs typically incurred by all students.

**Table 1: Student Monthly Budget Base for FY 2017-2018**

	Students Living with Parents	Students Living on Campus	Students Living off Campus
Housing	\$218	Actual	\$736
Food	\$274	Actual	\$412
Local Transportation	\$185	\$185	\$185
Personal Expenses	\$134	\$151	\$151
<b>Total</b>	<b>\$811</b>	<b>\$336</b>	<b>\$1,484</b>

Note: the total for students living on campus does not include housing and food costs.  
Totals rounded to nearest dollar.

Table 2 lists the guidelines for the annual cost of books and supplies and discretionary costs that apply to certain students:

**Table 2: Supplemental Student Budget Expenses for FY2017-2018**

	Lower Range		Upper Range
Book & Supplies Per Year	No lower limit		\$1,800*
Child Care if appropriate per month	\$419		\$1,096
Non-local Transportation	Amount determined by Institution		
Computer Allowance	\$500		\$1,800

Medical	\$175	Actual cost at campus health center	\$270
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\*To be determined at institution and may vary by course of study

The recommended FY 2017-2018 student budget guidelines are described in more detail below.

### **Housing Costs**

Housing budget guidelines vary for three groups of students.

- *On Campus:* For students living in dormitories, the housing budget is the actual room expense that the campus charges students.
- *Off Campus:* The Department’s student budget parameters define the housing budget for students living off campus as 50 percent of the average rent and utility costs for a two-bedroom apartment. The FY 2016-2017 student budget guideline for housing was \$682. According to the 2016 Apartment and Rental Properties: Vacancy and Rent Surveys rents increased in the Denver Metro area increased throughout 2015 and into the first half of 2016. The average rent for a two-bedroom, one-bathroom apartment was \$1,236 in the metro area.

Regionally, outside of metro Denver and Boulder, housing costs remain lower. Utility costs remain low according to the Consumer Price Index (CPI). This is largely tied to the decrease in oil prices, but due to the volatility associated with fuel prices and utilities, the Department does not recommend a decrease in the housing price as a result of a decline in utility prices.

Staff recommends increasing the monthly budget to \$736. This amount covers half of the rent for a two-bedroom, one-bathroom apartment (\$618), and increases the amount for utilities from \$86 to \$87 to cover the projected inflation rate of 1.5%. Additionally, staff applied a 5.3% inflation rate, which is the BLS reported inflation rate on rent, to housing costs as a way to anticipate changes between September, 2016 and when the parameters will take effect in the fall of 2017. As housing costs are the largest share of the budget and have been increasing the most in recent months, staff wanted to ensure that there was some room for fluctuation in prices was built into the budgets. Department staff used internet research and reports from the Colorado Department of Local Affairs to determine that the fair market rate for a two bedroom apartment in metropolitan areas fell within the FY2017-2018 budget guideline.

- *With Parents:* For students living with parents, the FY2016-2017 housing budget guideline was \$215. Staff recommends increasing the housing budget for students living at home by inflation which would increase the total to \$218.

### **Food Expenses:**

Food budgets vary for three groups of students:

- *On Campus:* For students living in dormitories, the food budget guideline is the actual cost of board.
- *Off Campus:* For students living off campus the annualized CPI measure from the Bureau of Labor Statistics for food costs away home increased by 4.2% over the last 12 months. Department staff recommends the FY 2017-2018 budget guideline reflect the inflationary increase bringing the total monthly allowance to \$412 (an increase of \$17).
- *With Parents:* For students who live with their parents, the Department's student budget parameters assume that food is a shared cost across the household. The FY 2016-2017 student budget guideline was set at \$274 per month. According to the measure from the Bureau of Labor Statistics, the annualized food costs at home decreased by 1.4% over the last 12 months. As food prices over all have increased, and as these prices tend to be more volatile than other goods, staff recommends that the FY 2017-18 amount stay constant at \$274.

### **Local Transportation Expenses Excluding Non-local Transportation:**

The student budget parameters define local transportation expenses as the cost of using public transportation or sharing the operation of an automobile. For FY 2016-17, the Department set the monthly local transportation guideline at \$156. Staff recommends increasing the rate for FY 2017-2018 to \$185. The rate allows for a monthly Regional Transit Pass, which increased substantially in the past year, plus an additional budget for recreation, or the approximate cost of commuting and parking a car at \$6.00 per day.

### **Personal Expenses:**

The student budget parameters define personal expenses to include the costs of laundry, dry cleaning, toiletries, clothing, recreation, and recreational transportation. The annualized Consumer Price Index for commodities minus food and energy commodities (which are accounted for elsewhere in the parameters) decreased slightly over the last 12 months. Department staff recommends holding the parameters for personal expenses constant from FY 2016-2017 to FY 2017-2018 as the decrease was small and not proportionate across all commodities. The monthly budget is \$134 for students living at home and \$151 for all other

students; the main difference between the two groups is that students living at home do not typically incur laundry expenses.

**Books and Supplies:**

For books and supplies, Department staff recommends the upper budget limit for FY 2017-2018, (Academic Year 2017-18) be set at \$1,800, the same rate as the FY 2016-2017 limit. The average amount spent on text books nationally in FY 2015-2016 varied by sector, but it remains under the \$1,800 proposed parameter. The book allowance at each institution may vary, depending on course of study. The Department will continue not recommending a minimum amount for books in FY 2017-18. There are more affordable options for textbooks than purchasing all books. Students may choose to rent textbooks, borrow, or share.

**Child Care:**

Child care in Colorado continues to be expensive. The cost depends on location and age of the child. The 2015 annual report published by Child Care Aware, USA shows the average range in costs for child care in Colorado being between \$5,022 for a school-aged child and \$13,154 for an infant. The FY 2016-2017 child care budget guideline is based on the range of the actual cost of care per child, per month, from \$419 up to a maximum of \$1,096 per child. Staff recommends that the range remain constant for FY 2017-2018. The recommend range is the monthly average associated with the costs for an infant (the higher cost) and for a school-aged child (the lower cost).

**Medical Expenses:**

For institutions that do not have health insurance or medical care funded through student fees, the Department recommends a maximum health expense guideline of \$270 per month or to use the actual costs at campuses that offer campus based insurance plans. The upper limit is based on health insurance data from major health care providers with a data on the web for an older, higher-risk population. The amount accounts for differences in population traits. The lower limit of \$175 per month is based on reviewing several individual plans on the exchange for individual plan for a 20 year old student.

**Non-local Transportation:**

The Department does not establish this guideline. Institutions may include the cost of plane fare for two round trips home per year for students who live outside a normal travel range.

**Computer Allowance:**

The cost of attendance regulations in the Federal Higher Education Amendment of 1998 provide for a reasonable allowance for the documented rental or purchase of a personal computer. Institutions may include this cost in their student budget for determining eligibility for state financial aid. With the decrease in hardware prices, few students rent computers. For FY 2017-18 the proposed parameter is price range for computers is \$500 to \$1,800, remaining constant from the previous fiscal year as prices for technology remain constant or decline.

**STAFF RECOMMENDATIONS**

**Staff recommends that the Commission approve the FY 2017-2018 Student Budget Parameters.**

**STATUTORY AUTHORITY**

C.R.S. 23-3.3-101 (1.5) (a)

(1.5) "Cost of attendance at a nonpublic institution of higher education" means:

(a) Allowances specified by the commission for room and board and miscellaneous expenses, which shall be the same for nonpublic institutions of higher education as for a representative group of comparable state institutions, as determined by the commission

**TOPIC:** FIVE-YEAR REVIEW OF THE CCHE MASTER PLAN

**PREPARED BY:** KACHINA WEAVER, CHIEF POLICY OFFICER  
DIANE DUFFY, CHIEF OPERATING OFFICER  
DR. BETH BEAN, CHIEF RESEARCH OFFICER  
INTA MORRIS, CHIEF ADVOCACY & OUTREACH OFFICER  
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AFFAIRS OFFICER

## **I. SUMMARY**

This discussion item is a continuation of the Commission's conversation at its retreat regarding the 5-year review of the CCHE Master Plan. It asks for the Commission's affirmation of the four goals and proposes a process for moving forward.

## **II. BACKGROUND**

The CCHE issued Colorado Competes, a Master Plan for higher education, in 2012, setting goals and a vision for higher education in Colorado. The plan identified a primary performance goal of increasing the number of Coloradans who hold a postsecondary credential to 66% and three complementary goals, as follows:

- **Goal 1** - *Increase Attainment*
- **Goal 2** - *Improve Student Success*
- **Goal 3** - *Reduce Gaps*
- **Goal 4** - *Restore Fiscal Balance*

### **How are the Master Plan Goals Being Achieved?**

The Master Plan envisions the work of increasing credentials, improving student success and reducing gaps as primarily the responsibility of institutions of higher education, but also recognizes that the Department and CCHE have a contributing role. Following are the key responsibilities of each:

- **Governing Boards** - Governing boards are individually executing activities that support the overall statewide goals in a variety of ways that reflect (1) their individual role and mission; (2) the unique student population and region that they serve; as well as, (3) the educational niche they are focusing on. Individual Fee-for-Service Contracts and Performance Contracts outline their goals and evaluate their progress.
- **Department of Higher Education** – The Department reviewed all of its programs and activities for relevance to the Master Plan goals. We then developed three Strategic Policy Initiatives (SPIs) that encompass all divisions of the Department, are within our

control to influence and achieve, and that we believe will contribute to progress on the overall Master Plan goals.

- **SPI 1** - *Close the Attainment Gap*
  - **SPI 2** - *Keep College Affordable*
  - **SPI 3** - *Engage and Educate Adults*
- **CCHE–The Master Plan** included a 5-year workplan, which outlined specific activities that the CCHE expected to accomplish between 2012 and 2017. This CCHE has completed almost all items in the workplan (see attached Summary Update, which was also provided at the August retreat).

### **REVISITING THE MASTER PLAN**

During the August 2016 annual retreat of the CCHE, Commissioners learned how we are tracking progress on the statewide goals; what that progress has been; and, what activities the Department and institutions have been engaged in to realize these goals.

The Department proposes an iterative process over the next eight Commission meetings to revisit the Master Plan to ensure its continued relevance and to incorporate new data or information that we did not have in 2012. We anticipate that these discussions will culminate with a May 2017 Discussion Item and June 2017 Action Item on the CCHE agendas to adopt a revised Master Plan. The Fiscal Affairs & Audit Standing Committee and the Student Success & Academic Affairs Standing Committee will be tackling aspects of this project and bringing forward recommendations to the full Commission as applicable.

During this same timeframe, the Department will be working with governing boards to revisit their performance contracts and make any needed edits or adjustments. This work will be mindful of the conversations around the Master Plan.

We propose to include time in each of the upcoming CCHE meeting agendas for continuing this work; learning more from institutions about the innovative work they are engaged in; and, contemplating what is happening in other states and in the country.

### **III. STAFF ANALYSIS**

Since the adoption of the Master Plan in 2012, Colorado has made significant progress - institutions and the Department have undertaken a number of innovative approaches to move the needle on student success; the Department and CCHE have fulfilled almost all items in the workplan; and, Department staff have been evaluating the available data and tracking overall progress on the four goals.

Through these activities, we understand the following:

- Determination of progress is primarily based upon estimations of data; With input from national experts, staff have revised the number of certificates that contributes to our completion progress from 10 percent to six percent;
- Colorado will need to increase credential attainment on an annual basis by a larger number than initially projected or we will fall short of the 66% goal;
- Overall success is dependent upon post-traditional learners – adults; more students will be Hispanic, African-American, and Native American; as well as lower income and first generation; and
- Colorado’s private institutions must continue to contribute to the overall attainment goal;
- Colorado’s public colleges and universities are making progress.

Staff recognizes that some updates are needed to the current Master Plan to incorporate what we have learned over the last five years. The question at hand is – are the concepts contained within the four goals identified in the 2012 Master Plan still the right concepts to lead our state’s higher education system through the next five years?

#### **IV. STAFF RECOMMENDATIONS**

**Staff is seeking guidance from Commissioners as to whether the concepts contained within the four goals are still appropriate and applicable moving forward.**

#### **V. STATUTORY AUTHORITY**

C.R.S. 23-1-108 Duties and powers of the commission with regard to systemwide planning

(1) The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

(a) Establish a policy-based and continuing systemwide planning, programming, and coordination process to effect the best use of available resources;

(b) Establish such academic and vocational education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access, diversity, efficiency, and accountability. Such planning shall include identification by each governing board of programs of excellence at institutions under their control and plans for enhancement and improvement for those programs.

C.R.S. 23-1-108 (1.5) (a) On or before September 1, 2012, the commission shall develop and submit to the governor and the general assembly a new master plan for Colorado postsecondary education. The commission shall collaborate with the governing boards and chief executive officers of the state institutions of higher education in developing the master plan. In addition, the commission shall take into account the final report of the higher education strategic planning steering committee appointed by the governor. In drafting the master plan, addressing the issues specified in paragraph (b) of this subsection (1.5), and establishing the goals as described in paragraph (c) of this subsection (1.5) for the state system of higher education, the commission

shall also take into consideration the data collected pursuant to subsection (1.7) of this section.

(b) At a minimum, the commission shall address the following issues in developing the master plan:

(I) The needs of the state with regard to the system of higher education and the top priorities for the state system of higher education in meeting those needs;

(II) Alignment of the state system of higher education with the system of elementary and secondary education and increasing the rate at which students who graduate from Colorado high schools enroll in and complete postsecondary and career and technical education;

(III) Accessibility and affordability of the state system of higher education, including consideration of methods to reduce the student debt load and increase need-based financial aid funding;

(IV) Funding for the state system of higher education and strategies for stabilizing and sustaining an adequate funding level;

(V) The role and mission of the state institutions of higher education and the governance structure of the state system of higher education;

(VI) The role of two-year and four-year junior colleges and area technical colleges in helping to address the workforce and economic development needs of the state within the system of higher education; and

(VII) The importance of private and proprietary institutions with regard to higher education in the state, although consideration of said institutions in the plan in no way implies control or state authority over their operations.

(c) The commission shall design the master plan to achieve, at a minimum, the following goals:

(I) Increasing the overall number of baccalaureate degrees, associate degrees, and career and technical education certificates issued by the public institutions of higher education in the state, while maintaining accessibility to the institutions, to provide support for economic development and a well-educated workforce for the business community in the state;

(II) Implementing systemic approaches, including coordinated and proven transitional programs, that strengthen the continuity of public education from elementary and secondary through postsecondary education for traditional and nontraditional students;

(III) Ensuring the long term fiscal stability and affordability of the state system of higher education and ensuring the efficient allocation of available state resources to support institutions of higher education while protecting the unique mission of each institution. The allocation shall take into consideration, but need not be limited to, tuition capacity, tuition rates relative to

competitive institutions, the state resources available to institutions, funding for high-cost programs, the student and family incomes of students enrolled at institutions, enrollment levels, geographic access to educational opportunities throughout the state, and other issues deemed relevant by the commission.

(IV) Reducing the educational attainment gap between majority and underrepresented populations throughout the state;

(V) Reducing the geographic disparities in access to and opportunity to complete a broad array of quality higher education and career and technical education programs;

(VI) Addressing opportunities for students with disabilities, including intellectual disabilities, to participate in postsecondary education;

(VII) Implementing strategies that strengthen the link between higher education and economic development and innovation in the state; and

(VIII) Improving and sustaining excellence in career and technical education and undergraduate and graduate degree programs.

(d) (I) The commission shall ensure that the master plan prepared pursuant to this subsection (1.5) specifically addresses providing coordinated and proven programs that support and help ensure the success of students who graduate from Colorado high schools and are enrolling as first-time freshmen students and meet one or more of the following criteria:

(A) The student's family is low-income and the student is likely to incur significant student debt in attending an institution of higher education;

(B) The student's parents did not attend postsecondary education and may not have graduated from high school;

(C) The student is a member of an underrepresented population; or

(D) The student has limited access to technologies to support learning.

(II) Programs that may be addressed in the master plan include but need not be limited to:

(A) Providing student support services including counseling or tutoring;

(B) Implementing measures to reduce student debt by making effective use of financial assistance and assisting in fee payments and textbook costs; and

(C) Providing assistance in obtaining access to technology.

(e) Prior to submitting the master plan to the governor and the general assembly, the commission

shall distribute a draft of the plan to the governing boards for comment. Each governing board shall submit to the commission its comments and any suggested revisions within thirty days after receiving the draft plan. The commission shall discuss and consider any revisions suggested by the governing boards to the draft master plan.

(f) (I) The commission shall ensure that the master plan is implemented through the performance contracts authorized pursuant to [sections 23-5-129](#) and [23-41-104.6](#) by negotiating with the governing boards individualized goals and expectations for the public institutions of higher education, which goals and expectations support achievement of the statewide goals identified in paragraph (c) of this subsection (1.5) and in the master plan. The commission and the governing boards shall ensure that the institutions' renegotiated performance contracts are finalized no later than December 1, 2012.

(II) In fulfilling the requirements of paragraph (c) of subsection (1) of this section, the commission shall refer to each institution's role and mission and service area, as necessary, to interpret jointly with the institution's governing board the implications of the role and mission and service area on the academic, financial, and student services elements of each institution's performance contract.

**ATTACHMENT(S):**

- Summary Status Update on Workplan Activities, as of August 1, 2016
- Graphic – Colorado's Planning Structure for Higher Education



# Reaching Our Goals - The Commission’s Workplan for 2012-17

## SUMMARY STATUS UPDATE ON WORKPLAN ACTIVITIES

August 26, 2016

ACTIVITY	STATUS
<b>Financial Viability &amp; Affordability</b>	
<ul style="list-style-type: none"> <li>➤ Annually (beginning 11/2012) request operating revenues to meet projected enrollment and inflationary increases.</li> </ul>	<p><b>COMPLETE</b> – The Department annually requests operating revenues to meet projected enrollment and inflationary increases. To support this request, the Department also provides a <i>Cost Sharing Matrix</i> along with its annual budget request - to demonstrate the inflationary impact on core base costs and how these, combined with state general fund investment (or lack thereof), impact tuition levels.</p> <p>DHE’s annual budget request for operating dollars reflects the needs of institutions and students and provides clear information to the Governor and the Legislature about the potential impact of different investment levels.</p>
<ul style="list-style-type: none"> <li>➤ Annually (beginning 11/2012) request appropriations for state financial aid to meet projected changes in enrollments of need-eligible residents.</li> </ul>	<p><b>COMPLETE</b> – State law requires this amount to grow by at least the same as the operating fund investment. The Department has consistently requested increases in state aid, beginning with the November 2012 budget request for FY 2013-14.</p>
<ul style="list-style-type: none"> <li>➤ By December 1, 2012 modify the allocation method applied to state need-based financial aid – to reinforce/support achieving state performance goals.</li> </ul>	<p><b>COMPLETE</b> - In 2013, the CCHE implemented a new methodology for allocating state financial aid to public institutions of higher education - the “Completion Incentive Model” aligns financial aid allocations with the Master Plan goals.</p> <p>The Completion Incentive Model provides a base funding amount for each PELL-eligible student which increases with each grade level the student achieves. The model includes an upper limit for advanced (fifth-year) seniors, as a way to encourage timely completion.</p>
<ul style="list-style-type: none"> <li>➤ By December 1, 2013 prepare a method to allocate performance-based operating revenue to public IHE’s.</li> </ul>	<p><b>COMPLETE</b> – CCHE developed and implemented the <i>Higher Education Funding Allocation Formula</i>, based on the parameters outlined in HB 14-1319, beginning with FY 2015-16. This formula allocates the state general fund operating dollar investment in higher education, among the state governing boards, based on the number of students served; the cost of serving these students; and the success of these students.</p> <p>This formula was preceded by a performance-based funding plan,</p>

	<p>created pursuant to SB 11-52, will allocate a portion (25%) of general fund operating appropriations to governing boards based on the success demonstrated in each governing board's performance contracts. The performance contracts outline performance metrics for the individual governing board tied to the four goals outlined in DHE's master plan – Increasing Attainment; Improving Student Success; Reducing Gaps; and, Restoring Fiscal Balance. However, the legislation specified the execution of this new allocation would begin no sooner than FY2016-17 and only when general fund appropriations reached at least \$706 million. The triggers for this funding mechanism have not yet been met.</p>
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### **Aligning K-12 and Higher Education**

<p>➤ Implement supplemental instruction procedures by 12/31/12.</p>	<p><b>COMPLETE</b> – The CCHE approved a new Supplemental Academic Instruction (SAI) policy (<a href="#">Policy I,W</a>) on 12/05/14.</p> <p>To date, the following institutions have been authorized by CCHE to offer SAI: Aims Community College, Colorado Community College System, Ft. Lewis College, Metropolitan State University Denver, University of Northern Colorado and Western State Colorado University.</p> <p>Department staff will continue discussions with the remaining institutions to craft their SAI plans through the Academic Council meetings.</p>
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<p>➤ Complete revisions to the statewide remedial education policy by 07/01/14.</p>	<p><b>IN PROGRESS</b> - DHE staff have been working with a group of institutional representatives to draft a proposed revised Remedial Policy. To help this work, examples from others states and organizations (such as Complete College America) were collected and reviewed. The final draft will be vetted with the Standing Committee on Student Success and Academic Affairs, as well as Academic Council and other stakeholders, in September 2016. It is anticipated that a final draft will be brought to CCHE in October 2016 for discussion, and then action in December.</p>
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<p>➤ Complete revisions to the statewide admissions policy by 07/01/14.</p>	<p><b>COMPLETE</b> – The CCHE approved revisions to the statewide admission policy at its December 2013 meeting.</p> <p>Institutions will begin using the <a href="#">new policy</a> starting fall 2019. Subsequent minor revisions are ongoing.</p>
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### **Evaluating System Needs**

<p>➤ By 12/31/13 and periodically thereafter, evaluate current and projected student and workforce demand for postsecondary education – by type and level, and the roles and missions, locations and service areas, of existing public IHE's. Prepare recommendations to address known projected education shortages.</p>	<p><b>COMPLETE</b> –The Department collaborated with the Colorado Workforce Development Council to establish a permanent infrastructure to track and report education and workforce information twice annually. Two annual reports are the product of this collaboration—<i>Skills for Jobs</i> and the <i>Talent Pipeline Report</i>.</p> <p>Both reports examine the current issues in developing talent in Colorado and use labor market projections to understand how</p>
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	training and education programs are or are not meeting the demand in critical fields.
<b>Advocacy &amp; Awareness</b>	
<ul style="list-style-type: none"> <li>➤ Each year that performance contracts are in place, annually report on goals and metrics; impact that changes in public revenues have on IHE's ability to meet performance targets.</li> </ul>	<p><b>ONGOING</b> – The Department has been collecting and validating performance data from the institutions for several years. In December 2015, the Department presented the <i>Colorado Completion</i> draft report to the Commission as an update on the degree to which institutions are meeting their selected metrics. Department staff are currently in the third round of data collection and will release a progress report in January 2017.</p>
<ul style="list-style-type: none"> <li>➤ Improve public awareness of the conditions of higher education in the state.</li> </ul>	<p><b>ONGOING</b> – The Department continues to engage on numerous fronts to communicate the importance of higher education; the challenges we are facing as a state; and the impact of state investment (or lack thereof) has on tuition.</p> <ul style="list-style-type: none"> <li>• In 2014, in direct response to this workplan, the Department and Commission carried out a month-long public awareness campaign - Colorado Completes! - highlighting (1) the need to improve student success and (2) showcasing institution activities that are moving the needle on their students' success.</li> </ul> <p>The Department also developed a communications strategy encompassing presentations, speeches and materials that focused on the Master Plan and its goals. We will revisit this strategy in 2016, taking into account any updates to the Master Plan.</p> <ul style="list-style-type: none"> <li>• The Department has given rigorous and focused attention to this goal in our advocacy work with the state legislature. Proof of these efforts can be seen in this year's elimination of a proposed \$20M cut to higher education by the JBC and General Assembly. The development of a Cost Sharing Matrix that demonstrated the direct relationship between state general fund investment and tuition costs aided this effort.</li> <li>• As we move forward, we are working to more fully integrate our policy and communications activities to continue this messaging.</li> </ul>

- COLORADO'S PLANNING STRUCTURE FOR HIGHER EDUCATION -

# CCHE Master Plan 2025

(2012 - adopted; 2017 - anticipated update)

ACHIEVE 66% POSTSECONDARY CREDENTIAL - CERTIFICATES AND DEGREES - BY 2025

Goal 1 - Increase Attainment

Goal 2 - Improve Student Success

Goal 3 - Reduce Gaps

Goal 4 - Restore Fiscal Balance

50,000 foot view  
Statewide Vision

25,000 foot view  
Implementers

On The Ground  
Activities

## Institutions of Higher Education

## Department of Higher Education

### Performance Contract Metrics

*How Institutions Support Achieving Master Plan Goals*

### Higher Education Funding Allocation Formula

*Allocates state general fund operating investment based on metrics and factors:*

- \* The *number* of students served;
- \* The *cost* of serving them; and,
- \* The *success* of these students.

### CCHE Workplan Activities (2012 - 2017)

*Aspects of the CCHE 2012-2017 Workplan Implemented by DHE*

### Strategic Policy Initiatives (2017 - ??)

*How DHE Supports Achieving Master Plan Goals*

- SPI 1 - Close the Attainment Gap
- SPI 2 - Keep College Affordable
- SPI 3 - Engage and Educate Adults

**TOPIC:** EXONERATED PERSONS TUITION WAIVER

**PREPARED BY:** ANDREW RAUCH, LEAD FINANCE ANALYST

**I. SUMMARY**

This action item seeks the adoption of a new policy providing a tuition waiver for exonerated individuals and eligible children.

**II. BACKGROUND**

Under statute, C.R.S 23-1-132, the Colorado Commission on Higher (CCHE) is required to adopt a policy providing exonerated persons and their eligible children a waiver of tuition and any mandatory fees associated with attendance by all state-supported institutions of higher education. The statute required that a policy be adopted by September 1, 2013, but due to other requirements, there was a delay in developing it. All state-supported institutions shall develop a policy and meet the annual reporting requirement.

**III. STAFF ANALYSIS**

Staff worked with the Attorney General's Office to draft a policy (Attachment A). The policy reflects the statutory requirements and necessary definitions. Staff will work with institutions as the policy is implemented.

**IV. STAFF RECOMMENDATIONS**

**Staff recommends the Commission adopt the policy provided in Attachment A.**

**V. STATUTORY AUTHORITY**

C.R.S. 23-1-132 (1): On or before September 1, 2013, the commission shall implement a policy whereby, except as limited in this section, each institution of higher education in the state shall waive all tuition costs, including any mandatory fees associated with attendance at the institution, for an exonerated person, as defined in section 13-65-101 (3), C.R.S., and for any child of an exonerated person or custodial child of an exonerated person, as defined in section 13-65-101 (2), C.R.S.,

**ATTACHMENT(S):**

- Attachment A: The Exonerated Persons Tuition Waiver, Section VI, Part N.



## SECTION VI

### PART N The Exonerated Persons Tuition Waiver

#### **1.00 Introduction**

Colorado Revised Statutes (C.R.S) 23-1-132 directs the Commission to implement a policy whereby an exonerated person or an eligible child or custodial child of an exonerated person shall have all tuition costs, including any mandatory fees associated with attendance, waived by any state-supported institution of higher education.

#### **2.00 Definitions**

2.01 An Exonerated Person is any individual:  
Who has been determined by a district court pursuant to section 13-65-102 C.R.S. to be actually innocent.

2.02 A Custodial Child is any individual:

1. Who was conceived or adopted prior to the date upon which the exonerated person was incarcerated for the act or offense that served as the basis for his or her conviction, which conviction and incarceration is the subject of his or her petition;
2. Whose principal residence is the home of an exonerated person;
3. Who receives more than half of his or her financial support from the exonerated person each year; and
4. Who is either:
  - (I) Less than nineteen years of age at the end of the current year; or
  - (II) Less than twenty-four years of age at the end of the current year and a full-time student.

#### **3.00 Eligible Participants**

To qualify for tuition waiver under this policy, the applicant must be either:

1. An exonerated person; or
2. The child or custodial child of an exonerated person. No other immediate family member of an exonerated person is eligible for tuition waiver under this policy..

3.01 Pursuant to C.R.S. 13-65-103(2)(e)(II)(B), an exonerated person or a custodial child of an exonerated person shall not be eligible for a tuition waiver under this policy unless the exonerated person was wrongfully incarcerated for at least three years.

4.00 The eligible individual is required to provide the documentation proving their eligibility to the institution. The institution shall confirm the eligibility.

4.01

**Institutions Required to Develop a Waiver**

4.02 All state-supported institutions of higher education, including but not limited to all postsecondary institutions in the state, supported in whole or in part by state funds, including junior colleges and community colleges, extension programs of the state-supported universities and colleges, local district colleges, and area technical colleges, shall implement a tuition waiver policy providing tuition and fees to exonerated persons and eligible custodial children.

5.00 Each institution is required to implement a waiver program that is in compliance with this policy, and the Department’s established guidelines regarding necessary documentation for verification.

**Reporting Requirements**

Institutions shall annually report to the Department the number of eligible exonerated persons or custodial children attending the institution and receiving tuition waiver benefits as outlined in this policy.

HISTORY: (CCHE Agenda Item XXX, X);

**TOPIC:** DEGREE AUTHORIZATION ACT –PROPOSED REVISIONS TO THE DEGREE AUTHORIZATION ACT POLICY (SECTION I PART J) AND FEE SCHEDULE

**PREPARED BY:** HEATHER DELANGE, ACADEMIC POLICY OFFICER

**I. SUMMARY**

This discussion item proposes revisions to the Degree Authorization Act (DAA) policy (CCHE policy Section I, Part J).

**II. BACKGROUND**

The Degree Authorization Act (§23-2-101 et seq. C.R.S.) outlines the Department’s jurisdiction over private degree-granting education institutions operating in the state of Colorado. The DAA establishes standards to prevent misrepresentation, fraud, and collusion in offering educational programs to the public and to 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.

DHE staff periodically reviews policy implementing the DAA to ensure continued accuracy and relevance. The Department is occasionally faced with new situations that require minor revisions to this policy.

**III. STAFF ANALYSIS**

**Policy Revision Regarding Field Experience**

The physical presence of institutions determines the need for authorization by the Commission. Current policy (Attachment A) contains lists of physical presence triggers and non-triggers. An institution must seek formal authorization when the in-state activities trigger physical presence. The list for non-triggers includes the following language:

*Physical presence is not triggered, solely, by any of the following:*

- h. Operating limited supervised field experiences.*

The limitation to the field experiences allows up to ten students per field experience site, per program. This physical presence definition is also found in the State Authorization Reciprocity Agreement (SARA). If an out-of-state institution wishes to include more than ten students in a field experience in Colorado, authorization is required. However, under current DAA regulations, in order for institutions to qualify for authorization, an accreditation site visit must occur at the Colorado site; that is not feasible for a field experience site. Therefore, staff recommends the creation of a new authorization status that allows more than ten students from the same program placed at one site.

Upon receiving an application for field experience authorization, Department staff will ensure that the institution holds authorization status from another state and is in good standing in the home state. Further requirements for authorization will be included in the action item at the next Commission meeting. Staff is currently reviewing other states' processes for authorization of field experience to determine whether Colorado should include requirements in any of the following areas:

- Review of curriculum for each program for which a field experience is required
- Review of the agreement which the out-of-state institution has with a specific field experience site
- The number of annual enrollments at the Colorado site.

Upon field experience authorization, out-of-state institutions will be required to comply with the applicable sections of §23-2-101 et seq., C.R.S.

#### **Additional Policy Revisions**

Additional changes to policy include clarifications on required documents for authorization processes and language that ensures that the institution is in good standing with its accrediting body. This requirement reflects a similar requirement for when an institution applies to establish a branch campus or main campus move to Colorado.

#### **Fee Schedule Revisions**

Currently, the DAA fee schedule has one fee for transcripts. Upon request, DAA retrieves, prints, authorizes, seals and mails transcripts for a fee of \$35. To better meet all needs of students, staff proposes to keep the fee for *official* transcripts at \$35, but then to add a lower fee for an *unofficial* transcript that can be emailed or faxed to the student. Staff proposes the fee for unofficial transcripts to be \$15.

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

**This item is for discussion only; no action is recommended at this time.**

#### **V. STATUTORY AUTHORITY**

§23-2-103.3, C.R.S., Authorization to operate in Colorado – renewal.

(1)(a) To operate in Colorado, a private college or university shall apply for and receive authorization from the Commission.

(2) To operate in Colorado, a private college shall be institutionally accredited on the basis of an on-site review by a regional or national accrediting body recognized by the United States Department of Education

§23-2-104.5, C.R.S., Fees - public hearing

(1) The commission shall establish fees to be paid by a private college or university or seminary or religious training institution for the administration of this article. The amount of the fees shall reflect the direct and indirect costs of administering this article. The commission shall propose, as part of the department's annual budget request, an adjustment in the amount of the fees that it is authorized to collect pursuant to this section. The budget request and the adjusted fees shall reflect the direct and indirect costs of administering this article.

(2) The commission may establish a fee to be paid to the department by a private college or university that is authorized pursuant to the DAA and that applies for approval of an educator preparation program per §23-1-121, C.R.S. The amount of the fee shall reflect the direct and indirect costs of the department in administering the provisions of § 23-2-121, C.R.S.

(3) Prior to establishing a new fee or increasing the amount of an existing fee, the commission shall hold a public hearing to discuss and take testimony concerning the new fee or increase in fees. The commission shall provide notice of the public hearing and the proposed new fee or fee increase to each private college or university and seminary and religious training institution at least thirty days prior to the date of the public hearing.

**ATTACHMENTS**

- CCHE Policy, Section I, Part J

## SECTION I, PART J

### DEGREE AUTHORIZATION ACT: POLICY PERTAINING TO AUTHORIZATION TO OPERATE AS A POSTSECONDARY INSTITUTION OF HIGHER EDUCATION IN COLORADO

#### 1.00 Introduction

The Colorado Commission on Higher Education (Commission) has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, (amended 2012), which authorizes certain types of institutions to offer degrees or degree credits: (1) accredited private, degree-granting colleges and universities; (2) postsecondary seminaries and religious training institutions; and (3) out-of-state, public institutions with a Colorado presence. Persons or organizations which violate the provisions of the statute are subject to legal penalties.

The Colorado Department of Higher Education (Department) shall administer the statute by seeking information from any entity offering degrees or degree credits to determine the authority of an institution to operate in Colorado under this statute. Criteria are established for each institutional type to offer degrees or credits leading toward a degree.

No private college or university, out-of-state public college or university, or religious training institution or seminary shall operate within the state until authorized by the Commission to do so.

#### 2.00 Statutory Authority

The Commission's policy for private colleges or universities, seminaries, or religious training institutions is based on Title 23, Article 2, which states in part:

The general assembly declares that this article is enacted for the general improvement of the educational programs available to the residents of the State of Colorado; to establish high standards for the education of such residents; to prevent misrepresentation, fraud, and collusion in offering such educational programs to the public; to eliminate those practices relative to such programs which are incompatible with the public interest; and to 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. (§23-2-101, C.R.S.).

#### 3.00 Definitions

3.01 "Accrediting agency or accrediting body" means a regional, national, or specialized accrediting body that is recognized by the U.S. Department of Education and awards institutional accreditation. Specialized accreditation is only recognized by the state when a specialized program is offered in a freestanding institution offering programs in that specific discipline exclusively and the accrediting body has the authority to accredit both the institution and the program. Specialized accreditation normally applies to the evaluation of programs, departments, or schools which usually are parts of a total collegiate or other

postsecondary institution. The unit accredited may be as large as a college or school within a university or as small as a curriculum within a discipline. Most of the specialized accrediting agencies review units within a postsecondary institution which is accredited by one of the regional accrediting commissions. However, certain of the specialized accrediting agencies accredit professional schools and other specialized or vocational or other postsecondary institutions which are free-standing in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.

- 3.02 “Adverse action” means an official action by a U.S. Department of Education recognized accrediting body that results in “Show cause” or “probation” or equivalent.
- 3.03 “Alternate enrollment” means the opportunity for a student enrolled in a private college or university that ceases operation to meet the student’s educational objectives through education provided by another authorized private college or university, a community college, an area vocational school, or any other educational arrangement acceptable to the department and the commission.
- 3.04 “Authorization” means the authorization granted to a private college or university or seminary or religious training institution by the commission as provided in this article and the policies adopted pursuant to this article. Authorization is not an endorsement of the institution by either the commission or the department.
- 3.04.01 Authorization types:
- a. Full Authorization  
An institution which is institutionally accredited by a U.S. Department of Education recognized accrediting agency with an on-site review of its Colorado location(s); or
  - b. Provisional Authorization  
Institutions, new or new to Colorado, which have been evaluated by Department staff under CCHE procedures and authorized by the Commission to enroll students, offer instruction, graduates students, and award degrees under the condition that the institution is continuously seeking and is making satisfactory progress toward accreditation; or
  - c. Probationary Authorization  
An institution with an adverse action by its accrediting agency and/or by another governmental agency may be recommended for probation by the Department, and, if imposed by the Commission,

shall remain on probation until such time the adverse action is lifted by the accrediting body or a governmental agency, verified by the Department, and acted on by the Commission; or

d. Religious Authorization

A bona fide religious postsecondary educational institution, offering only programs which are religious in nature, which is exempt from property taxation under the laws of this state and whose degrees or diplomas have no state recognition; or

e. Authorization for a Place of Business (with no instruction)

If an institution has a place of business within Colorado but offers no instruction in the state, the institution must receive a formal authorization by the Commission and must annually renew, from the effective date of the previous authorization. The institution shall be subject to the deceptive trade practices provision as found in §23-2-104, C.R.S. Such an institution may be exempted from administrative procedures regarding accreditation and financial integrity.

f. Authorization for Field Placements (with no instruction)

If an institution needs to place more than ten students from the same program at one site to meet for a field experience requirement, the institution must receive formal authorization from the Commission and must renew the authorization annually. The institution shall be subject to the deceptive trade practices provision as found in §23-2-104, C.R.S. Such an institution may be exempted from administrative procedures regarding accreditation and financial integrity.

**Comment [MI1]:** Wishes (or desires) ?? or do you think needs is more appropriate?

-g. Closed or Defunct means institutions that either have voluntarily closed, have been de-authorized by the state, or otherwise cease to exist.

- 3.05 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes
- 3.06 “Degree” means a statement, diploma, certificate, or other writing in any language that indicates or represents, or that is intended to indicate or represent, that the person named thereon is learned in or has satisfactorily completed a prescribed course of study in a particular field of endeavor or that the person named thereon has demonstrated proficiency in a field of endeavor as a result of formal preparation or training.
- 3.07 “Degree File” includes all students who have received a certificate, degree, or formal award approved by the Department during the report year. Degrees earned

but not conferred during the report period should be included in the following year's report. The file is collected annually for federal and state reporting. A summer degree file is collected for use in graduation rate calculations, but these records are reported again in the full year file.

- 3.08 "Department" means the Colorado Department of Higher Education created and existing pursuant to section 24-1-114, C.R.S.
- 3.09 "Educator Preparation File" means data relating to the cooperative agreement between the Department and the institutions of higher education that offers an educator preparation program, pursuant to Colorado Revised Statute §23-1-121(4)(c). This data includes teacher, principal, administrator, and special education endorsement area programs, as well as any endorsement listed in the Field Definitions in the SURDS database.
- 3.10 "Enrollment agreement" means the contract prepared by a private college or university or seminary or religious training institution that a student signs to indicate agreement to the terms of admission, delivery of instruction, and monetary terms as outlined in the institution's student handbook or catalog. This definition also applies to electronic enrollment agreements.
- 3.11 "Enrollment File" includes all students enrolled in courses awarding credit toward a degree or other formal award. Also, report students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off campus centers, as well as high school students taking college-level courses for credit. The population reported is not limited to students whose credit hours are included in official FTE reports. The file is collected every semester from each public postsecondary education institution participating in SURDS.
- 3.12 "Financial Aid File" The primary purpose of this file is to collect the most complete data possible about student aid awards for a fiscal year. Include all students who are enrolled with a FAFSA on file and applied for or received aid according to the criteria below:

Applied - All financial aid applicants who were enrolled and submitted a FAFSA and/or received aid reported on SURDS. This would include applicants who were never offered aid.

Received - Students who were accepted for enrollment and who received any of the following funds:

- any need-based aid;
- any non-need based aid, including no-need work-study, state, or institutional and private merit awards;
- loans;
- any other form of aid included on the financial aid file, and any aid that came through the financial aid office.

**Note:** recipients may not have applied for financial aid.

All students who submit an application for student aid maintained on the institution's financial aid files, or who receive financial support from the institution and who are accepted for enrollment for one or more specific periods, if they enrolled are to be included.

Student aid includes all need-based aid, non-need based aid, merit awards, loans, and any other forms of aid included in the Financial Aid File Data Dictionary. All students who received any form of aid that came through the financial aid office are to be included, whether or not the applicant applied for need-based aid. Specifically, all recipients of merit-based state funds must be included (e.g., undergraduate merit, no-need work study, etc.), as well as students who receive awards from outside the institution if the financial aid office has knowledge of the award.

- 3.13 "Governing board" means the elected or appointed group of persons that oversees and controls a private college or university or a seminary or religious training institution.
- 3.14 "Out-of-state public institution" means an institution of higher education that is established by statute in a state other than Colorado.

3.15 "Owner" means:

- a. An individual, if a private, for-profit college or university is structured as a sole proprietorship;
- b. Partners, if a private, for-profit college or university is structured as a partnership;
- c. Members in a limited liability company, if a private, for-profit college or university is structured as a limited liability company; or
- d. Shareholders in a corporation that hold a controlling interest, if a private, for-profit college or university is structured as a corporation.

3.16 "Physical presence"

- a. Establishing a physical location in a state for students to receive synchronous or asynchronous instruction; or
- b. Requiring students to physically meet in a location in the state for instructional purposes as required for the course; or
- c. Establishing an administrative office in the state, including:
  1. Maintaining an administrative office in the state for purposes of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;
  2. Providing office space to instructional or non-instructional staff; or

3. Establishing an institutional address or phone number in the state.

Physical presence is not triggered, solely, by any of the following:

- a. Courses offered at a distance that do not require the physical meeting of a student with instructional staff in another state;
- b. Consortial/cooperative offerings between accredited institutions with intentional cooperative agreements;
- c. Advertising to students within a state, whether through print, billboard, direct mail, internet, radio, television, or other medium. However, an institution that is seeking authorization to operate in Colorado shall not market or advertise prospective Colorado-based programs in- or outside-of Colorado until and unless the Commission grants authorization;
- e. An educational experience arranged for an individual student, such as a clinical, practicum, residency, or internship;
- f. An educational field trip arranged for a group of students that are normally in residence at an institution in another state;
- g. An accredited, out-of-state institution offering “in-house” courses, programs, and training exclusively and specifically for a private company or group is not required to seek authorization, but to avoid any regulatory misunderstanding should notify the Department of its activity;
- h. Course offerings by an accredited institution on a U.S. military installation, limited to military personnel and their dependents;
- i. Operation of a server, router or similar electronic service device when such a device is not housed in a facility that otherwise would constitute a physical presence; the presence of a server or similar pass-through switching device in a state does not by itself constitute the offering of a course or program from the state;
- j. Having faculty, adjunct faculty, mentors, tutors, recruiters, or other academic administrative personnel residing in the state. The presence of instructional faculty in the state, when those faculty offer entirely online or other distance-education instruction and never meet their students in person for educational purposes while in the state, does not establish a presence of the institution in the state; or
- k. Requiring a student to take a proctored exam at a location or with an entity in the state prescribed by the institution.

3.17 “Private college or university” means a postsecondary educational institution doing business or maintaining a place of business in the state of Colorado, which enrolls the majority of its students in a baccalaureate or postgraduate degree program. For the purposes of determining eligibility for participation as a Degree Authorization Act institution pursuant to this section, institutions offering certificates comprised of credit-bearing courses at the upper division baccalaureate or at the graduate level will be considered as a private college or university.

3.18 “Private nonprofit college or university” means a private college or university that maintains tax-exempt status pursuant to 26 U.S.C. sec. 501 (c) (3).

- 3.19 “Private occupational school” means an institution authorized by the private occupational school division under the provisions of article 59 of title 12, C.R.S., and that enrolls the majority of students at the certificate or associate level and is regulated by the Division of Private Occupational Schools pursuant to article 59 of title 12, C.R.S.
- 3.20 “Seminary or religious training institution” means a bona fide religious postsecondary educational institution that is operating or maintaining a place of business in the state of Colorado, that is exempt from property taxation under the laws of this state, and that offers baccalaureate, master’s, or doctoral degrees or diplomas, the content of which, are limited to the principles of the church or denomination with which it is affiliated. These institutions are not required to hold institutional accreditation but are not prohibited from seeking accreditation. Seminaries and religious training institutions are prohibited from offering or awarding degrees: in any area of physical science or medicine; appropriate only for academic institutions, such as but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title includes the religious field of study (e.g. Bachelor of Arts in Religious Studies); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations. Any seminary or religious training institution that offers instruction outside of this area must apply for authorization and must hold institutional accreditation from a U.S. Department of Education recognized regional or national accrediting body.

#### **4.00 Responsibilities of the Private Colleges and Universities, Seminaries or Religious training institutions**

- 4.01 Private colleges or universities, seminaries or religious training institutions are required to:
- 4.01.02 Seek and maintain authorization from the Commission to operate in Colorado pursuant to §23-2-101 et seq., C.R.S. In order to maintain authorization, an institution must:
- a. Seek and maintain institutional accreditation by an accrediting body recognized by the U.S. Department of Education (**private colleges and universities only**);
  - b. Provide information and respond to inquiries by the Department and Commission; and
  - c. Notify the Department of all changes regarding campus locations and accreditation status of the institution and substantive/material changes regarding operations and programs;
  - d. Demonstrate financial integrity on an annual basis, pursuant to §23-2-103.8, C.R.S., (**private colleges and universities only**);

- e. Annually submit the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File, as described in §23-1-121, C.R.S., pursuant to §23-2-103.1, C.R.S.;
- f. Annually provide a true and complete copy of the institution's current enrollment agreement;
- g. Shall not make or cause to be made any oral, written, or visual statement or representation that violates section §23-2-104 CRS;
- h. Shall provide bona fide instruction, in accordance with the standards and criteria set by the institution's accrediting body or in accordance with the requirements set forth for seminaries and religious training institutions;
- i. If the ownership of the institution changes, the institution shall provide to the Department, within thirty (30) days after the change, any material information concerning the transaction that is requested by the Department;
- j. If a private college or university or seminary or religious training institution violates any of the requirements set forth in this section, the Department may recommend to the Commission that the institution's authorization be placed on probationary status or revoked; and
- k. Provide timely submission of fees, pursuant to §23-2-104.5, C.R.S.

4.01.03 Private colleges or universities and seminaries or religious training institutions authorized in Colorado must provide information regarding their authorization type and status to prospective and enrolled students. This information must be reasonably accessible and, minimally, must be found in each institution's official catalog and, as appropriate, enrollment agreement. An authorized institution may not use the Commission or the Department as a perceived endorsement. An authorized institution may not state that it is "accredited" by the Commission or Department. Noncompliance with this section may be treated as an instance of deceptive trade practice in accordance with §23.2.104, C.R.S.

4.01.04 Private colleges and universities that enroll the majority of students at the baccalaureate or higher level are required to seek authorization to operate in Colorado and maintain authorization through criteria and requirements specified throughout this policy and pursuant to §23-2-101, et seq., C.R.S.

4.01.05 Private colleges and universities that enroll the majority of students at the certificate or associate degree level and are occupational in nature shall be regulated by the Division of Private Occupational

Schools and the Private Occupational Schools Board pursuant to Article 59 of Title 12, C.R.S.

#### 4.02 Joint Authorization

Under special circumstances, institutions otherwise authorized by the Division of Private Occupational Schools (DPOS) that elect to offer baccalaureate degrees, and have received authority to do so by an approved accrediting body, may hold joint authorization between the DPOS and the CCHE. In these circumstances, the Division of Private Occupational Schools will remain the primary authorizing body; the Colorado Commission on Higher Education will authorize the baccalaureate and higher degrees.

4.02.01 Pursuant to §23-2-101, et seq., C.R.S. if as a result of changes in student enrollment, a private college or university at times meets the definition of a private college or university and should therefore be under the Colorado Commission on Higher Education and the Department of Higher Education, and at other times meets the definition of a private occupational school, therefore should be regulated by the Division of Private Occupational Schools and the Private Occupational Schools Board, the private college or university is subject to regulation by the entity that is appropriate as of July 1, 2012. If the private college or university is authorized as of said date, the institution shall be regulated by the same entity for the following three years.

4.02.03 If it is found that the institution no longer meets the definition of a private college or university, as defined by Article 59 of Title 12, C.R.S., the institution will have sixty (60) days to file an application to operate under the Private Occupational Schools Board. During the transition, and until the Private Occupational Schools Board takes action on the institution's application, the institution shall remain authorized by the Commission. Fees assessed during this process will be assessed on a case by case basis. The assessment of fees will consider fees that have been assessed by the current authorizing division.

4.02.04 Failure to apply for approval through the Division of Private Occupational Schools within sixty (60) days will subject the institution to the powers and authorities of the Division or Board pursuant to §12-59-101, et seq., C.R.S., and, as necessary, their procedures for closure.

### 5.00 Responsibilities of the Commission and the Department

5.01 The Commission shall:

5.01.01 Establish procedures for the Department to make recommendations to the Commission.

- 5.01.02 Grant or deny authorizations, renew authorizations, place institutions on probation, and revoke authorizations pursuant to §23-2-103.3, C.R.S., and §23-2-103.4, C.R.S.;
  - 5.01.03 Establish the types and amounts of fees that a college or university, seminary or religious training institution shall be assessed as required in §23-2-104.5, C.R.S.; and
  - 5.01.04 Establish policies requiring private colleges, universities and seminaries, religious training institutions to submit to the department, upon request, the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File as described in §23-1-121, C.R.S.
- 5.02 The Department shall:
- 5.02.01 Recommend that the Commission grant, deny, revoke, place on probation, or renew an authorization to operate a private college or university or seminary or religious training institution;
  - 5.02.02 Maintain a list of the private colleges and universities and seminaries and religious training institutions that have authorizations on file with the Department;
  - 5.02.03 Respond to requests from institutions and students and provide a timely review of information;
  - 5.02.04 Establish and maintain a process in accordance with §23-2-104, C.R.S. and Commission policy I, T, concerning Student Complaints and Appeals; for review and action as appropriate on said complaints or appeal, providing the complaint is based on a claim of deceptive trade practice;
  - 5.02.05 Receive and maintain academic records, pursuant to §23-2-103.5, C.R.S., and as described in section 23.01 of this policy. The Department shall permanently retain any student transcripts received;
  - 5.02.06 Maintain the privacy protection of student level data submitted to the SURDS database. (See the privacy statement section).
  - 5.02.07 Administer a fee invoice to the institutions on an annual basis,
- 5.03 Pursuant to §23-2-102.5(1)(b) CRS, on or about June 4, 2015, the Department shall review the status of the private college or university to determine whether the institution should be subject to regulation by the Department and the Commission or by the Division of Private Occupational Schools and the Private Occupational School Board.

5.03.01 On or about June 4, 2015, the Department shall:

- a. Compile the enrollment and program data provided by the institutions
- b. Review the data to ensure compliance pursuant to Article 2 of Title 23.
  - i. If the data show the institution to be in compliance with this policy, no action is necessary on the part of the institution.
  - ii. If the majority of students enrolled in an institution do not meet the minimum requirements under this policy, Department staff will recommend revocation of authorization under the Commission and will provide the institution with an application for operation under the Division of Private Occupational Schools.
  - iii. If an institution does not apply for approval through the Division of Private Occupational Schools within the sixty (60) day timeframe, a recommendation for revocation of authorization will be made to the Commission.
  - iv. The Commission and Department are not authorized to regulate the operations of, including but not limited to the content of courses provided by, a private college or university or seminary or religious training institution except to the extent expressly set forth in this policy.

## **6.00 Privacy Statement**

The Executive Director and an employee of the Department shall not divulge or make known in any way data for individual students or personnel, except in accordance with judicial order or as otherwise provided by law. A person who violates this paragraph commits a Class 1 misdemeanor and shall be punished as provided in §18-1.3-501 CRS and shall be removed or dismissed from public service on the grounds of malfeasance in office.

## **7.00 Interstate Reciprocity**

The Commission may negotiate and enter into interstate reciprocity agreements with others states if, in the judgment of the Commission, the agreements do not obligate a private college or university or seminary or religious training institution to comply with standards or requirements that exceed the standards and requirements specified in this policy and the agreements will assist in accomplishing the purposes of this policy, unless the institution voluntarily decides to do so.

## **8.00 Seminaries and Religious Training Institutions**

- 8.01 To operate in Colorado, a seminary or religious training institution shall apply for and receive authorization from the Department and establish that it qualifies as a bona fide religious institution and as an institution of postsecondary education, as defined by rules promulgated by the Commission. A bona fide religious institution and an institution of postsecondary education that applies for authorization pursuant to §23-2-103.3 shall pay the fee established according to §23-2-104.5. Nothing in this section shall preclude a seminary or religious training institution from seeking accreditation.
- 8.02 A seminary or religious training institution shall apply for renewal of authorization every three years to ensure compliance for those institutions authorized under the Authorization as a Seminary or Religious Training Institution.

## **9.00 Process for Seeking Authorization as a Seminary or Religious Training Institution**

### 9.01 Criteria to Qualify

- 9.01.01 The statute recognizes only a “bona fide religious postsecondary educational institution” which is “exempt from property taxation under the laws of this state.” Institutions of this type may only offer programs appropriate to a religious institution.
- 9.01.02 To qualify as a “bona fide religious postsecondary institution,” the seminary or religious training institution must meet each of the following criteria:
- A. Be a non-profit institution owned, controlled, operated, maintained, or affiliated with a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
  - B. Limit the educational programs to the principles of the church or denomination with which it is affiliated and grant degrees or diplomas only in areas of study that contain on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree’s subject area.
  - C. Not offer or award degrees in: any area of physical science or medicine; or degrees appropriate only for academic institutions, such as, but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy, or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title includes the religious field of study (e.g., “Bachelor of Arts in Religious Studies”); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations. Examples of such degree titles

are Bachelor of Business Administration or Master of Business Administration; Bachelor of Education, Master of Education or Doctor of Education; and Doctor of Psychology.

- D. Require at least a high school diploma or its equivalent for admission.
- E. Not market, offer or grant degrees or diplomas which are represented as being linked to a church or denomination, but which actually are degrees in secular areas of study.
- F. Have obtained exemption from property taxation under state law and shall have submitted to the Department a copy of the certificate of this exemption for the school's site and facilities verified by the Colorado Division of Property Taxation and a letter of determination signed by the Property Tax Administrator, Division of Property Taxation, Colorado Department of Local Affairs, stating that the institution is exempt from real and personal property taxation under state law.
- G. Additional evidence that may be provided by an institution seeking to substantiate that the institution is a bona fide religious institution, including: a statement of institutional mission clearly establishing the mission of the institution as solely religious, and curricula and degree, diploma, or certification programs that clearly support that singular mission; or evidence that the school holds at least pre-accreditation status with one of the following nationally recognized accrediting associations:
  - 1. The Accrediting Association of Bible Colleges; or
  - 2. The Association of Advanced Rabbinical and Talmudic Schools; or
  - 3. The Association of Theological Schools in the United States and Canada

#### **10.00 Process to Establish Authorization as a Seminary or Religious Training Institutions**

- 10.01 An institution seeking authorization as a bona fide religious institution shall submit to the Department a completed and signed Declaration for Religious Authorization, as set forth in Appendix B and document compliance with all requirements in the Declaration, and shall provide a revised Declaration at any time that information originally submitted no longer is accurate.
- 10.02 As the first step in obtaining state authorization and prior to the submission of required documentation, institutions seeking to operate in Colorado as a seminary or religious training institution shall consult in person at the Department with the administrator of the Degree Authorization Act.

10.03 Following the consultation and review of all documents submitted, the Department shall determine if the institution qualifies for authorization as a seminary or religious training institution.

#### **11.00 Evaluation of Application**

11.01 Following the submittal of the required documents, the Department shall review the application for required components and documents and make a recommendation to the Commission regarding authorization.

11.02 The Department shall either:

- Recommend for Seminary or Religious Training Authorization
- Not Recommended for Authorization

#### **12.00 Renewal of Authorization for Seminaries and Religious Training Institutions**

12.01 A seminary or religious training institution shall apply for renewal of authorization every three years. The renewal of authorization process shall demonstrate that the seminary or religious training institution continues to meet the minimum operating standards specified in this policy and section 23-2-103.8, C.R.S. Failure to do so will result in an assumption that the minimum standards are not met and a recommendation for revocation of authorization will be made.

12.02 A seminary or religious training institution that continues to meet the minimum operating standards specified in 9.01 is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the seminary or religious training institution's authorization for three additional years.

12.02.01 A seminary or religious training institution shall provide the Department for renewal:

- a. Updated list of program offerings
- b. Confirmation of non-profit status
- c. Confirmation of affiliation with a religious organization
- d. Confirmation of tax-exempt status pursuant to Colorado State Law

e. Updated institutional organization information.

12.03 A seminary or religious training institution that meets the criteria and rules established herein is exempt from the provisions of this policy that exclusively apply to the secular private colleges and universities authorized by the Commission.

#### **13.00 Private Colleges and Universities**

- 13.01 Pursuant to §23-2-103.3, C.R.S., to operate in Colorado, a private college or university shall apply for and receive authorization from the Commission. A private college or university shall obtain separate authorization for each campus, branch, or site that is separately accredited. A private, non-profit college or university shall submit with its application, verification of nonprofit status, including a copy of the institution's tax-exempt certificate issued by the Colorado Department of Revenue.
- 13.02 After receiving an application, the department shall review the application and any other pertinent information to evaluate whether the private college or university meets institutional accreditation requirements at the Colorado site by an accrediting body recognized by the United States Department of Education. Department staff shall not accept an application from an institution that is not in good standing with its accreditor.
- 13.03 The Department shall not recommend and the Commission shall not approve an application from a private college or university that, in the two years preceding submission of the application, has had its accreditation placed on show cause or probation, suspended or withdrawn, or has been prohibited from operating in another state or that has substantially the same owners, governing board, or principal officers as a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state.
- 13.04 To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by an accrediting body recognized by the United States Department of Education which is authorized to offer institutional accreditation; except that a private college or university may operate for an initial period without accreditation if the commission determines, that the private college or university is likely to become accredited in a reasonable amount of time or is making progress toward accreditation in accordance with the accrediting body's policies.
- 13.05 The Commission may grant a provisional authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report annually to the Commission concerning the institution's progress in obtaining accreditation.
- 13.06 A private college or university shall notify the Department in a timely manner of any material information related to an action by the institution's accrediting body concerning the institution's accreditation status, including but not limited to reaffirmation or loss of accreditation, approval of a request for change, a campus evaluation visit, a focused visit, or approval of additional locations. In addition, the institution shall notify the Department in a timely manner if the United States Department of Education no longer recognizes the institution's accrediting body. Failure to provide this information shall lead to revocation or probationary authorization by the Commission.

**14.00 Process for Authorization/Renewal of Authorization for Private Colleges and Universities:**

14.01 Process to Establish Authorization as a Private College or University

- A. Institutions seeking state authorization to operate in Colorado as a private college or university shall consult in person at the Department with the administrator of the Degree Authorization Act prior to the submission of required documentation.
- B. The applicant shall submit all required materials to the Department and Department staff will determine if the criteria in section 9.01 have been met.
- C. To receive state authorization an organization must provide documentation that demonstrates that each of the following criteria has been met:
  - 1. The institution is familiar with and understands accreditation procedures and state authorization policies and procedures and identifies the accrediting association from whom accreditation will be sought.
  - 2. A statement of which accrediting body from which accreditation will be sought or a statement from the current accrediting agency from which accreditation of the Colorado campus will be sought.
  - 3. The institution has a statement of mission formally adopted by its governing body and made public, which defines the basic character of the institution including a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado's broader higher education community. The mission shall be appropriate to an institution of higher education and the institution must plan to award degrees.
  - 5. The institution has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution and shall have designated an executive officer to provide administrative leadership for the institution. The board shall include among its members some who represent the public interest and are sufficiently autonomous from the administration and ownership to assure the integrity of the institution. A list of the members of the board, and a brief resume for each, and the name and title of the executive officer and principal administrators and the address of the administrative office shall be submitted to the Department.
  - 6. If faculty members are employed at the time the application is filed with the department, the faculty, their academic credentials (degrees, previous experience, publications, etc.) and teaching fields shall be

identified. If no faculty are employed, the institution shall describe the qualifications of the faculty that are to be recruited and the procedures that will be used to find and contract with faculty members.

7. Private institutions shall provide ownership information.
8. The institution's proposed academic programs shall be appropriately named and be based on fields of study recognized as appropriate (as demonstrated by the existence of professional literature in the field; the offering of similar programs in already-accredited institutions; and by the existence of professional organizations related to the field) for a postsecondary institution. The academic program shall comport with the institutional mission as described in documents provided to the department. The institution shall provide a list of the degrees it proposes to award and a degree (as defined in the Degree Authorization Act, §23-1-101 et seq., C.R.S.) is to be awarded upon successful completion of an educational program.
9. The content and length of the proposed academic program shall follow practices common to institutions of higher education. Typically, the proposed academic program shall include at least: (1) one undergraduate program planned for two or more years in length; or, (2) one graduate program of at least one academic year in length. Documentation shall be provided to the department that lists all requirements for a degree and the curricula offered leading to the degree, showing planned typical student programs by semester or term. Any proposed undergraduate degree program shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs.
10. Student access to all necessary learning resources and support services shall be provided. Necessary resources and support services vary by type of program, but all require some use of library resources. Laboratories may be required for some programs. Support services such as academic advising, financial aid counseling, and support for special, targeted, constituencies may be needed. The institution shall describe the learning resources and support services that it will provide and state how they will be provided to students on a regular, dependable basis.
11. Admission policies shall be consistent with the institution's mission and appropriate to the educational program. The Department shall be provided with a copy of the institution's admission policies.
12. The institution shall have financial resources adequate to support start-up activities and sources of funds sufficient to ensure that the institution can sustain itself once students have been admitted. The Department shall be provided with a current financial statement, an

audit report of a financial audit completed within the previous twelve months by a certified public accountant, or other substantial evidence.

- D. Following the submittal of the required documents and based on the institution's selected accrediting body, the Department shall contract with an evaluation team to review all submitted materials to determine the institution's readiness for on-site accreditation and make a recommendation regarding authorization.

#### 14.02 Joint Authorization under Special Circumstances

- 14.02.01 In the special instance that a school authorized under C.R.S., Title 12, Article 59, otherwise known as the Division of Private Occupational Schools, offers baccalaureate degree programs but does not meet the majority rule (§12-59-104(d)(II)), the Colorado Commission on Higher Education will have authority to authorize the baccalaureate and higher level programs at the school under the Degree Authorization Act, §23-2-101, et seq., C.R.S. However, under such circumstances, the school will continue to follow the DPOS rule and statute until such time that the majority of its programs are at the baccalaureate level or higher.
- 14.02.02 Under the special circumstances, as stated in 4.02, department staff will address complaints received by students enrolled in the baccalaureate and higher degree programs pursuant to the process outlined in section 14.01.
- a. In the event that the department receives complaints by students enrolled at both the sub-baccalaureate and baccalaureate levels, department staff may coordinate the review of these complaints and include all relevant information in recommendations for board action, whether the DPOS board, the Commission or both.

#### 15.00 Minimum Operating Standards to Qualify as a Private College or University

- 15.01 A private college or university is an institution which is "doing business or maintaining a place of business in the state of Colorado" and which offers courses of instruction or study wherein credits may be earned toward a degree in a field of endeavor. A publicly-supported college or university based in another state (and so would not meet the definition for a "state college or university" exemption) and which seeks or has physical presence in the state of Colorado, will be treated as a "private college or university."
- 15.02 All institutions must meet the following criteria to qualify for consideration of authorization and renewal of authorization:

1. Demonstrate its ability to provide appropriate student services at the new site.
2. Demonstrate its financial ability to support all operations at the new site.
3. Demonstrate its physical presence in Colorado with the appropriate documentation.

#### **16.00 Evaluation of Application**

- 16.01 Following the submission of the required documents and based on the institution's selected accrediting body, the Department shall review the application for required components and documents, the Department shall contract with an evaluation team to review all submitted materials to determine the institution's readiness for on-site accreditation and make a recommendation regarding authorization.
- 16.02 Based on the recommendation of the evaluation team, the Department shall assign the institution to one of the following categories:
- Provisional Authorization
  - Not Recommended for Authorization
- 16.03 Each evaluation team will consist of several appropriate independent and fully credentialed evaluators selected by Department staff, based on institution type and the accrediting body from which the applicant shall seek accreditation.
- 16.04 In addition to the required documents, additional materials may be requested by the evaluation team and/or department staff based on the criteria established by the accreditation association.
- 16.05 If the evaluation team does not recommend the applicant institution for state authorization, the applicant institution may not reapply for a period of one year from the date of notice and the application fee will be assessed upon reapplication. If the evaluation team recommends a conditional approval based on minor technical changes, the applicant institution will have six months to reapply and the Department will not assess another application fee.

#### **17.00 Renewal of Authorization for Private Colleges and Universities with "Full Authorization"**

- 17.01 A fully authorized private college or university shall apply for renewal of authorization in accordance with the schedule for institutional reaccreditation by its accrediting body or every three years, whichever is longer.
- 17.02 Required documents for renewal of authorization:
- a. Self-evaluation report or similar

- b. Accreditation site visit team's report
- c. Institution's response to site visit report
- d. Final determination letter from the accrediting body

#### **18.00 Renewal of Authorization for Private Colleges and Universities with "Provisional Authorization"**

18.01 Private colleges and universities that hold provisional authorization shall renew ~~its~~ authorization annually until an on-site visit has occurred by the accrediting body, accreditation is achieved, and the Commission awards full authorization.

18.02 Required documents:

- a. Any and all communication to and from the accrediting body from which the institution is seeking accreditation;
- b. Accreditation progress report;
- c. Status report of institution's activities;
- d. Updated enrollment information;
- e. Enrollment agreements, if applicable, and any other recruitment materials used for training staff and presented to potential students;
- f. Faculty resumes;
- [g. Updated list of programs offered at the Colorado site;](#)
- [h. Updated bond information;](#)

#### **19.00 Renewal of Authorization for Private Colleges and Universities with "Probationary Authorization"**

19.01 Private colleges and universities that have been placed on probation by the Commission shall annually renew its authorization with the Commission until such time the probation action is lifted by the Commission.

19.01.02 Required documents for institutions with probationary authorization:

- a. Accreditation status update, identifying progress regarding the adverse action issued by the accrediting body or other governmental agency;
- b. Any and all communication regarding the adverse action issued by the accrediting body or other governmental agency;
- c. Prospective timeframe for when the adverse action is expected to be acted upon.

## **20.00 Renewal of Authorization – All Authorized Institutions**

- 20.01 A private college or university that has authorization from the Commission pursuant to §23-2-103.3, C.R.S., and maintains its accreditation shall apply to the Department for renewal of authorization 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 renewal of authorization every three years. A private college or university or seminary or religious training institution that seeks renewal of authorization shall submit an application in accordance with the procedures and policies adopted by the Commission and shall pay the renewal of reauthorization fee established by the Commission pursuant to §23-2-104.5, C.R.S.
- 20.02 To renew its authorization to operate in Colorado, a private college or university or seminary or religious training institution shall demonstrate that it continues to meet all minimum operating standards specified in the Degree Authorization Act, specifically §23-2-103.8, C.R.S., and this policy. Failure to demonstrate compliance with the minimum operating standards will result in a presumption that the minimum operating standards are not met and a recommendation for revocation will be made.
- 20.03 A private college or university that has had its accreditation reaffirmed without adverse action is in compliance with §23-2-103.8, C.R.S., and is not subject to investigation pursuant to §23-2-103.4, C.R.S., (revocation) 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.
- 20.04 A seminary or religious training institution that continues to meet the minimum operating standards is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the institution's authorization for three additional years.
- 20.05 If a private college or university or seminary or religious training institution cannot demonstrate that it meets the minimum operating standards specified in Commission policy or pursuant to §23-2-103.3 or §23-2-103.8, if applicable, the Department shall recommend that the Commission deny the institution's application for renewal of the authorization.
- 20.06 If, within six months after receiving the notice of denial of the application for renewal, the institution corrects the action or condition that resulted in denial of the application for renewal, the institution may reapply for renewal of the authorization.
- 20.07 If the institution does not correct the action or condition within the six month period, it may submit a new application for authorization after correcting the action or condition.

- 20.08 If a private college or university is under an adverse action from its accrediting body at the time it files for an application for renewal of authorization to operate in Colorado, the Department may recommend that the Commission renew the institution's authorization or that the Commission grant a probationary renewal of the institution's authorization.
- 20.09 If an institution receives a probationary renewal of its authorization, the institution shall reapply for renewal of its authorization annually until the accrediting body lifts the adverse action, and the institution shall annually report to the Commission concerning the institution's progress in removing the adverse action.
- 20.10 If the Department recommends that the Commission grant a probationary renewal of authorization or deny an application for renewal of authorization, the Commission shall notify the private college or university or seminary or religious training institution concerning the recommendation, and the Department and the Commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act", Article 4 of Title 24, C.R.S.

**21.00 Change of Authorization Type - Probationary Status or Revocation**

- 21.01 If the Commission has reason to believe that a private college or university or seminary or religious training institution meets one or more of the grounds specified in the following section for revocation of authorization or for placing an institution on probationary status, the Commission may order the Department to investigate the private college or university or seminary or religious training institution and make a recommendation concerning whether to revoke the institution's authorization or to place the institution on probationary status.
- 21.02 To assist the Department in conducting an investigation pursuant to §23-2-103.4 (1), C.R.S., the Commission may subpoena any persons, books, records, or documents pertaining to the investigation, require answers in writing, under oath, to questions the Commission or Department may ask, and administer an oath or affirmation to any person in connection with the investigation. In conducting the investigation, the Department may physically inspect an institution's facilities and records. A subpoena issued by the Commission pursuant to this paragraph is enforceable by any court of record in the state.
- 21.03 Based on findings of an investigation pursuant to this section, the Department shall recommend that the Commission should or should not revoke the institution's authorization or place the institution on probationary status.
- 21.04 If the Department recommends revocation or probationary status, it shall identify the applicable grounds for revocation or probationary status specified below, and the Department and the commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act," Article 4 of Title 24, C.R.S.
- 21.05 With regard to the authorization of a private college or university, the Commission may:

21.05.01 Revoke the private college's or university's authorization or place the institution on probationary status if the private college or university:

- a. Fails to meet any of the minimum standards set forth in this policy or in statute;
- b. Fails to substantially comply with the applicable laws or rules adopted or implemented by other governmental agencies that have jurisdiction over the institution; or
- c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates;
- d. Revoke the private college's or university's authorization if the institution loses its accreditation;
- e. Place the private college or university on probationary status if the institution's accrediting body places the institution on probation or the equivalent; or
- f. Revoke the private college or university's authorization or place the private college or university on probationary status if the United States Department of Education ceases to recognize the institution's accrediting body.

21.06 The Commission may revoke a seminary's or religious training institution's authorization or place the institution on probationary status if the seminary or religious training institution:

- a. No longer meets the definition of a seminary or religious training institution specified in §23-2-102, C.R.S.;
- b. Fails to meet any of the minimum standards set forth in statute or in the Commission's policy or rule adopted to implement the statute; or
- c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates.

## **22.00 Fee Schedule**

Section 23-2-104.5, C.R.S., gives the Commission authority to establish fees for direct and indirect costs of administering the Degree Authorization Act. After initial determination of fees, fees will be established on an annual basis no later than June 30 of the year preceding implementation. The Department and Commission shall give thirty (30) days for comment unless no changes are made to the fee structure. The fee shall reflect the direct and indirect costs of administering the article. Fees shall include, but not be limited to, application fees, authorization/annual fees, renewal of authorization fees, educator preparation fees (if applicable), and gtPathways review fees (if applicable).

### **23.00 Deposit of Records upon Discontinuance**

- 23.01 Pursuant to §23-2-103.5, C.R.S., if an authorized private college or university or seminary or religious training institution ceases operating in the state, the owner of the institutions or his or her designee shall deposit with the department the original or legible true copies of all educational records of the institution. If the Commission determines that the records of an authorized institution are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Department, the Commission may seek a court order authorizing the Department to seize and take possession of the records.
- 23.02 The Department or the Attorney General may enforce the provisions of this section by filing a request for an injunction with a court competent jurisdiction. A person may request, in accordance with the provisions of the Colorado Open Records Act, Part 2 of Article 72 of Title 24, C.R.S., a copy of a record held by the Department pursuant to this section. The Department shall permanently retain any student transcript. The Department shall retain any other records received for ten years following the date on which it receives or obtains the records. After the ten years, the Department shall dispose of the records in a manner that will adequately protect the privacy of personal information included in the records.

### **24.00 Procedure for the Closure of an Institution**

- 24.01 In the event an institution closes and ceases operations, the owner or designee is required to provide timely notification, with as much advanced notice as is possible, to the Department and currently enrolled or recruited students in writing immediately of the intention to close/cease operation.
- 24.02 Written notification the Department to close or cease operations must include:
- a. Name of the institution;
  - b. Name of the owner, active mailing address, and telephone number where he or she may be reached after the institution physically closes;
  - c. Name of the institution's Chief Executive Officer, President, or other appropriate administrator;
  - d. Date of closure (or approximate of anticipated closing date);
  - e. A report of the status of all students currently enrolled and those students on leave of absence whose education and training program will not be fully completed by the date of the institution's closure;
  - f. Identify in writing whether there are refunds due to any students;
  - g. Submit a written statement from the owner or designee affirming that all recruitment efforts, program marketing, advertisement (regardless of type, i.e. newspaper, website, television broadcast, etc.), solicitation and enrollment of new students has ceased;

- h. A copy of the written notice given to current students or recruited-but-not-yet-enrolled students informing them of the school's intent to close and copies of any other record of students having been so notified; and
- i. The expected deposit date of the student records to the Department.

24.03 Student Records must include:

- a. The individual enrollment agreement and other instruments relating to the payment for educational services, including student financial aid;
- b. Academic grades and attendance (when in doubt preserve it; seek technical assistance from the Department; or turn it over to the Department to make a final determination);
- c. The date the student began instruction at the school and information about each program in which the student is or was enrolled, including (a) the name of program, (b) length of program in clock hours or credit hours and (c) date of last instruction or of course completion;
- d. Record of any student grievance and subsequent resolution; and
- e. Transcript/record of completion showing extent of each student's record of achievement up to last date attended or up to time the institution ceased operation.

### **25.00 Alternative Enrollment**

An option for students faced with a closure is to continue their education in order to complete their program. Alternative enrollment may be provided, under which (1) either the students complete their studies at the original private college or university in which they are enrolled, before it closes or (2) arrangements are made and students are given an opportunity to complete their education at another private, Commission authorized school which offers substantially the same education.

Alternative enrollment is intended to fulfill the original contract between the closing institution and the student. If alternative enrollment is arranged for another approved institution to provide the remaining education that other institution must provide comparable education and agree that students transferring from the closing institution will pay only what cost of tuition/fees remains unpaid, according to the terms and conditions found in the enrollment agreement entered into between the student and the closing institution.

The Department will work with the closing institution and its accrediting body to determine if alternative enrollments can be made available. The option of alternative enrollment is voluntary and a student may decline such an arrangement.

### **26.00 Financial Integrity – Surety**

- 26.01 Pursuant to §23-2-103.8, C.R.S., the Department shall determine the financial integrity of private colleges or universities except when the private college or university:
- a. Is a party to a performance contract with the Commission under §23-5-129, C.R.S.;
  - b. Has been accredited for at least twenty years by an accrediting agency that is recognized by the United States Department of Education;
  - c. Has operated continuously in this state for at least twenty years; and
  - d. Has not at any time filed for bankruptcy protection pursuant to Title 11 of the United States Code.
- 26.02 If a private college or institution does not meet the criteria above, the Department shall determine the institution's financial integrity by confirming that the institution meets or does not meet the following criteria:
- 26.02.01 The institution has been accredited for at least ten years by an accrediting agency that is recognized by the United States Department of Education;
  - 26.02.02 The institution has operated continuously in this state for at least ten years;
  - 26.02.03 During its existence, the institution has not filed for bankruptcy protection pursuant to Title 11 of the United States Code;
  - 26.02.04 The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172; and
  - 26.02.05 The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 CFR 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirement of the institution's accrediting body.
- 26.03 If a private college or institution is part of a group of private colleges and universities that are owned and operated by a common owner, so long as all of the other institutions in the group meet the criteria specified above then the Department shall determine the institution's financial integrity by confirming that the institution meets the following criteria:
- 26.03.01 The institution has received and maintains full accreditation without adverse action from an accrediting agency that is recognized by the United States Department of Education, which accrediting agency requires the institution to maintain surety or an

escrow account or has affirmatively waived or otherwise removed the requirement for the institution;

- 26.03.02 The institution has been continuously authorized by the Commission for at least five years:
- a. The institution owns and operates a permanent instructional facility in the state;
  - b. The institution annually provides to the Department audited financial statements for the most recent fiscal year that demonstrate that the institution maintains positive equity and profitability;
  - c. The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172; and
  - d. The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 CFR 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirements of the institution's accrediting body.

#### 26.04 Surety

Each private college or university that is not exempt and cannot demonstrate financial integrity shall file evidence of surety in the amount calculated by the Department using the criteria above prior to receiving authorization to operate in Colorado. The surety may be in the form of a savings account, deposit, or certificate of deposit that meets the requirements of §11-35-101, C.R.S., or an alternative method approved by the Commission, or by bond. The Commission may disapprove an institution's surety if it finds there are insufficient funds to provide students with indemnification and alternative enrollment.

#### 26.05 Bonds

- 26.05.01 If a private college or university files a bond, it shall be executed by the institution as principal and by a surety company authorized to do business in Colorado. The bond shall be continuous unless the surety is released as set forth in this section.
- 26.05.02 The surety shall be conditioned to provide indemnification to any student that the Department finds to have suffered loss of tuition or any fees as a result of any act or practice that is a violation of this policy and to provide alternate enrollment, as described below, for students enrolled in an institution that ceases operation.

26.05.03 The amount of the surety that a private college or university submits is the greater of five thousand dollars or an amount equal to a reasonable estimate of the maximum prepaid, unearned tuition and fees of the institution for the period or term during the applicable academic year for which programs of instruction are offered, including but not limited to programs offered on a semester, quarter, monthly, or class basis, except that the institution shall use the period or term of greatest duration and expense in determining this amount if the institution's academic year consists of one or more periods or terms. The private college or university shall recalculate the amount of the surety annually.

26.05.04 The Colorado Commission on Higher Education may consider alternative surety requirements for institutions that can demonstrate that existing surety covers students served by the institution operating subject to authorization by the Colorado Commission on Higher Education.

#### 26.06 Claims of Loss of Tuition and Fees

A student, or parent or guardian of the student, who claims loss of tuition or fees, may file a claim with the Department if the claim results from an act or practice that violates a provision of this policy. Claims filed with the Department are public records except that the Department shall not make the claims records public if the release would violate a federal privacy law. The Department shall not consider a claim that is filed more than two years after the date the student discontinues his or her enrollment with the institution.

#### 26.07 Ceasing Operation and Alternate Enrollment

If a private college or university ceases operation, the Commission may make demand on the surety of the institution and the holder of the surety upon the demand for a refund by a student or the implementation of alternate enrollment. If the surety is a bond, the principal on the bond shall pay the claim due in a timely manner. To the extent practicable, the Commission shall use the amount of the surety to provide alternate enrollment through a contract with another authorized private college or university, a community college, an area vocational school, or any other arrangement that is acceptable to the Department. The alternate enrollment provided to a student shall replace the original enrollment agreement, if any, except that the student shall make the tuition and fee payments as required by the original enrollment agreement, if any.

#### 26.08 Payment of Debt

A student who is enrolled in a private college or university that ceases operation and who declines alternate enrollment may file a claim with the Commission for the student's prorated share of the prepaid unearned tuition and fees that the student paid. The Commission shall not make a subsequent payment to a student

unless the student submits proof of satisfaction of any prior debt in accordance with this policy. If the amount of the surety is less than the total prepaid, unearned tuition and fees that have been paid by students at the time the institution ceases operation, the Department shall prorate the amount of the surety among the students. This section applies only to students enrolled in the institution at the time it ceases operation. Once an institution ceases operation, no new students shall be enrolled. The Commission is the trustee for all prepaid, unearned tuition and fees, student loans, Pell grants, and other student financial aid assistance if an authorized private college or university ceases operation.

#### 26.09 Claims That Do Not Involve Ceasing Operation

For claims made that do not involve a private college or university that ceases operation, the Commission shall conduct a hearing to determine whether there is loss of tuition or fees, and, if the Commission finds that claim is valid, it shall make demand upon the surety.

#### 26.10 Suspending Authorization Based on Loss of Surety

26.10.01 A private college's or university's authorization is suspended by operation of law when surety as required by this policy no longer covers the institution. The Department shall give written notice to the institution at the last-known address at least forty-five days before the release of the surety. Authorization is suspended by operation of law until the institution files evidence of surety in like amount as the surety being released.

26.10.02 The principal on a bond filed under the provisions of this section is released from the bond after the principal serves written notice thereof to the Commission at least sixty days before the release. The release does not discharge or otherwise affect a claim filed by a student or enrollee or his or her parent or legal guardian for loss of tuition or fees that occurred while the bond was in effect or that occurred under any note or contract executed during any period of time when the bond was in effect, except when another bond is filed in a like amount and provides indemnification for any such loss.

26.10.03 Each private college or university that files a surety shall provide annual verification of continued coverage by surety in a report to the Commission due by January 1 of each year. If a private college or university that is exempt from the provisions of this policy or that demonstrates financial integrity ceases to operate in this state, the State Attorney General may filing a claim against the institution on behalf of students enrolled at the time the institution ceases operation to recover any amount of unearned, prepaid tuition that may be owed to the students. A seminary or religious

training institution is not subject to the requirements of this section.

**27.00 Data Submission**

Refer to SURDS data submission guidelines

**28.00 Student Complaints**

Refer to CCHE policy I, T; concerning Student Complaints.

DRAFT

**TOPIC:** DEFINITION OF UNACCOMPANIED HOMELESS YOUTH

**PREPARED BY:** ANDREW RAUCH, LEAD FINANCE ANALYST

## **I. SUMMARY**

This discussion item explains the need for CCHE to adopt the appropriate definitions concerning “unaccompanied homeless youth” as it relates to tuition classification.

## **II. BACKGROUND**

House Bill 16-1100 requires “unaccompanied homeless youth” to be considered “qualified persons” for the purposes of determining their own domicile. The legislation requires the Colorado Commission on Higher Education (CCHE) to adopt a definition of “unaccompanied homeless youth, at-risk of homelessness, and self-supporting” to serve as guidance for institutional tuition classification officers.

Under Colorado’s tuition classification guidelines, “qualified persons” are those that are able to determine their own domicile for the purposes of becoming a resident student and receiving resident tuition. For individuals under the age of 22, their domicile is tied to where their parents live. House Bill 16-1100 allows individuals who are under the age of 22 and who meet the definition of “unaccompanied homeless youth” to be considered “qualified persons”. Further, the legislation provides a list of individuals that are able to verify if a person is an “unaccompanied homeless youth”. These individuals may use the McKinney-Vento Act definition or the definition adopted by the CCHE.

To provide more context on tuition classification, staff has provided a short summary on tuition classification (Attachment B).

## **III. STAFF ANALYSIS**

The CCHE is tasked with adopting three definitions as they relate to House Bill 16-1100:

1. The first is a definition of “unaccompanied homeless youth”. The federal McKinney-Vento Act defines unaccompanied homeless youth as:
  - (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
  - (B) includes —
    - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in

- emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
  - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
2. The second definition is one for “at-risk of homelessness”. The McKinney-Vento Act does not provide a definition for this term. Department staff reviewed other federal statute and guidelines to help determine an adequate definition of “at-risk of homelessness”. Staff’s analysis centered on providing a definition that is clear, concise, and easily confirmed. Based on staff’s research, the U.S. Department of Housing and Urban Development’s (HUD) Children and Youth Homelessness Definitions provide the best option for the Commission. HUD defines “Imminent Risk of Homelessness” as: *Individuals or families who will lose their primary nighttime residence within 14 days and has no other resources or support networks to obtain other permanent housing.*
- This definition requires documentation to prove that an individual or family is at risk of losing their home within 14 days. The definition shows clear risk of homelessness while providing enough structure for an interpretation.
3. The final definition referenced in the legislation is for “self-supporting”. There is no current definition in the tuition classification guidelines of “self-supporting”, and the context of this particular application is important. “Self-supporting” in this context means an individual that is paying for their own living expenses. This makes no determination as to the adequacy of the living expenses.

#### **IV. STAFF RECOMMENDATIONS**

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

#### **V. STATUTORY AUTHORITY**

C.R.S 23-7-103.5(2)(II):

An unaccompanied youth, at risk of homelessness, and self-supporting. The Colorado commission on higher education shall include in its tuition classification policies a definition of "unaccompanied homeless youth, at risk of homelessness, and self-supporting".

**ATTACHMENT(S):**

- Attachment A: Draft Unaccompanied Homeless Youth Definitions
- Attachment B: Tuition Classification Summary

## **DRAFT\_Unaccompanied Homeless Youth Definitions\_DRAFT**

Statute, C.R.S 23-7-103.5 allows unaccompanied homeless youth to be considered “qualified persons” for the purposes of determining domicile. Statute directs the Commission to provide definitions for unaccompanied homeless youth, at-risk of homelessness, and self-supporting. The definitions are as follows:

1. Unaccompanied Homeless Youth: As defined in the McKinney-Vento Act:
  - (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
  - (B) includes —
    - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
    - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
    - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
    - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
2. At-Risk of Homelessness: Is as defined by the United States Department of Housing and Urban Development to mean:  
Individuals or families who will lose their primary nighttime residence within 14 days and has no other resources or support networks to obtain other permanent housing.
3. Self-Supporting: An individual that is paying for their own living expenses

## **Attachment B: Tuition Classification Information**

### **Definitions:**

**Qualified Person:** Is a person that is able to determine their own domicile. The following persons are considered “Qualified”:

1. Adults: Individuals at least 22 years of age, married, emancipated for their parents, or graduate students.
2. Emancipated Minors: are less than 22 years old and if your parents have entirely surrendered the right to your care, custody, and earnings and if they have made no provision for your support.

Unemancipated Minors are not considered “qualified persons”, and their domicile is attached to their parent’s for the purposes of determining residency status.

**Domicile:** A legal characteristic that everybody has, it is a person’s true, fixed, and permanent home or place of habitation.

**One-Year Domicile Period:** A qualified person must reside in Colorado with the intent to reside permanently in Colorado for 12 months prior to the first day of class. To demonstrate the intent to stay, student should take actions expected of a permanent resident including but not limited to: voter registration, obtaining a CO driver’s license, vehicle registration, employment, and income tax filing.

**In-State Status:** An in-state student is a student who has been domiciled in Colorado for one year or more immediately preceding registration at any institution of higher education in Colorado.

### **General Classification Procedures:**

Each student is determined to either be a “resident” or a “non-resident” student. This process begins with the application where students are asked a series of questions regarding their residency status. Each institution has a tuition classification officer that makes this initial determination. The initial determination remains unchanged unless there is enough evidence to the contrary. If a student feels they meet the definition of “in-state” they may file a petition seeking a change in classification. The student must submit a timely petition and provide adequate documentation to make their case for a change in residency status.

### **CCHE Role:**

The CCHE’s role is to adopt and amend the tuition classification policies as needed. The CCHE does not make any rulings on residency status. Institutions provide the initial ruling and any subsequent rulings on the topic. Department staff provides assistance to students, families, and institutions on the topic of tuition classification, and the Department provides guidelines to the institutions concerning tuition classification.

This is a complex topic, and the above summary is intended to provide some information to help inform the discussion. If more information is helpful, here is the link to the Department’s webpage on residency status and tuition classification:

<http://highered.colorado.gov/Finance/Residency/>



## 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**

<b>INSTITUTION</b>	<b>CEO</b>	<b>LOCATION</b>
<b>Adams State College</b>	Dr. Beverlee McClure, President	Alamosa
<b>Aims Community College</b>	Dr. Leah Bornstein, President	Greeley
<b>Community College System</b>	Nancy McCallin, President	Denver
1) Arapahoe CC	Dr. Diana Doyle, President	Littleton
2) Northwestern CC	Ronald Granger, 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	Dr. Linda Lujon, 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. Carmen Simone, President	Trinidad
<b>Colorado Mesa University</b>	Tim Foster, President	Grand Junction
<b>Colorado Mountain College</b>	Dr. Carrie Besnette Hauser	Glenwood Sprgs
<b>Colorado School of Mines</b>	Paul Johnson, President	Golden
<b>Colorado State System</b>	Dr. Tony Frank, Chancellor	Denver
1) CSU-Ft Collins	Dr. Tony Frank, President	Fort Collins
2) CSU-Pueblo	Dr. Lesley DiMare, President	Pueblo
3) CSU – Global	Dr. Becky Takeda-Tinker, Pres.	Denver
<b>CU System</b>	Bruce Benson, President	Denver
1) CU – Boulder	Dr. Philip DiStefano, Chanc.	Boulder
2) UCCS	Dr. Pam Shockley-Zalabak, Ch.	Colorado Springs
3) UCD	Dr. Dorothy Horrell, Chanc.	Denver
4) UC-Anschutz	Don Elliman, Chanc.	Aurora, Denver

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

## **COLORADO COMMISSION ON HIGHER EDUCATION**

Chairman Monte Moses (*R-6<sup>th</sup> Congressional District*) term ends June 2019

Vice Chair Luis Colon (*R-4<sup>th</sup> Congressional District*) term ends June 2017

- Commissioner John Anderson (*R-3<sup>rd</sup> Congressional District*) term ends June 2019
- Commissioner Maia Babbs (*U-7<sup>th</sup> Congressional District*) term ends June 2019
- Commissioner Mary Beth Buescher (*D-3<sup>rd</sup> Congressional District*) term ends June 2020
- Commissioner Renny Fagan (*D-7<sup>th</sup> Congressional District*) term ends June 2019
- Commissioner Cassie Gannett (*D-5<sup>th</sup> Congressional District*) term ends June 2020
- Commissioner Jeanette Garcia (*D-3<sup>rd</sup> Congressional District*) term ends June 2019
- Commissioner Vanecia Kerr (*D-6<sup>th</sup> Congressional District*) term ends June 2018
- Commissioner Tom McGimpsey (*R-2<sup>nd</sup> Congressional District*) term ends June 2017
- Commissioner Paula Sandoval (*D-1<sup>st</sup> Congressional District*) term ends June 2018

### **ADVISORY COMMITTEE**

#### **Legislative Advisors**

- Representative Jeni Arndt, *House Majority Appointment*
- Representative Mike Foote, *House Majority Appointment*
- Representative Kevin Priola, *House Minority Appointment*
- Senator Owen Hill, *Senate Majority Appointment*
- Senator Chris Holbert, *Senate Majority Appointment*
- Senator Nancy Todd, *Senate Minority Appointment*

#### **Subject Matter Advisors**

- Mr. Wayne Artis, *Faculty Representative*
- Mark Cavanaugh, *IHEC Representative*
- Mr. Steve Kreidler, *CFO Representative*
- Dr. Barbara Morris, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Melissa Wagner, *Parent Representative*
- vacant, *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