



COLORADO

Colorado Commission on Higher Education

Department of Higher Education

CCHE AGENDA

August 7, 2020

Colorado Department of Higher Education ZOOM

Video Conference

<https://us02web.zoom.us/j/88279292857>

BUSINESS MEETING

2:00pm – 3:00pm

1600 Broadway, Suite 2200 • Denver, Colorado 80202 • (303) 862.3001

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



Colorado Commission on Higher Education

August 7, 2020

RETREAT BUSINESS MEETING

BUSINESS MEETING

I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the June 4, 2020 Commission Meeting
- C. Reports
 - i. Chair
 - ii. Vice Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisors
- D. Executive Director Report
- E. Public Comment

II. Consent Items

- A. Recommend Approval of Graduate Certificate in Cannabis Science and Medicine, and Master of Science in Pharmaceutical Sciences (Cannabis Science and Medicine Specialty Track) at the University of Colorado Anschutz Medical Campus – *Dr. Chris Rasmussen*
- B. Recommend Approval of Limited Waiver of GT Pathways Requirements for the Bachelor of Applied Science Degree Program in Automotive Industry Management at Colorado State University-Pueblo – *Dr. Chris Rasmussen*
- C. Recommend Approval of Limited Waiver of GT Pathways Requirements for the Bachelor of Applied Science Degree Program in Leadership & Organizational Management at Colorado State University-Pueblo – *Dr. Chris Rasmussen*

III. Discussion Items

- A. Degree Authorization Act: Proposed Revisions to Fee Schedule – *Heather DeLange*



B. Proposed Introduction of a State Fee to Participate in the State
Authorization Reciprocity Agreement (SARA) – *Heather DeLange*

IV. Action Items

V. Commission Initiatives

VI. Special Presentations





Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Via ZOOM Teleconference
June 4, 2020

BUSINESS MEETING

Chair Tom McGimpsey called the business meeting to order at 1:05 p.m.

I. Opening Business

A. Attendance

Commissioners attending: Chair McGimpsey, Vice Chair Kerr, Commissioners Abramson, Buescher, Colon, Gannett, Hughes, Stich, Trujillo, Tucker, Executive Director Paccione.

Advisors attending: Wayne Artis, Mark Cavanaugh, Brad Baca, Rick Miranda, Christina Powell, Misti Ruthven

B. Minutes

Commissioner Buescher moved to approve the minutes for the May 1, 2020 Commission meeting. The motion was seconded by Commissioner Colon and passed unanimously.

C. Chair, Vice-Chair, Commissioners and Advisors Reports

Chair McGimpsey summarized the Work Session discussion. He commented that not all innovations mentioned make sense for Colorado, but there was a strong emphasis on democracy and jobs. He encouraged the commission to focus on the problem they are solving and the master plan outlines that well.

Vice Chair Kerr expressed appreciation to the panelists for their participation in the Work Session. She encouraged the commission to look at things more intensely and to think about innovation in different ways while layering that with the master plan call for improving outcomes and equities.



Fiscal Affairs & Audit Committee – Commissioner Tucker reported that committee discussion will be reviewed in the action items on today’s agenda.

Student Success & Academic Affairs Committee – Commissioner Tucker reported for Commissioner Gannett. The committee discussed adjustments being made to COSI funding due to the pandemic. The focus has been on work replacement grants. Equity issues were also discussed.

Advisor Artis reported that there was a statewide faculty meeting regarding the COVID19 pandemic and the effects on higher ed. He thanked Dr. Kim Poast and Dr. Chris Rasmussen for convening that group.

Executive Director Report – Dr. Paccione recognized that many may be feeling crisis fatigue with the pandemic and social injustice issues at the forefront. The department will participate in a cleanup effort at the capitol following the protests. She encouraged hope and a call to action to do the right things and change the metrics and results from our institutions and communities. She reported that the No Lapse in Learning campaign closed strongly with over 650 laptops donated across the state. A preliminary draft of Return to Campus will be finalized by mid-June in coordination with the governor’s office, the CDPHE, and the AG’s office. There was a Townhall Meeting with Boulder County School district on May 26th with 99 participants. The department is hosting the National OER Summit. She recognized President Andy Feinstein at UNC on his election as Chair of the Big Sky Athletic Conferences President’s Council. The Greeley college system just announced its Bridge to Bachelors Degree program. She recognized and thanked Dr. Ben Boggs for his work as the Department’s Chief of Staff. Dr. Paccione announced that she will serve as honorary state chair of the 2020 Colorado Combined Campaign.

D. Public Comment – There was no public comment.

II. Discussion Items

A. Strategic discussion among Commission and Staff on the future of higher education in Colorado - *Alison Griffin and Dr. Ben Boggs*

The work session featured a presentation from a panel of leading thinkers in American higher education facilitated by Alison Griffin, from White Board Advisors.

The panel included:

Bridget Burns, Executive Director of the University Innovation Alliance

Ryan Craig, Founding Managing Director of University Ventures

Maria Flynn, President and CEO of JFF

Jeff Selingo, Author & Journalist, former editor of the Chronicle of Higher Education



Themes from the panel include:

- The tremendous transformation in higher education in its economic significance and the manner it can be delivered, and the importance of leadership in guiding its future;
- The importance of aligning higher education more closely with workforce needs by: integrating job-specific skills early, expanding opportunities for students to earn academic credit for work-based experiences, and the need to embed workplace experiences in degree programs;
- The need to challenge the traditional higher education system by focusing on affordability and value, bundling courses, and creating clearer pathways for students to gain credentials and degrees as they need; and
- The need to address equity gaps which are likely to increase if higher education does not adapt to changing technologies and external needs.

In response to the panel, the Commission discussed their support in ensuring Colorado's higher education system is responsive to student and workforce needs. Commissioners requested a discussion on the Department's theory of change to help determine the best way for the Commission to support the Department's work.

III. Consent Items

- A. Recommend Approval of Reauthorization of School Counselor Endorsement Preparation at Denver Seminary– *Dr. Karen Lowenstein*
- B. Recommend Approval of Mentor Teacher Endorsement Preparation Program at Colorado Mountain College – *Dr. Karen Lowenstein*
- C. Recommend Approval of Mentor Teacher Endorsement Preparation Program at Western Colorado University – *Dr. Karen Lowenstein*
- D. Recommend Approval of Mentor Teacher Endorsement Preparation Program at the University of Colorado Denver – *Dr. Karen Lowenstein*
- E. Recommend Approval of Mentor Teacher Endorsement Preparation Program at the University of Denver – *Dr. Karen Lowenstein*
- F. Recommend Approval of Instructional Technology Specialist Endorsement at Rocky Mountain College of Art and Design – *Dr. Karen Lowenstein*
- G. Recommend Approval of Early Childhood Education Endorsement at Colorado Mountain College – *Dr. Brittany Lane*
- H. Recommend Approval of Principal Endorsement at Fort Lewis College – *Dr. Brittany Lane*
- I. Recommend Approval of Two-Year Cash Funded Capital Program List Amendment - Colorado State University - Fort Collins – *Lauren Gilliland*
- J. Degree Authorization Act – Request for Authorization of Asbury Theological Seminary as a Seminary/Religious Training Institution – *Heather DeLange*

Commissioner Abramson moved to approve Consent Items A - J. The motion was seconded by Commissioner Buescher and passed unanimously.



IV. Action Items

A. Fiscal Year 2020-21 Financial Aid Allocations – *Emily Burns*

Ms. Burns presented the final fiscal year 2020-21 financial aid allocations by institutional governing board to the Commissioners for approval. She noted that this item had been reviewed by the Fiscal Affairs and Audit subcommittee the prior week and presented as a discussion item for the past two commission meetings. Ms. Burns further noted that state-funded financial aid was spared drastic cuts in light of the COVID-19 induced revenue shortfall that the state experienced during budgetary deliberations, but that the Merit Aid line had been eliminated. Ms. Burns also briefly reviewed the completions-incentive grant formula that allocates the majority of state funded aid dollars.

Commissioner Tucker moved to approve Action Item IV. A. The motion was seconded by Commissioner Hughes and passed unanimously.

B. Approval of 1331 Supplemental for Colorado School of Mines Subsurface Frontiers Building – *Lauren Gilliland*

Mrs. Lauren Gilliland presented an emergency supplemental submitted by Colorado School of Mines. The supplemental requested additional cash spending authority for the institution's Subsurface Frontiers Building capital construction project. The building will be shared between the institution and the United States Geological Survey. Approval allows the institution to accept Federal recovery dollars in the event they become available. Commissioner Colon moved to approve Action Item IV. B. The motion was seconded by Commissioner Tucker and passed unanimously. The Commission's approval was forwarded to the Office of State Planning and Budgeting and the Capital Development Committee for their respective approvals.

V. Commission Initiatives

A. Budget and Legislative Update – *Jason Schrock and Chloe Mugg*

Budget Update – Mr. Jason Schrock, CDHE, provided an update on higher education budget challenges. The legislative Joint Budget Committee (JBC) introduced to the legislature a FY 2020-21 state budget package that addressed a \$3.5 billion shortfall. Many state programs were reduced or eliminated, including several of the Department of Higher Education's programs. State funding for public higher education institutions' operating budgets was reduced \$493 million, or 58 percent. However, the Governor allocated \$450 million in federal funds to the state's public higher education institutions from the federal CARES Act through an executive order. This money must be used by institutions for responding to public health needs resulting from COVID-19 and to provide economic support to the state through educating and completing students. Mr. Schrock also reviewed an updated analysis of potential budget gaps faced by institutions that considers the state funding



reduction in the FY 2020-21 budget package and federal funds provided to institutions from the Governor.

Legislative Update – Dr. Ben Boggs, CDHE, provided a legislative update on behalf of Ms. Chloe Mugg who was occupied with the General Assembly in session. Drawing from her notes, he reported:

- The Legislature reconvened on May 25th. The FY20-21 budget has been finalized via the Long Bill.
- The House passed HB 1002 upon its third reading. This bill requires institutions to provide college credit for work experience.
- HB20-1407 has been introduced. This is the CDHE-led effort to waive the standardized test for 2021 High School graduates for admissions purposes. This bill has the sponsorship of Commission advisors Senator Story and Representative Kipp, as well as Representative Baisley. Our 4-year institutions have communicated their support.
- The higher education funding formula was introduced in the House last week and received a unanimous vote upon its third reading. The institutions have maintained their consensus support and have communicated their support for the bill in both chambers.

VI. Special Presentations

A. Policy Fellows Program – *Katie Zaback*

The 2020 Higher Education Policy Fellows Program is a one-semester program offered by the Colorado Department of Higher Education to graduate students in the higher education and public policy fields. Senior Policy Director Katie Zaback provided an overview of the program and fellows Lluvia Garcia, Ashely Johnson, and Diana Zakhem shared their experience. They also discussed the outcomes of their team projects and how they might help inform future work from the Department.

B. Recognition of Commissioners – *Chair McGimpsey*

Retiring Commissioners Gannett and Buescher were recognized and thanked for their many years of service on the Commission and their work for higher education in the state.

The meeting was adjourned at 3:45pm.



TOPIC: RECOMMEND APPROVAL OF GRADUATE CERTIFICATE IN CANNABIS SCIENCE AND MEDICINE, AND MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES (CANNABIS SCIENCE AND MEDICINE SPECIALTY TRACK) AT THE UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

PREPARED BY: DR. CHRIS RASMUSSEN, SENIOR DIRECTOR OF ACADEMIC PATHWAYS AND INNOVATION

I. SUMMARY

This agenda item presents for Commission action two proposed cannabis-related programs at the University of Colorado Anschutz Medical Campus: a graduate certificate in cannabis science and medicine, and a cannabis science and medicine specialty track within an existing Master of Science in Pharmaceutical Sciences degree program. The Commission on Higher Education has approval authority for any cannabis-related degrees and certifications per §23-31.5-112 (3)(d), Colorado Revised Statutes.

II. BACKGROUND

On May 29, 2019, Governor Polis signed House Bill 19-1311, creating the Institute of Cannabis Research (ICR) at CSU-Pueblo. The bill outlined the Institute's governance structure and addressed requirements for institutions of higher education that seek to develop cannabis-related degrees or certificates. The bill amended §23-31.5-112, C.R.S., adding subsection (3)(d), which reads, "the [ICR] governing board shall advise any Colorado institution of higher education that seeks to develop a cannabis-specific curriculum. The Colorado commission on higher education shall seek input from the governing board before approving any cannabis-related degrees or certification."

In response to this statutory change, the Commission revised its policy on Creation Modification or Discontinuation of Academic and Vocational Programs at Public Institutions of Higher Education ([Section I, Part V](#)). The revised policy outlines required steps for institutions to seek advisement from the ICR governing board on any cannabis-related curriculum and to seek approval from the Commission of all cannabis-related degrees and certifications.

III. STAFF ANALYSIS

Commission policy stipulates that institutions seeking to develop cannabis-related degrees and certifications shall submit a proposal to the Department addressing the following criteria:

- Fit with the institution's statutory role and mission
- Confirmation of required approvals from the institution's governing board and applicable accrediting agencies (or evidence that approval processes have been initiated); and
- Written confirmation of consultation with the Institute of Cannabis Research.

On May 22, 2020, the Department received application materials for two proposed programs named above from Dr. Roderick Nairn, Provost and Executive Vice Chancellor for Academic and Student Affairs for the University of Colorado Denver, which includes the Anschutz Medical Campus. These materials are enclosed as Attachment A. On May 28, the Department opened a 30-day public comment period on the proposed programs, which is stipulated in Commission policy. The proposal was also discussed at the June 9 meeting of the Academic Council. Representatives of CU Anschutz attended the meeting.

Upon review of materials submitted by CU Anschutz, and additional information provided by academic leadership and ICR representatives, Department staff confirm the proposed programs meet the established criteria. The Department received no public comments critical of the proposals or suggesting that the programs should not be approved.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Graduate Certificate in Cannabis Science and Medicine, and the Master of Science in Pharmaceutical Sciences (Cannabis Science and Medicine Specialty Track) at the University of Colorado Anschutz Medical Campus.

V. STATUTORY AUTHORITY

C.R.S. §23-31.5-112

Institute of cannabis research – governing board – powers relating to the receipt and use of certain tax revenues – definitions.

...

(2)(a) There is created the institute of cannabis research, to be housed at Colorado state university - Pueblo, unless a relocation occurs pursuant to subsection (7) of this section.

...

(3)(d) The governing board shall advise any Colorado institution of higher education that seeks to develop a cannabis-specific curriculum. The Colorado commission on higher education shall seek input from the governing board before approving any cannabis-related degrees or certification.



MEMORANDUM

To: Colorado Department of Higher Education
Colorado Commission of Higher Education

From: Roderick Nairn, PhD 
Provost and Executive Vice Chancellor for Academic and Student Affairs
University of Colorado Denver | Anschutz Medical Campus

Date: May 22, 2020

Subject: Proposed Professional Graduate Certificate in Cannabis Science and Medicine
and CSM Subplan in the Master of Science in Pharmaceutical Sciences

On behalf of the faculty and administration of the University of Colorado Denver | Anschutz Medical Campus, I submit for consideration by the Colorado Commission of Higher Education a professional graduate certificate program in Cannabis Science and Medicine (CSM) and a CSM subplan within the Master of Science in Pharmaceutical Sciences (MSPS). Per the guidance on cannabis-related degrees and certifications outlined in Bill 19-1311 and in compliance with §23-31.5-112, C.R.S., this proposal addresses the requested criteria:

Fit with the institution's statutory role and mission

The University of Colorado is a public research university with multiple campuses serving Colorado, the nation, and the world through leadership in high-quality education and professional training, public service, advancing research and knowledge, and state-of-the-art health care. Our CSM professional graduate certificate and CSM subplan within the MSPS are aligned with the vision of the University of Colorado: to be a premier, accessible and transformative public university that provides a quality and affordable education with outstanding teaching, learning, research, service, and health care.

CSM professional graduate certificate program

The CSM professional graduate certificate program is in keeping with the school's commitment to timely and authoritative education in pharmacy, the pharmaceutical sciences, and other health disciplines to advance innovation and improve patient outcomes. It has been designed around our core mission to provide patient-centered care. The expansion of medical and retail cannabis regulation, use, and sales at the state and national level has, with few exceptions, not involved healthcare providers or appropriate oversight of patient medication therapy management. This program has been designed to provide evidence-based, advanced coursework for current and future health care professionals (and other

suitably-qualified interested persons) on the potential benefits and risks of medical cannabis, including its key components (e.g., CBD, THC), and a foundation for basic and clinical research on this medicinal plant. The CSM professional graduate certificate program will be available online with self-directed learning modules and live interactive sessions to allow flexibility for learners and offer wide geographic engagement.

CSM subplan of the MSPS

The CSM subplan of the MSPS is offered as a new, 5th track of an existing program in keeping with the School's commitment to timely and authoritative education to foster research, advance innovation, and improve patient outcomes. It has been designed around the core missions of excellence in scholarship and research and patient-centered care. While 9- to 12-credits from the professional graduate certificate can be applied to this CSM specialty track, this program provides additional advanced coursework for scientists and health care professionals to advance basic and clinical research on this medicinal plant. With the evolving and growing science of cannabis and the cannabis industry, this program will meet an important need by providing current and future scientists opportunities to advance their knowledge and skills in medical cannabis science and research. To expand access and opportunity for this audience, this CSM specialty track in the MSPS will be administered almost entirely via online learning.

Confirmation of required approvals from the institution's governing board and applicable accrediting agencies or evidence that approval processes have been initiated

CSM Professional Graduate Certificate: Given the professional nature of the majority of the coursework and the overall credit hours proposed for the CSM professional graduate certificate, it was determined that this program would be best administered within the Skaggs School of Pharmacy by their Office of Distance Degree Programs. Within this proposal packet, I have included the support and approval letter from Dr. Ralph Altieri, Dean of the Skaggs School of Pharmacy and Pharmaceutical Sciences.

CSM Subplan of the MSPS: The MSPS and its four original subplans were approved by the Board of Regents in November 2018. Please see the attached minutes from the University of Colorado University Affairs Committee and the Board of Regents approval. The Skaggs School of Pharmacy enrolled their first class of six students in Fall, 2019 and has accepted 19 students for Fall, 2020. Because the CSM subplan is a proposed 5th track within this degree, the approval process occurs through the Graduate School. Within this proposal, you will find a letter from Dr. Dave Engelke, Dean of the Graduate School indicating the CSM subplan proposal was submitted on May 7, 2020 and is undergoing review by the Graduate Council with anticipated approval in early June, 2020.

As a point of clarification, the University of Colorado Board of Regents does not approve graduate certificates or specialty tracks within existing degree programs. However, I will be notifying the University Affairs committee, along with Dr. Michael Lightner, Vice President for Academic Affairs, at their next meeting on May 27th, 2020.

Written confirmation and consultation with the Institute of Cannabis Research

The faculty and administration of the Skaggs School of Pharmacy and Pharmaceutical Sciences have been in communication with the Institute of Cannabis Research (ICR) since early April 2020. The two proposals were submitted to ICR for committee review on May 7, 2020. I have included a copy of the approval letter from the Board of the ICR along with the response by Dean Altieri addressing their feedback.

Given the long history of excellence and expertise at the Skaggs School of Pharmacy and Pharmaceutical Sciences, I am confident in their ability to deliver high quality education in the science of cannabis as medicine. Medicines produced from *Cannabis* species (including industrial hemp) are now sold in our state and nation under various guises, from medicinal remedies approved by the U.S. Food and Drug Administration to recreational or health and wellness products available online and over-the-counter. This explosion of products and consumer questions calls for an immediate need to address the science and evidence involving medical cannabis.

The recent and enthusiastic reception of over 60 registrants to our new eight-week, continuing professional education program, Medical Cannabis Education for Health Care Providers, instills confidence that these expanded proposals for higher-level science and therapeutics training in Cannabis Science and Medicine are likely to be well-received by clinicians and scientists alike. In two recent continuing education webinars performed by two of the Skaggs School of Pharmacy faculty members, they educated 6,395 healthcare professionals about the risks and benefits of cannabidiol (CBD), a component of the cannabis plant with therapeutic properties and an FDA-approved medication.

Therefore, I strongly endorse and encourage you to approve the attached proposals for 1) the CSM Professional Graduate Certificate and 2) a new CSM subplan in the existing MSPS program. The health and safety of *Cannabis* consumers in the state and nation will be well-supported by certificate and degree-holders from these programs. Our talented faculty in pharmacology, toxicology, and clinical pharmacy have worked closely to design these educational training programs so our healthcare professionals and scientists can provide timely and evidence-based information and techniques to ensure patient safety, product quality, and accurate cannabis science.



Skaggs School of Pharmacy
and Pharmaceutical Sciences

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MEMORANDUM

To: Academic Council
Colorado Department of Higher Education

From: Ralph J. Altieri, Ph.D. FFIP *RJA*
Professor and Dean
University of Colorado Denver | Anschutz Medical Campus
Skaggs School of Pharmacy and Pharmaceutical Sciences

Date: May 19, 2020

Subject: Proposed Graduate Certificate in Cannabis Science and Medicine (CSM)

On behalf of the faculty and administration of the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences, I submit for consideration by the Academic Council and the Colorado Department of Education a graduate certificate program in Cannabis Science and Medicine.

Since the establishment of the School of Pharmacy on the Boulder campus in 1911, the school has maintained expertise in the study, production, and quality assurance of plant-based medicines. From the folk medicines of residents of the San Luis Valley to prescription cancer drugs made from the bark of the Pacific yew tree (Taxol), our school has supported the appropriate, standardized preparations of plant medicines in the National Formulary and United States Pharmacopeia. Over 100 years later, medicines produced from *Cannabis* species (including industrial hemp) are now sold in our state and nation under various guises, from medicinal remedies approved by the U.S. Food and Drug Administration to recreational or health and wellness products available online and over-the-counter.

With our experience in pharmaceutical research and training programs in clinical pharmacy, pharmaceutical sciences, and molecular and systems toxicology, the school is compelled to provide its expertise and establish training programs for clinical practitioners and basic scientists. The application of modern pharmacology techniques and therapeutics principles to *Cannabis* products will be ever more valuable as availability, use, and safety concerns of cannabis products have greatly increased over the last several years and continues to grow.

We have had recent and enthusiastic reception of over 60 registrants to our new eight-week, continuing professional education program, Medical Cannabis Education for Health Care Providers. In two recent 90-minute webinars provided by two of our leading faculty in the graduate certificate program, 6,395 healthcare providers were educated about the use of medical cannabis and cannabidiol (CBD). These programs instill confidence that our expanded proposals for higher-level science and therapeutics training in Cannabis Science and Medicine are likely to be well-received by clinicians and scientists alike.

The evidence is strong that this program will resonate with individuals who need to know about cannabis products that their patients use or that may prove to have beneficial therapeutic effects. Accordingly, I strongly endorse and approve the attached proposal for the Graduate Certificate in Cannabis Science and Medicine. Our talented faculty in pharmacology, toxicology, and clinical pharmacy have worked closely to design this educational training program that builds upon our existing expertise. The health and safety of *Cannabis* consumers in the state and nation will be well-supported by those holding the proposed Graduate Certificate. It also synergizes with the Masters in Pharmaceutical Sciences subplan to have the greatest impact on *Cannabis* research and clinical pharmacy practice as evidence-based medicine guides us on the use (or avoidance) of *Cannabis* products in specific therapeutic areas.

I welcome your evaluation of our graduate certificate program and its potential synergy with other educational and research programs across the state within the University of Colorado and Colorado State University systems. You may contact me directly for input by email to ralph.altiere@cuanschutz.edu or by phone at (303) 724-2887.

To: Board of Regents
From: Regent John Carson, Chair and Michael Lightner, VPAA
Re: Summary of University Affairs Meeting
Date: Wednesday October 17, 2018

The University Affairs Committee met on October 17, 2018 from 10-noon. The committee consists of regents

John Carson, Chair
Irene Griego, Vice-Chair
Heidi Ganahl
Jack Kroll

All committee members attended either by phone or in-person. Vice-Chair Griego chaired the meeting to support potential times when Chair Carson could not be on the call. Additionally, Regents Gallagos, Hybl, Ludwig and Shoemaker also attended the meeting.

The committee engaged in discussion with the presenters on each topic below. The associated presentations are available on BoardDocs <https://www.boarddocs.com/co/cu/Board.nsf/Public>

- The UCCS campus presented a request to split their PhD in Engineering degree into three degrees: PhD in Computer Science, PhD in Security, and PhD in Engineering. Currently the PhD in Engineering consists of tracks in computer science, security, electrical and computer engineering and mechanical and aerospace engineering. Based on student demand and a desire to better recruit and recognize students in high demand areas the campus is proposing the split. After discussion, the committee unanimously voted to recommend approval of the degree split to the entire Board of Regents.
- The AMC campus presented a proposal for a new MS degree in Pharmaceutical Sciences. The new degree would use existing courses from the PhD in Pharmaceutical Sciences with the addition of a capstone project. National demand and the strong potential of using this degree as a pathway into other health science programs was discussed. This degree would be unique in Colorado. After discussion and clarification of the different degrees and professional pathways in Pharmacy, the committee voted unanimously to recommend approval of the new degree to the full Board of Regents.
- The campuses and UIS presented their responses to the Regent Online Resolution. Each campus reminded the board of the responsibility of the campus, the framework for delivering on that responsibility and the estimated cost for doing so. Additionally, UIS presented on the plan and cost to support the infrastructure needs of each campus. While the Online Resolution directed that \$20M be allocated to the campus efforts, analysis suggested that this amount would not be sufficient, and President Benson



University of Colorado
Board of Regents

CU Board of Regents Agenda Item

Agenda Item Details

Meeting	Nov 08, 2018 - Regular Board Meeting (November 8-9, 2018)
Category	K. 8:00 a.m. CONSENT AGENDA
Subject	10. New M.S. degree in Pharmaceutical Sciences, CU Anschutz Medical Campus – CU Denver Anschutz (APPROVED)
Type	University of Colorado Denver/Anschutz Medical Campus, ACTION (Consent)
Recommended Action	RESOLVED that the Board of Regents hereby approves the new Master of Science degree in Pharmaceutical Sciences, CU Anschutz Medical Campus.

RECOMMENDATION FROM: Chancellor Donald M. Elliman, with the concurrence of Provost Roderick Naim.

STATEMENT OF INFORMATION:

At the Oct. 17, 2018 Regents University Affairs Committee Meeting, the committee unanimously recommended approval of the resolution at the Nov. 8-9, 2018 Board of Regents meeting.

The Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) at CU Anschutz proposes to offer a Master of Science (MS) in Pharmaceutical Sciences. The degree will be conferred by the Graduate School. Students will undertake 30 hours of coursework for this M.S. degree.

The objective of the proposed MS in Pharmaceutical Sciences program is to train students in the latest advances in the pharmaceutical sciences through didactic coursework, research, and application-based approaches. The program is designed with a common core curriculum and four specific tracks – Clinical Pharmacodynamics and Pharmacokinetics, Drug Discovery, Molecular and Systems Toxicology, and Pharmaceutical Biotechnology and Drug Delivery. These tracks emphasize the research strengths of the SSPPS and allow students to specialize in cutting-edge disciplines.

PREVIOUS ACTION(S): None.

CHANCELLOR'S SIGNATURE:


PRESIDENT'S SIGNATURE:

[MS in Pharmaceutical Sciences - executive summary.pdf \(178 KB\)](#)

[MS in Pharmaceutical Sciences 10.4.18.pdf \(1,850 KB\)](#)

MEMORANDUM

To: Colorado Commission on Higher Education
Colorado Department of Higher Education

From: David Engelke, Ph.D. 
Professor and Dean, The Graduate School
University of Colorado Denver | Anschutz Medical Campus

Date: May 20, 2020

Subject: Cannabis Science and Medicine (CSM) Professional Graduate Certificate and
CSM Subplan of the Master of Science in Pharmaceutical Sciences at the CU
Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS)

This memorandum shall serve as confirmation to the Commissioners that the SSPPS submitted to the Graduate School on May 7, 2020 their proposals for 1) a Cannabis Science and Medicine (CSM) Professional Graduate Certificate and 2) a new CSM Subplan of the existing Master of Science in Pharmaceutical Sciences (MSPS) degree program. The MSPS and its four existing subplans were approved by the Board of Regents in November 2018 and we were delighted to enroll our first class of six students in Fall 2019.

Following an internal review of the proposals as led by Assistant Dean Shawna Cox, a decision was made that the professional nature of the majority of the coursework and the overall credit hours proposed for the CSM Professional Graduate Certificate would make the certificate program best administered within the SSPPS by their Office of Distance Degree Programs. The CSM Professional Graduate Certificate program has been approved by SSPPS Dean Ralph Altieri and, together with the CSM subplan of the MSPS degree program, the professional certificate has been reviewed by the Governing Board of the Institute of Cannabis Research and is now being referred to CCHE for review.

The SSPPS has proposed that coursework in the CSM Professional Graduate Program will be cross-listed within the Graduate School and the proposal for the CSM subplan of the existing Master of Science in Pharmaceutical Sciences has now been transmitted to members of the Graduate Council for review. The SSPPS has proposed to the Graduate School that student completion of the 9-to-12 credit hours of the CSM Professional Graduate Certificate will allow those credits to be applied to the career plan of those wishing to pursue the CSM subplan of the Master of Science in Pharmaceutical Sciences. Upon review of this proposal, the Graduate Council will make their recommendation to me regarding this arrangement. Graduate School policy has been that up to 12 credit hours of a graduate certificate may be applied to progress toward an affiliated Master of Science program.

If there are any questions regarding the concurrent review of these programs by the Graduate School at the University of Colorado Denver | Anschutz Medical Center, please contact me at david.engelke@ucdenver.edu or by phone at (734) 389-9797 (cell).



Chris Rasmussen, PhD
1600 Broadway, Suite 2200
Denver, CO 80202

May 18, 2020

Dear Dr. Rasmussen,

The Cannabis Science and Medicine (CSM) Subplan in the Master of Science in Pharmaceutical Sciences (MSPS) and the Graduate Certificate in Cannabis Science and Medicine (CSM) proposed by the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences has been reviewed by the Institute of Cannabis Research (ICR) Governing Board per the Board's adopted as required by House Bill 19-1311. This was a multistep process that included a review by a Board Subcommittee, which is shared with the entire Governing Board for further comment. Finally, the Board approved by vote the input and feedback that appears in this letter, which has been shared with the proposing institution.

Feedback:

- The Board appreciates the comprehensive nature of these programs and commends SSPPS for the time and effort to bring these programs to this point of review.
- These programs fit a growing need for cannabis education, and a current gap in education available in Colorado both through educating full-time students in the Master of Science in Pharmaceutical Sciences Graduate Program and through professional development for healthcare professionals through Graduate Certificate in Cannabis Science and Medicine.
- While the Board is confident that all instruction in these proposed programs will be based in science, the Board wishes to emphasize the importance that course content be evidenced based and clearly steeped in good data.
 - Understanding the current research and data regarding the proper dosing (THC/CBD) for different conditions.
 - Understand the current research and data regarding the side effects (THC/CBD).
- In general, it seems that there is a greater emphasis on Medical Marijuana versus CBD. The popularity and availability of CBD products and un-regulated nature of the current CBD market presents a potential risk to consumers that should be studied and understood.
- The CSM-MSPS program may benefit from developing strategic partnerships with industry entities as it pertains to functioning laboratories and research facilities in this space, and should consider potential internship opportunities for students.



- The Board is encouraged to see the Certificate program largely offered in an online format.
- The Certificate program meets an industry need, as consumers of medicinal cannabis are increasingly seeking knowledgeable staff that understands the science involved.
- Programs will develop a highly marketable and employable individuals.
- Currently there is the absence of an Executive course or program offered in Colorado geared towards business leaders in the cannabis industry. Perhaps SSPPS or another institution could give consideration to developing professional development opportunities to fill this gap.
- The instructor of the Laboratory Analysis of Cannabis course is encouraged to consider the use industrial hemp in the laboratory rather than spiking green tea with phytochemicals routinely found in cannabis. This will provide students experience working with a realistic matrix.
- Understanding the quality of source material and how that material is extracted, post processed, and formulated into different products can significantly affect product quality and efficacy. It is valuable to understand the use of third-party testing (heavy metals, pesticides, herbicides, solvents, microbials, mycotoxins) is used throughout the industry to verify quality. Are these tests an effective measure given significant differences in lab quality and limits of quantification? What are the effects of commonly used processing aids that are retained in the product (ethanol, pentane, acetone...)?
- Given that cannabis curricula are relatively new, instructors are encouraged to consider incorporating regular feedback from students on content as part of their courses.

Please let me know if I can provide any additional details about the discussion or suggestions.
Thank you for your time.

Sincerely,

L. Cinnamon Bidwell, PhD
Chair, Institute of Cannabis Research, Governing Board
Assistant Professor of Cognitive Science and of Psychology and Neuroscience
Director, CU Research and Education Addressing Cannabis and Health (REACH) Center



Skaggs School of Pharmacy
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MEMORANDUM

To: Colorado Department of Higher Education
Colorado Commission on Higher Education

From: Ralph J. Altieri, Ph.D. FFIP *RJA*
Professor and Dean
University of Colorado Denver | Anschutz Medical Campus
Skaggs School of Pharmacy and Pharmaceutical Sciences

Date: May 22, 2020

Subject: Response to review of CU SSPPS Cannabis Science & Medicine Programs by the
Governing Board of the Institute of Cannabis Research

We are grateful for the detailed perspectives and thoughtful, critical review by the Governing Board members of the Institute of Cannabis Research (ICR) for our concurrently-proposed Graduate Certificate in Cannabis Science & Medicine (CSM) and new CSM specialty track/subplan within our existing Master's Degree in Pharmaceutical Sciences (MSPS).

Along with the co-directors and faculty members of the CSM initiative at the CU Skaggs School of Pharmacy and Pharmaceutical Sciences, I am appreciative that the ICR Governing Board found value in these proposals for clinical and basic science educational programs to meet the need for evidence-based cannabis education in the State of Colorado. Incorporation of the following points offered by the ICR Governing Board into the development and implementation of the CSM Graduate Certificate and CSM track of the MSPS Graduate Degree Program will enhance our ability to serve consumers and patients with well-trained scientists and professionals in industrial and academic cannabis research, consumer-facing retail establishments, and health care settings across the state and nation.

The review comments of the ICR Governing Board have been grouped in italics with our responses below in standard type.

"The Board appreciates the comprehensive nature of these programs and commends SSPPS for the time and effort to bring these programs to this point of review...These programs fit a growing need for cannabis education, and a current gap in education available in Colorado

both through educating full-time students in the Master of Science in Pharmaceutical Sciences Graduate Program and through professional development for healthcare professionals through Graduate Certificate in Cannabis Science and Medicine... Programs will develop a highly marketable and employable individuals... The Certificate program meets an industry need, as consumers of medicinal cannabis are increasingly seeking knowledgeable staff that understands the science involved... The Board is encouraged to see the Certificate program largely offered in an online format."

We are pleased to have effectively communicated to the ICR Governing Board that our educational proposals meet important needs that are responsive to the missions of both the SSPPS and ICR to support cannabis economic development and health care needs in the state. The thoughtful feedback from the ICR Governing Board also reflects that while our CSM Graduate Certificate Program will provide intensive and cost-effective training for health care providers as well as individuals seeking to join the industry quickly, the CSM specialty track of the MSPS will allow those seeking more in-depth training to build upon the certificate for a more comprehensive educational experience. In making these programs as accessible as possible within and outside the state, all of the coursework in the CSM Graduate Certificate and CSM track of the MSPS will be offered online, with the guidance of our school's Office of Instructional Design. The analytical laboratory workshop (optional for the Certificate but required for the CSM-MSPS) and a few non-SSPPS elective courses represent the only on-campus activities.

While the Board is confident that all instruction in these proposed programs will be based in science, the Board wishes to emphasize the importance that course content be evidenced based and clearly steeped in good data.

- *Understanding the current research and data regarding the proper dosing (THC/CBD) for different conditions.*
- *Understand the current research and data regarding the side effects (THC/CBD).*

The CSM co-directors and all SSPPS faculty members involved in course development have made the intentional decision to focus these programs on cannabis and cannabis/hemp constituents as medicines rather than for advocacy of the plant as a recreational substance. As such, we are deeply committed to focusing on the evidence-based, medical aspects of cannabis and the dose-dependent risks and benefits of products made from cannabis and hemp. Just as the foundations of our professional Doctor of Pharmacy programs and PhD programs in Pharmaceutical Sciences, Toxicology and Pharmaceutical Outcomes Research are in the peer-reviewed evidence base, so too will be the content of the CSM Graduate Certificate and CSM-MSPS Degree Program.

Each course – especially the required, two-semester seminar courses – will educate students in how to critically evaluate the peer-reviewed literature and the cannabis science writing course will help students distinguish between marketing content and science-based content. The cannabis pharmacology course and cannabis analytical course and laboratory will emphasize the determinants of product quality and safety and the two cannabis therapeutics classes will focus on the appropriate use and contraindications of cannabis or hemp

constituents, including appropriate selection of cannabinoids and dosing that is supported by science.

“In general, it seems that there is a greater emphasis on Medical Marijuana versus CBD. The popularity and availability of CBD products and un-regulated nature of the current CBD market presents a potential risk to consumers that should be studied and understood.”

We apologize for the apparent under-emphasis on cannabidiol (CBD) from hemp relative to THC-containing medical cannabis – this was not an oversight but perhaps a function of our incomplete verbiage when referring to cannabis within the proposals. In fact, we view medical cannabis as a complex plant and consider all of its components, including cannabinoids such as CBD and THC in the context of our evaluation. We understand from our clinical faculty practice and engagement with our ongoing, nationwide continuing education participants that CBD popularity (and misinformation) and its potential for drug interactions is of critical importance. As the U.S. Food and Drug Administration has been slow with its final guidance on non-prescription CBD and CBD-infused products, the treatment of these products as non-medical modalities – and also not dietary supplements – has led to rampant consumer and patient confusion. Rather than write “cannabis and hemp” at every instance in each proposal, we intended to imply that our plan throughout the curricula would be to cover the pharmacological and toxicological implications of all cannabinoids and other cannabis or hemp constituents (including minor cannabinoids, terpenes, and terpenoids), including the actions of CBD as much as THC. As more scientific knowledge is gained about other cannabinoids, these would also be included. This guidance from the ICR Governing Board is noteworthy and will be stressed in revised versions of the proposals and in our continued course development and implementation.

“The CSM-MSPS program may benefit from developing strategic partnerships with industry entities as it pertains to functioning laboratories and research facilities in this space, and should consider potential internship opportunities for students.”

As with our other tracks in the MSPS program, we will seek opportunities and partnerships with appropriate parties in the industry and hope to add internships as an option under the final capstone of the degree program’s final semester. We currently have educational relationships with Dr. Julie Milder (Senior Medical Science Liaison, Greenwich Biosciences), Dr. Dot Colagiovanni (a 1994 SSPPS Toxicology PhD graduate, now Chief Scientific Officer, Next Frontier Biosciences/Verra Wellness), and Dr. Brian Reid (Head of Scientific Research Americas, Canopy Growth USA). Drs. Milder and Colagiovanni already teach in some components of MSPS courses and Drs. Reid and Colagiovanni lead laboratory facilities in Evergreen and Westminster, respectively, with discussions ongoing regarding research internships. We also have strong relationships with several hemp growers and dispensaries interested in facilitating medical cannabis education. In our continued program development, we will be reaching out to science-based growers and dispensaries for partnerships that will create other training opportunities for our CSM-MSPS students.

“The instructor of the Laboratory Analysis of Cannabis course is encouraged to consider the use industrial hemp in the laboratory rather than spiking green tea with phytochemicals routinely found in cannabis. This will provide students experience working with a realistic matrix.”

Indeed, the use of DEA-exempt hemp plant material would be the ideal botanical matrix for investigation in the Laboratory Analysis of Cannabis course. Our school has been in discussions with Thomas W. Flaig, MD, Vice Chancellor for Research at the Anschutz Medical Campus to develop analytical protocols for qualifying hemp plant materials and products thereof to insure that the THC content is below the 0.3% limit prescribed by the Agriculture Improvement Act of 2018 (the “Farm Bill”). These discussions, led by our school’s Chair of the Department of Pharmaceutical Sciences and Associate Dean for Research, David Ross, PhD, have been fruitful and a process is under development. We are working together to insure that processes will be in place for the experimental and laboratory course use of hemp in time for Spring semester, 2021. But, as a contingency, the laboratory course director was proposing to use cannabis phytochemical-spiked green tea until campus regulations permitted the analysis of hemp.

“Understanding the quality of source material and how that material is extracted, post processed, and formulated into different products can significantly affect product quality and efficacy. It is valuable to understand the use of third-party testing (heavy metals, pesticides, herbicides, solvents, microbials, mycotoxins) is used throughout the industry to verify quality. Are these tests an effective measure given significant differences in lab quality and limits of quantification? What are the effects of commonly used processing aids that are retained in the product (ethanol, pentane, acetone...)?”

These excellent considerations by the ICR Governing Board are embedded in the materials for the Laboratory Analysis of Cannabis didactic course such that even students who do not take the 1-credit, on-campus laboratory workshop will have an appreciation for these critical factors. For the CSM Graduate Certificate, where the laboratory analysis class and hands-on workshop are optional, these analytical considerations will be discussed in chemistry and formulations sections of the Cannabis Pharmacology, Physiology & Chemistry core course. Moreover, for those interested in the toxicological consequences of heavy metals, pesticides, solvents, and mycotoxins that exceed tolerances in cannabis products, we will encourage CSM-MSPS students to enroll in the elective course, Environmental & Organ System Toxicology. Taken together, we will insure that these critical issues of sourcing, extraction, and third-party testing are addressed in the required core curricula for both the CSM Graduate Certificate and CSM-MSPS Degree Program.

“Given that cannabis curricula are relatively new, instructors are encouraged to consider incorporating regular feedback from students on content as part of their courses.”

Our school has maintained an active, continuous quality improvement program for all of our coursework that includes regular feedback from students through our Office of Curricular Assessment led by Jason Brunner, PhD. In addition to standardized course and program feedback, our professional curriculum has also included a faculty liaison program where all students are assigned in small feedback and discussion groups with one or two faculty members for in-person meetings twice per semester. The faculty for the CSM programs at our school will adapt this mechanism for our distance students to encourage and insure regular feedback from students to inform the effectiveness of the CSM curricula.

“Currently there is the absence of an Executive course or program offered in Colorado geared towards business leaders in the cannabis industry. Perhaps SSPPS or another institution could give consideration to developing professional development opportunities to fill this gap.”

This is an excellent suggestion of the ICR Governing Board that we may pursue with business school colleagues throughout the CU system. Dr. Borgelt, the clinical pharmacy SSPPS CSM co-director, is also a graduate of the CU-Denver Executive MBA Program and such an initiative would be under her purview. Our school welcomes other parties with interests in developing such a cannabis leadership program.

Again, we greatly appreciate the positive feedback provided by the ICR. We agree these programs will serve an unmet need in our state, throughout the United States, and in many parts of the world. You may contact me directly for input by email to ralph.altiere@cuanschutz.edu or by phone at (303) 724-2887.

TOPIC: RECOMMEND APPROVAL OF LIMITED WAIVER OF GT PATHWAYS REQUIREMENTS FOR THE BACHELOR OF APPLIED SCIENCE DEGREE PROGRAM IN AUTOMOTIVE INDUSTRY MANAGEMENT AT COLORADO STATE UNIVERSITY-PUEBLO

PREPARED BY: DR. CHRIS RASMUSSEN, SENIOR DIRECTOR OF ACADEMIC PATHWAYS AND INNOVATION

I. SUMMARY

This consent item recommends approval of a limited waiver of GT Pathways curriculum requirements for the Bachelor of Applied Science (BAS) degree program in Automotive Industry Management at Colorado State University-Pueblo.

II. BACKGROUND

Colorado State University-Pueblo is developing a BAS degree in Automotive Industry Management and Administration and is seeking a limited waiver from GT Pathways curriculum requirements for the program. Commission approval is required for such a waiver per §23-1-125(3), C.R.S., which states “in creating and adopting the [core curriculum] guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission.” Additionally, per CCHE Policy I, Part V, subsection 4.02.02, “if the Department determines that the [academic program] proposal is not consistent with...GT Pathways requirements (if applicable), it will so inform the governing board. The Department shall take credit cap and GT Pathways (where applicable) waiver requests to the Commission for action”.

At its May 2019 meeting, the Commission approved revisions to CCHE Policy I, Part L (Statewide Transfer and GT Pathways), which codified a process for institutions to seek a GT Pathways waiver and criteria for the Commission to use in determining whether to grant a full/blanket waiver, a modified/limited waiver, or no waiver. The process includes six questions that an institution must address to aid Department staff in making a recommendation to the Commission for action. The Department followed this process for the current waiver request.

The General Transfer Pathways (GT Pathways) curriculum was created by statute in 2001 and is defined in §23-1-108.5(2)(c) as “the group of courses... that every student enrolled in the institution must successfully complete...”. The main principles of this “core course concept” are that 1) the curriculum should be designed to ensure that students demonstrate certain competencies; 2) it shall consist of at least thirty-one credits; and 3) it shall apply to all public institutions of higher education in Colorado. The original intent of GT Pathways was to ease transfer between institutions and preserve credit for courses taken to the extent feasible.

Statutory language implies that every degree program should contain the GT Pathways curriculum. It was recognized by the Department early on that the GT Pathways curriculum “mapped” best to the general education cores of degrees in the liberal arts and sciences and that it could be difficult to apply the curriculum to certain degrees with very different general education cores and additional accreditation requirements—such as nursing and engineering—as well as to applied degrees such as the Bachelor of Applied Science, which are more career and technically oriented and designed to focus on professional preparation for a specific vocation.

The general education courses in BAS programs are usually contextualized within the career. For this reason, the courses in the degrees may not always be part of GT Pathways, even though they are designed to address similar outcomes. As a result, many (but not all) BAS degrees previously approved by the Commission have also received waivers allowing the sponsoring institution to create an academic program that does not include the full GT Pathways curriculum. While the general education cores of these degrees do not contain the GT Pathways curriculum, they nonetheless are in line with the statutory requirement that they be “...designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology” [§23-1-125(3), C.R.S.].

The BAS degree is often pursued by students who have completed an AAS degree with a similar academic or vocational focus. As a result, it is not generally a transfer degree (unlike most Bachelor of Arts and Bachelor of Science degrees). All AAS degrees at Colorado Community College System institutions include 15 credits of GT Pathways coursework. BAS programs generally include an additional 12-15 credits of general education coursework that is designed to meet similar outcomes as GT Pathways courses, or courses in the academic major that are designed to develop competencies that align with one or more content categories in the GT Pathways framework.

III. STAFF ANALYSIS

The process for GT Pathways waivers includes six questions that an institution must address to aid Department staff in making a recommendation to the Commission for action:

- 1) Why is it important that a GT Pathways waiver be granted for this program (address the nature of the degree relative to the profession, if applicable, including work pathways for students entering the program)?
- 2) Which specific components of the GT Pathways curriculum are requested to be waived or modified?
- 3) How will the institution ensure that the program includes a “core of courses” that provide a general education through which “students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology,” as articulated in Colorado Revised Statutes 23-1-125(3)? How will the general education provided respond to the 10 competencies of the GT Pathways curriculum?
- 4) What additional degree requirements, such as those associated with accreditation and licensure, make it impossible to include the full GT Pathways in the program curriculum
- 5) How will the absence of a GT Pathways waiver potentially harm students (if, for example, it

extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?

- 6) How will the institution ensure that the GT Pathways waiver will not create barriers to student transfer?

Responses to these questions were provided by representatives of Colorado State University-Pueblo and are outlined in Attachment A. Additionally, representatives of CSU-Pueblo met with the General Education Council at its June 8 meeting, as required by Commission policy. The Council expressed no concerns about the proposed waiver of GT Pathways curriculum requirements.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission:

- Approve a limited waiver of GT Pathways curriculum requirements for the Bachelor of Applied Science degree program in Automotive Industry Management at Colorado State University-Pueblo;
- Direct the Department to develop and enter into a Memorandum of Understanding with Colorado State University-Pueblo on the terms of the waiver, including a total of 30 credits of general education coursework, of which at least 15 credits must be part of GT Pathways, while the remaining 15 credits are to be general education courses designed to meet similar outcomes as GT Pathways but determined by program faculty at the sponsoring institution.

V. STATUTORY AUTHORITY

C.R.S. §23-1-125

Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning

...

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education...Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission;

Request for gtPathways waiver for the BAS in Automotive Industry Management at Colorado State University Pueblo.

7.02 Waivers of gtPathways Curriculum Requirements

Per §23-1-125(3), C.R.S., the Commission “may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission”, thereby enabling institutions to develop academic programs that do not contain the full gtPathways curriculum. Institutions that seek a waiver from gtPathways curriculum requirements for a particular academic program must submit a formal request to the Department that includes responses to the following questions:

1. Why it is important that a gtPathways waiver be granted for this program (address the nature of the degree relative to the profession, if applicable, including work pathways for students entering the program)?

The applied bachelor's degree in Automotive Industry Management is a completion degree program that is open to aspiring students who currently hold an AS or AAS degree in automotive. This degree will be made available through transfer credits, in seat lectures, business contacts, and hands-on laboratory instruction or online courses available at Colorado State University Pueblo. This degree will bridge automotive technology and community college students who hold a two-year current AAS degree to a four-year BAS degree. Students will learn complementary communication, technical and administrative skills necessary to enhance their preparation for working in the automotive industry.

Choosing an Automotive Industry Management BAS degree prepares students for an advanced career in a broad range of management, business, and technical skills that are applicable to the automotive parts and service industries. Graduates who major in the BAS in Automotive Industry Management have many career options in a variety of settings such as automotive manufacturers, heavy truck manufactures, dealership operations, cooperate and retail industry. Graduates will be able to enter into higher level trainee and/or management positions such as but not limited to: Technical Assistant, Field Service Operations, Warranty Auditor, Dealership Operation (service, parts and sales) Retail Management, Independent Business Owners, Entrepreneurs and Educational Instructors.

2. Which specific components of the gtPathways curriculum are requested to be waived or modified?

CSU-Pueblo requests a waiver of the requirement for a total of 31 credits of gtPathways or general education courses. This would be similar to the existing state BAS programs with current gtPathways waivers. Students in the BAS in Automotive Industry Management will transfer in at least 15 credits with their Associate's degree. The waiver is for the remainder of the gtPathways curriculum which would be a modified requirement, as the BAS program core courses will include the required gtPathways core competencies to complement transfer coursework and directly relate these same competencies to the automotive and management coursework.

3. How will the institution ensure that the program includes a “core of courses” that provide a general education through which “students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology”, as articulated in Colorado Revised Statutes 23-1-125(3)? How will the general education provided respond to the 10 competencies of the gtPathways curriculum?

The AIM BAS curriculum includes the AIM major and two complementary business minors. Students transfer in with 15+ semester credits of general education. Also, the required courses in the BAS program include two GT-SS1 courses as well as several upper division courses which include gtPathways core competencies* as shown in the table and matrix below. Therefore, this BAS program meets in an applied fashion the philosophy of general education developed by the state of Colorado in gtPathways curriculum.

AIM BAS Curriculum

BUSAD Minor lower level courses		15 credits
MGMT 201 (3cr)	Principles of Management	
ECON 201 (3cr) (GT-SS1)	Principles of Macroeconomics	
ECON 202 (3cr) (GT-SS1)	Principles of Microeconomics	
ACCT 201 (3cr)	Principles of Financial Accounting	
ACCT 202 (3cr)	Principles of Managerial Accounting	
BUSAD Minor upper level courses		6 credits
FIN 330 (3cr)	Principles of Finance	
MKGT 340* (3cr)	Principles of Marketing	
Supervisory Management Minor upper level courses		9 credits
MGMT 301* (3cr)	Organizational Behavior	
MGMT 318* (3cr)	Human Resource Management	
MGMT 410 (3cr)	Labor Management Relations	
AIM upper level courses		15 credits
AIM 305* (3cr)	Regulatory, Environmental & Health Issues	
AIM 325* (3cr)	Fuels and Lubricant Prod., Mktg. and Conservation	
AIM 405* (4cr)	Personal Selling Methods and Techniques	
AIM 425 (5cr)	Automotive Financial Management	
AIM upper level courses with potential prior learning or escrow credit		
AIM 355* Automotive Shop Practices (5cr)	Required course (prior learning credit for years of experience based on dept chair evaluation of portfolio)	5 credits
AIM 345 Advanced Systems (5cr) Plus 1 additional credit	Required skills course (Six escrow credits may be granted for ASE entry level certification upon dept chair review)	5 cr upper & 1 cr lower division
	TOTAL CREDITS from CSUP (40 upper division)	56 credits
	Transfer credits from AAS or AS—64 semester credits	
OVERALL TOTAL SEMESTER CREDITS		120 credits

Matrix of Required course coverage of gtPathways Required Core Competencies

Course ID	Civic Engagement	Creative Thinking	Critical Thinking	Diverse & Global	Info Literacy	Inquiry & Analysis	Problem Solving	Quant Literacy	Oral Present Comm	Written Comm
AIM 305			X		X	X	X	X	X	X
AIM 325				X						
AIM 355			X		X	X	X	X	X	X
AIM 405	X	X							X	X
ECON 201	X		X							
ECON 202	X		X							
MGMT 301		X	X				X		X	X
MGMT 318		X	X				X		X	X
MKGT 340	X	X	X	X					X	X

4. What additional degree requirements, such as those associated with accreditation and licensure, make it impossible to include the full gtPathways in the program curriculum?

There are no degree requirements associated with accreditation or licensure, except the requirements of the Higher Learning Commission (HLC) for comprehensive general education satisfied by the Colorado gtPathways requirements discussed above. HLC requires 30 hours of general education courses for a Bachelor's degree. (<https://www.hlcommission.org/Policies/assumed-practices.html>)

5. How will the absence of a gtPathways waiver potentially harm students (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?

If the waiver is not granted students would have a more difficult time completing all the coursework and upper division curriculum for the degree in order to continue on their career path. It would be difficult to restructure this program meet a 120-credit hour total requirement and include additional lower division coursework. It would extend time and cost for the degree to include all required gtPathways courses and therefore would discourage many students from completing their bachelor's degree.

6. How will the institution ensure that the gtPathways waiver will not create barriers to student transfer?

A waiver would not create barriers to student transfer. On the contrary it would increase the chances that a student would transfer to pursue and complete this bachelor's degree. This applied BAS degree program is not intended for students seeking to further transfer to a graduate program.

TOPIC: RECOMMEND APPROVAL OF LIMITED WAIVER OF GT PATHWAYS REQUIREMENTS FOR THE BACHELOR OF APPLIED SCIENCE DEGREE PROGRAM IN LEADERSHIP & ORGANIZATIONAL MANAGEMENT AT COLORADO STATE UNIVERSITY-PUEBLO

PREPARED BY: DR. CHRIS RASMUSSEN, SENIOR DIRECTOR OF ACADEMIC PATHWAYS AND INNOVATION

I. SUMMARY

This consent item recommends approval of a limited waiver of GT Pathways curriculum requirements for the Bachelor of Applied Science (BAS) degree program in Leadership & Organizational Management at Colorado State University-Pueblo.

II. BACKGROUND

Colorado State University-Pueblo is developing a BAS degree in Leadership & Organizational Management and is seeking a limited waiver from GT Pathways curriculum requirements for the program. Commission approval is required for such a waiver per §23-1-125(3), C.R.S., which states “in creating and adopting the [core curriculum] guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission.” Additionally, per CCHE Policy I, Part V, subsection 4.02.02, “if the Department determines that the [academic program] proposal is not consistent with...GT Pathways requirements (if applicable), it will so inform the governing board. The Department shall take credit cap and GT Pathways (where applicable) waiver requests to the Commission for action”.

At its May 2019 meeting, the Commission approved revisions to CCHE Policy I, Part L (Statewide Transfer and GT Pathways), which codified a process for institutions to seek a GT Pathways waiver and criteria for the Commission to use in determining whether to grant a full/blanket waiver, a modified/limited waiver, or no waiver. The process includes six questions that an institution must address to aid Department staff in making a recommendation to the Commission for action. The Department followed this process for the current waiver request.

The General Transfer Pathways (GT Pathways) curriculum was created by statute in 2001 and is defined in §23-1-108.5(2)(c) as “the group of courses... that every student enrolled in the institution must successfully complete...”. The main principles of this “core course concept” are that 1) the curriculum should be designed to ensure that students demonstrate certain competencies; 2) it shall consist of at least thirty-one credits; and 3) it shall apply to all public institutions of higher education in Colorado. The original intent of GT Pathways was to ease transfer between institutions and preserve credit for courses taken to the extent feasible.

Statutory language implies that every degree program should contain the GT Pathways curriculum. It was recognized by the Department early on that the GT Pathways curriculum “mapped” best to the general education cores of degrees in the liberal arts and sciences and that it could be difficult to apply the curriculum to certain degrees with very different general education cores and additional accreditation requirements—such as nursing and engineering—as well as to applied degrees such as the Bachelor of Applied Science, which are more career and technically oriented and designed to focus on professional preparation for a specific vocation.

The general education courses in BAS programs are usually contextualized within the career. For this reason, the courses in the degrees may not always be part of GT Pathways, even though they are designed to address similar outcomes. As a result, many (but not all) BAS degrees previously approved by the Commission have also received waivers allowing the sponsoring institution to create an academic program that does not include the full GT Pathways curriculum. While the general education cores of these degrees do not contain the GT Pathways curriculum, they nonetheless are in line with the statutory requirement that they be “...designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology” [§23-1-125(3), C.R.S.].

The BAS degree is often pursued by students who have completed an AAS degree with a similar academic or vocational focus. As a result, it is not generally a transfer degree (unlike most Bachelor of Arts and Bachelor of Science degrees). All AAS degrees at Colorado Community College System institutions include 15 credits of GT Pathways coursework. BAS programs generally include an additional 12-15 credits of general education coursework that is designed to meet similar outcomes as GT Pathways courses, or courses in the academic major that are designed to develop competencies that align with one or more content categories in the GT Pathways framework.

III. STAFF ANALYSIS

The process for GT Pathways waivers includes six questions that an institution must address to aid Department staff in making a recommendation to the Commission for action:

- 1) Why is it important that a GT Pathways waiver be granted for this program (address the nature of the degree relative to the profession, if applicable, including work pathways for students entering the program)?
- 2) Which specific components of the GT Pathways curriculum are requested to be waived or modified?
- 3) How will the institution ensure that the program includes a “core of courses” that provide a general education through which “students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology,” as articulated in Colorado Revised Statutes 23-1-125(3)? How will the general education provided respond to the 10 competencies of the GT Pathways curriculum?
- 4) What additional degree requirements, such as those associated with accreditation and licensure, make it impossible to include the full GT Pathways in the program curriculum
- 5) How will the absence of a GT Pathways waiver potentially harm students (if, for example, it

extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?

- 6) How will the institution ensure that the GT Pathways waiver will not create barriers to student transfer?

Responses to these questions were provided by representatives of Colorado State University-Pueblo and are outlined in Attachment A. Additionally, representatives of CSU-Pueblo met with the General Education Council at its June 8 meeting, as required by Commission policy. The Council expressed no concerns about the proposed waiver of GT Pathways curriculum requirements.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission:

- Approve a limited waiver of GT Pathways curriculum requirements for the Bachelor of Applied Science degree program in Leadership & Organizational Management at Colorado State University-Pueblo;
- Direct the Department to develop and enter into a Memorandum of Understanding with Colorado State University-Pueblo on the terms of the waiver, including a total of 30 credits of general education coursework, of which at least 15 credits must be part of GT Pathways, while the remaining 15 credits are to be general education courses designed to meet similar outcomes as GT Pathways but determined by program faculty at the sponsoring institution.

V. STATUTORY AUTHORITY

C.R.S. §23-1-125

Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning

...

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education...Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission;

**Request for gtPathways waiver for the BAS
in Leadership and Organizational Management
at Colorado State University Pueblo.**

7.02 Waivers of gtPathways Curriculum Requirements

Per §23-1-125(3), C.R.S., the Commission “may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission”, thereby enabling institutions to develop academic programs that do not contain the full gtPathways curriculum. Institutions that seek a waiver from gtPathways curriculum requirements for a particular academic program must submit a formal request to the Department that includes responses to the following questions:

1. Why it is important that a gtPathways waiver be granted for this program (address the nature of the degree relative to the profession, if applicable, including work pathways for students entering the program)?

This online (2+2) program is designed to enroll students holding a broad range of Associate degrees who are seeking a Bachelor’s degree providing knowledge and expertise applicable to advancement in administration, leadership, management and supervision in a variety of organizations including business, government and non-profit organizations.

The curriculum includes coursework from across the leadership spectrum including literacy of basic organizational functions such as accounting, economics, communication, technology, marketing as well as management of human resources, operations and projects. Leadership topics are brought into the curriculum both through targeted coursework regarding leadership theory and practice and through leadership components included as part of related courses.

Students entering this program have completed an associate’s degree program and have worked for a period of time in a variety of fields and/or completed military service. These students have extensive experience in military service, business and industry and are seeking an applied degree that recognizes their prior experience as relevant to their degree program.

The BAS in Leadership and Organizational Management is designed to acknowledge the wealth of experience many applicants bring to this program. We will provide Prior Learning Assessment (PLA) and ACE evaluations to grant credit for prior experience as appropriate and as recognized by standardized assessment practices (to be discussed in a following section).

The gtPathways curriculum core competency requirements will be met through required general education coursework taken as part of the BAS curriculum, through other required leadership and management coursework and through demonstrated prior experience.

2. Which specific components of the gtPathways curriculum are requested to be waived or modified?

- CSU Pueblo requests a waiver of the requirement for a total of 31 credits of gtPathways or general education courses. This would be similar to existing state BAS programs with current gtPathways waivers.
- Students in the BAS in Leadership and Organizational Management will be required to transfer or enroll in the following gtPathways areas for a total of 17 hours:
 - Written Communication (3 credits)
 - Mathematics (7 credits)
 - Social Science (3 credits)
 - Natural and Physical Science with lab (4 credits)
- The remainder of the gtPathways curriculum would be a modified requirement, as the BAS program leadership, business and management core courses will include the required gtPathways core competencies to complement coursework transferred in and directly relate these same competencies to the leadership and management coursework.

3. How will the institution ensure that the program includes a “core of courses” that provide a general education through which “students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology”, as articulated in Colorado Revised Statutes 23-1-125(3)? How will the general education provided respond to the 10 competencies of the gtPathways curriculum?

The institution will ensure that this program includes courses that provide general education to meet reading, critical thinking, written communications, mathematics and technology by requiring students to complete at least one three-credit course in the following areas: Written Communication, Mathematics, Arts and Humanities, Social Science, Natural and Physical Science with lab (4 hrs) for a total of 17 credit hours that directly meet general education requirements.

Additionally, the required courses for the BAS in Leadership and Organizational Management have objectives which meet the gtPathways competencies as shown in the following tables. Therefore, this BAS program meets in an applied fashion the philosophy of general education developed by the state of Colorado in gtPathways curriculum.

Colorado gtPathways Core Competencies

(<https://higherred.colorado.gov/competencies-statewide-guaranteed-transfer-gt-pathways-curriculum>)

- | | |
|----------------------------------|--------------------------------------|
| 1. Civic Engagement | 6. Inquiry & Analysis |
| 2. Creative Thinking | 7. Problem Solving |
| 3. Critical Thinking | 8. Quantitative Literacy |
| 4. Diversity and Global Learning | 9. Oral/Presentational Communication |
| 5. Information Literacy | 10. Written Communication |

Lower-Division Leveling Pre-requisite Requirements – Courses listed below must be included in the completed Associate's degree or taken prior to enrollment in any upper-division program required courses. All Colorado Associate's degree programs require a minimum of 15 credits of gtPathways coursework.

Course ID	Course Name	gtPW Core Competencies	Credits
ACCTG 101	Introduction to Accounting	gtPW: 5, 6, 7, 8	3
BUSAD 265	Inferential Statistics and Problem Solving	gtPW:5-8	3
ECON 101	Introduction to Economics	gtPW: 5-8	3
Math 220 or Math 120	Quantitative Analysis for Business or College Algebra	gtPW: 5-8	4
English 101	Composition I	GT-CO1	3
COMR 103	Speaking and Listening		3
MGMT 214	Intro to Entrepreneurial Concepts	gtPW: 1-4, 9, 10	3
	Natural or Physical Science w/Lab	GT-SC1	4
	Total Credits		26 credits

Upper-Division Requirements – The following upper-division courses are required for graduation.

Course ID	Course Name	gtPW Core Competencies	Credits
BUSAD 302	Ethics in Business	gtPW: 1, 3-6	3
CIS 365	Management Information Systems	gtPW: 3, 5, 6	3
MGMT 368	Project Management	gtPW: 3, 5, 6, 8	3
MGMT 301	Organizational Behavior	gtPW: 2, 3, 7, 9, 10	3
MGMT 311	Operations and Quality Management	gtPW: 3, 5-8	3
MGMT 318	Human Resource Management	gtPW: 2, 3, 7, 9, 10	3
PLP 350	Principles of Leadership	gtPW: 2, 3, 7, 9, 10	3
MKTG 340	Principles of Marketing	gtPW: 1-4, 9, 10	3
PLP 360	Applied Leadership	gtPW: 2, 3, 7, 9, 10	3
MGMT 480	Leadership and Organizational Change		3
	Leadership Elective		3
	Total Credits		33 credits

Matrix of Required course coverage of gtPathways Required Core Competencies

Course ID	Civic Engagement	Creative Thinking	Critical Thinking	Diverse & Global	Info Literacy	Inquiry & Analysis	Problem Solving	Quant Literacy	Oral Present Comm	Written Comm
ACCTG 101					X	X	X	X		
COMR 103									X	
BUSAD 302	X		X	X	X	X				
CIS 365			X		X	X				
MGMT 214	X	X	X	X					X	X
MGMT 368			X		X	X		X		
MGMT 301		X	X				X		X	X
MGMT 311			X		X	X	X	X		
MGMT 318		X	X				X		X	X
PLP 350		X	X				X		X	X
MKGT 340	X	X	X	X					X	X
PLP 360		X	X				X		X	X

4. What additional degree requirements, such as those associated with accreditation and licensure, make it impossible to include the full gtPathways in the program curriculum?

There are no degree requirements associated with accreditation or licensure, except the requirements of the Higher Learning Commission (HLC) for comprehensive general education satisfied by Colorado gtPathways requirements discussed above. HLC requires 30 hours of general education courses for a Bachelor's degree. (<https://www.hlcommission.org/Policies/assumed-practices.html>)

5. How will the absence of a gtPathways waiver potentially harm students (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?

If the waiver is not granted students would have a more difficult time completing all the coursework and upper division curriculum for the degree in order to continue on their career path. It would be difficult to restructure this program meet a 120-credit hour total requirement and include additional lower division coursework. It would extend time and cost for the degree to include all required gtPathways courses and therefore would discourage many students from completing their bachelor's degree.

6. How will the institution ensure that the gtPathways waiver will not create barriers to student transfer?

A waiver would not create barriers to student transfer. On the contrary it would increase the chances that a student would transfer to pursue and complete this bachelor's degree. This applied BAS degree program is not intended for students seeking to further transfer to a graduate program.

TOPIC: DEGREE AUTHORIZATION ACT: PROPOSED REVISIONS TO THE
FEE SCHEDULE

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY
EDUCATION

I. SUMMARY

This discussion item advises approval of proposed revisions to the Colorado Commission on Higher Education's (Commission) current fee schedule pertaining to the private, degree-granting institutions under the Degree Authorization Act.

II. BACKGROUND

The Degree Authorization Act (DAA) outlines the Commission's oversight over private postsecondary educational institutions for legal operation in Colorado. The DAA establishes standards to prevent misrepresentation, fraud, and collusion in offering educational programs to students and to protect, preserve, foster, and encourage the educational programs offered by private colleges and universities that meet generally recognized criteria of quality and effectiveness, as determined by authorization and voluntary accreditation. The Commission is charged with establishing policy and procedures to ensure implementation of the DAA.

The Commission is charged with establishing the types and amounts of fees that private colleges, universities and seminary or religious training institutions shall pay. The Department annually reviews the fee schedule and fees received to ensure that salaries and other costs of staff charged with implementation of DAA are covered.

This agenda item addresses proposed revisions to the fee schedule.

II. STAFF ANALYSIS

The Department was first authorized to collect fees to administer the DAA in 2012. Annual fees are the main source of this collection, which is based on student enrollment at each of the private colleges or universities. These colleges and universities report student enrollment (headcount) each February to the Student Unit Record Data System (SURDS). The Commission has revised the fee schedule several times but with fewer new applications and closing schools, a shortfall occurred in FY2020. Fees collected in fiscal year 2020 are approximately \$30,000 less than projected.

To meet the anticipated shortfall in fiscal year 2021, Department staff have prepared a revised fee schedule (Attachment A). Although enrollment at institutions is fluid, the annual fee based on the enrollment numbers is the most reliable method of assessing fees to cover the costs to administer

the DAA. The proposed changes to the current fee schedule, illustrated in Attachment A, are as follows:

- Increase the initial application fees;
- Increase the renewal fee for institutions that hold provisional authorization;
- Increase the renewal fee for institutions that hold probationary authorization;
- Increase the fee in each tier level for annual fees;
- Create a tier that addresses the largest institutions at a higher rate;
- No change in the educator preparation fees. These fees are directly related to the activities and direct and indirect costs of the site visits.
- No change in the gtPathways fees. At this time, no private college or university participates in the gtPathways program.

IV. STAFF RECOMMENDATION

Discussion only. In the event the Commission moves the agenda from discussion to action, Staff recommends approval of the fee schedule amendments to CCHE Policy section I, Part J.

STATUTORY AUTHORITY

23-2-103.1. Commission - department - duties - limitation - reciprocity

(1) The commission shall:

(c) Establish the types and amounts of fees that a private college or university or seminary or religious training institution shall pay as required in **section 23-2-104.5**; and

(d) Establish policies to require private colleges and universities and seminaries and religious training institutions to submit to the department, upon request, data that is directly related to student enrollment and degree completion and, if applicable, student financial aid and educator preparation programs as described in **section 23-1-121**. The director of the commission and an employee of the department of higher education 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 (d) commits a class 1 misdemeanor and shall be punished as provided in **section 18-1.3-501, C.R.S.**, and shall be removed or dismissed from public service on the grounds of malfeasance in office.

23-2-104.5. 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 this article and that applies for approval of an educator preparation program pursuant to **section 23-1-121**. The amount of the fee shall reflect the direct and indirect costs of the department in administering the provisions of **section 23-1-121**.

(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.

ATTACHMENT A



COLORADO
Department of
Higher Education

Jared Polis
Governor

Dr. Angie Paccione
Executive Director

FEE SCHEDULE DEGREE AUTHORIZATION ACT (§23-2-104.5 (2) C.R.S.)

Fee Type	Fee Amount
Initial Application Fee:	
Accredited Institution	\$7,500/campus
Non-Accredited Institution	\$10,000/campus
Seminary/Religious Training Institution	\$1,200
Place of Business (without instruction)	\$1,500
Annual Fee (for institutions with provisional or probationary authorization):	
Provisional	\$ 3,600
Probationary	\$ 4,800
Annual Fee (for institutions with full authorization):	
Tier 1 - Enrollment <100*	\$ 800
Tier 2 - Enrollment 101-500*	\$ 2,000
Tier 3 - Enrollment 501-1000*	\$ 2,800
Tier 4 - Enrollment >1,001-5,000*	\$ 4,200
Tier 5 - Enrollment 5,000-10,000	\$ 5,000
Tier 6 - Enrollment >10,000	\$ 6,800
Tier 7 - Enrollment >20,000	\$10,000
Seminary/Religious Training Institutions (renewed every three years)	\$300
Educator Preparation Site Visit Fee*** (plus direct expenses, as applicable):	\$1,500-\$5,500 (range)
Educator Preparation New Program Review:	\$600-750
gtPathways Review:	\$6,000 (estimate)
Cost per course:	\$350-700
State Authorization Reciprocity Agreement Reviews	Direct Reimbursable Costs
Student Transcript** (for closed institutions):	\$35 Official \$15 Unofficial
Field Experience	\$500/program

*Enrollment is based on students served at the Colorado authorized campus.

**Student transcripts are not available for institutions that closed prior to June 4, 2012.

***Assumes moderate to large site visit. CCHE has the authority to reduce fees based on size of review.

PLEASE NOTE:

1. Fees are NOT refundable.
2. Fees are established pursuant to §23-2-104.5, C.R.S. "for the direct and indirect costs of the administration of" the



DRAFT



TOPIC: DEGREE AUTHORIZATION ACT: PROPOSED INTRODUCTION OF FEES TO ADMINISTER THE STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA)

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

I. SUMMARY

This discussion item introduces a proposed fee for the administration of the State Authorization Reciprocity Agreement (SARA), a voluntary reciprocity program for eligible states and institutions.

II. BACKGROUND

In 2014, Colorado applied to become a SARA member state under the purview of §23-2-103.1 (4). This statutory clause outlines the Commission's authority to enter into interstate reciprocity agreements with other states. Pursuant to §23-2-104.5, the Commission has the authority to establish fees for the administration of Article 23-2. The budget request and the adjusted fees shall reflect the direct and indirect costs of administering the article.

SARA is a voluntary program for both states and institutions. Once established, SARA became the preferred mechanism for eligible institutions to seek authorization in the various states in which they enroll students via online instructional delivery. Prior to SARA, institutions were required to seek authorization per each state from which they enroll students. The process became costly both for states and institutions. When Colorado joined SARA, the Department did not want to assign a fee without understanding the administrative workload and time required. Participating institutions have saved hundreds of thousands of dollars on authorization through SARA. After administering the program for several years, Department staff better understand the time required as a member state.

The Commission is charged with establishing the types and amounts of fees that participating colleges, universities and seminary or religious training institutions shall pay.

II. STAFF ANALYSIS

The Colorado Department of Higher Education is the State Portal Entity and as such, the burden of authorization and compliance for Colorado participating institutions resides with the Department. Upon joining SARA, member states accept numerous responsibilities:

- Designate or establish an entity (the Department) to administer SARA for the state, with all necessary legal authority.

- Receive and evaluate applications from institutions located in the state that want to participate in SARA; approve participation of institutions that meet SARA requirements and deny participation of institutions that do not.
- Annually approve or deny continued participation of institutions previously approved, based on their status per SARA requirements.
- Ultimately resolve complaints about the state's SARA institutions prompted by their SARA-related activities in any SARA member state; report (by institution name) the number and resolution of such complaints to NC-SARA for publication on its website.
- Work cooperatively with other SARA states, regional compacts and NC- SARA to enable success of the SARA initiative.

Based on experience and an understanding of the Departmental workload, staff propose introducing a SARA administration fee to be paid by institutions to the Department. Of the member states and U.S. Territories, 33 charge fees ranging from \$300 to \$40,000. According to NC-SARA, only 17 member states and territories do not charge a fee.

Currently, there are 43 Colorado institutions participating in SARA: 27 public institutions, eight (8) private, for profit institutions, and eight (8) private, not for profit institutions. These institutions must renew their SARA participation every year. Department staff process renewal applications, report student complaints filed against these institutions and the Department overall, and perform other tasks listed below annually for each of these institutions.

Participating institutions pay an annual fee based on the institutional FTE to the National Council of State Authorization Reciprocity Agreements in the amount of \$2,000 (<2,500 FTE), \$4,000 (2,500-9,999 FTE) or \$6,000 (>10,000 FTE). This agenda item introduces a new state fee as a similarly tiered model: <2,500 FTE = \$500, 2,500-9,999 FTE = \$750, and >10,000 FTE = \$1,000. An approximate estimate of SARA related activities are shown in the following manner:

- SARA complaint evaluation and reporting to NC-SARA – 10 hrs/year
- SARA database maintenance – 80 hrs/year
- SARA reviews – 80 hrs/year
- SARA complaints – 250 hrs/year
- Communication/Regional Steering Committee Meetings – 50 hrs/year

Total staff time = 470 hours/year

The fees also will help seed a proposed support initiative, the Rocky Mountain State Authorization Support. This initiative – a collaborative effort with University of Colorado System personnel – seeks to link Colorado with Wyoming, New Mexico and Utah to provide each institution's state authorization designee with networking, best practices and professional development with specific regard to state authorization. As the state portal entity, the Department

can further aid and support this networking effort on behalf of the participating institutions and provide a designated event to ensuring compliance with state authorization nationwide.

IV. STAFF RECOMMENDATION

This item is for discussion only; there is no staff recommendation at this time.

STATUTORY AUTHORITY

23-2-103.1. Commission - department - duties - limitation - reciprocity

(1) The commission shall:

(c) Establish the types and amounts of fees that a private college or university or seminary or religious training institution shall pay as required in section 23-2-104.5; and

(d) Establish policies to require private colleges and universities and seminaries and religious training institutions to submit to the department, upon request, data that is directly related to student enrollment and degree completion and, if applicable, student financial aid and educator preparation programs as described in section 23-1-121. The director of the commission and an employee of the department of higher education 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 (d) commits a class 1 misdemeanor and shall be punished as provided in section 18-1.3-501, C.R.S., and shall be removed or dismissed from public service on the grounds of malfeasance in office.

23-2-104.5. 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 this article and that applies for approval of an educator preparation program pursuant to section 23-1-121. The amount of the fee shall reflect the direct and indirect costs of the department in administering the provisions of section 23-1-121.

(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.

COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

- 1.1 Organization: Pursuant to C.R.S. §23-1-102, 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: Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.
- 1.3 All officers shall be elected at the May 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. Any member may nominate themselves or another member to be chair or vice-chair. Members will vote on each position; if there is more than one nomination the vote will be conducted by private ballot to be counted by the Secretary. Officers shall be limited to two consecutive terms, unless an exception is approved by a vote of more than 60 percent of the Commission. When possible, a Commissioner is encouraged to serve as vice-chair prior to becoming chair.
- 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 calendar year.
- 1.3 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 and on the Colorado Department of Higher Education website. 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.
- 1.4 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 and on the website of the Colorado

Department of Higher Education no less than two days prior to the meeting date.

- 1.5 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 Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.6 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.7 Preparation of Agenda: Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. 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.
- 1.8 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 constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.
- 1.9 Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

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.
- 2.2 Vice Chair of the Commission: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director of the Commission: In addition to performing those duties established by law, the Executive Director of the Commission and 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 pursuant to C.R.S. §23-1- 103).

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 one of who shall be from the minority party appointed by the Minority Leader of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives and one of who shall be from the minority party appointed by the Minority Leader 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, as recommended by the Colorado Faculty Advisory Council, to represent the faculty in the state;

(c) One member shall be selected and designated by the Commission, as recommended by the Student Affairs Council, to represent the students in the state for a term of one year, commencing on July 1 of the year appointed;

(d) One member shall be selected and designated by the Commission who is a parent of a student enrolled in a state supported institution of higher education in Colorado to represent the parents of students for a term of two years, commencing on July 1 of the year appointed.

(e) Not more than four additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.

The Commission has designated the four additional advisory committee members to represent:

- Chief Academic Officers of Colorado's state supported institutions of higher education, as recommended by the Colorado Academic Council;
- Chief Financial Officers of Colorado's state supported institutions of higher education, as recommended by the, as recommended by the Chief Financial Officers group;

- Independent Higher Education Institutions in Colorado (Colorado College, Regis, and Denver University), as recommended by the Independent Higher Education Council; and,
- The K-12 system, as recommended by the Colorado Department of Education.

All such appointments shall be for a term of two years, commencing on July 1 of the year appointed.

- 3.2 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.
- 3.3 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 in Section 1.5 Notice of Meetings. Bylaw changes must be approved by a majority of the Commission.

<p>HISTORY: Adopted on September 10, 1965. Amended January 14, 1966; February 25, 1972; June 1, 1978; July 1, 1993; October 7, 2004; May 6, 2011; CCHE Agenda March 3, 2017 Item V; April 5, 2019</p>



COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

Tom McGimpsey, Chair
Vanecia Kerr, Vice-Chair
Paul Berrick Abramson
Luis Colón
Sarah Kendall Hughes
Teresa Kostenbauer
Steven Meyer
Charlotte Olena
Brittany Stich
Steven Trujillo
Eric Tucker

COLORADO COMMISSION ON HIGHER EDUCATION

- Chair Tom McGimpsey (*R-2nd Congressional District*) 1st term ends June 2021
- Vice Chair Vanecia Kerr (*D- 6th Congressional District*) 1st term ends June 2018
- Commissioner Paul Berrick Abramson (*U-7th Congressional District*) 1st term ends July 2023
- Commissioner Luis Colón (*R-4th Congressional District*) 2nd term ends June 2021
- Commissioner Sarah Kendall Hughes (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Teresa Kostenbauer (*U-4th Congressional District*) 1st term ends July 2024
- Commissioner Steven Meyer (*U-3rd Congressional District*) 1st term ends July 2024
- Commissioner Charlotte Olena (*D-1st Congressional District*) 1st term ends July 2023
- Commissioner Brittany Stich (*D-1st Congressional District*) 1st term ends July 2022
- Commissioner Steven Trujillo (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Eric Tucker (*U-5th Congressional District*) 1st term ends July 2023

ADVISORY COMMITTEE

Legislative Advisors

- Representative Julie McCluskie, *House Majority Appointment*
- Representative Cathy Kipp, *House Majority Appointment*
- Representative Kevin Van Winkle, *House Minority Appointment*
- Senator Nancy Todd, *Senate Majority Appointment*
- Senator Tammy Story, *Senate Majority Appointment*
- Senator Paul Lundeen, *Senate Minority Appointment*

Subject Matter Advisors

- Mr. Wayne Artis, *Faculty Representative*
- Mr. Mark Cavanaugh, *IHEC Representative*
- Mr. Brad Baca, *Institutional Finance Representative*
- Dr. Landon Pirius, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Leah Porter, *Parent Representative*

Governor Jared Polis Dr. Angie Paccione, Executive Director

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INSTITUTION AND SYSTEM LEADERS

<u>INSTITUTION</u>	<u>CEO</u>	<u>LOCATION</u>
Adams State University	Dr. Cheryl Lovell, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Joe Garcia, Chancellor	Denver
Arapahoe CC	Dr. Diana Doyle, President	Littleton
Colorado Northwestern CC	Ron Granger, President	Rangely
CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
CC of Denver	Dr. Everette Freeman, President	Denver
Front Range CC	Andy Dorsey, President	Westminster
Lamar CC	Dr. Linda Lujan, President	Lamar
Morgan CC	Dr. Curt Freed, President	Ft. Morgan
Northeastern JC	Jay Lee, President	Sterling
Otero JC	Dr. Timothy Alvarez, President	La Junta
Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
Pueblo CC	Dr. Patty Erjavec, President	Pueblo
Red Rocks CC	Dr. Michele Haney, President	Lakewood
Trinidad State JC	Dr. Rhonda Epper, President	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser, President	Glenwood Springs
Colorado School of Mines	Paul Johnson, President	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
CSU-Ft Collins	Dr. Joyce McConnell, President	Fort Collins
CSU-Pueblo	Dr. Timothy Mottet, President	Pueblo
CSU-Global Campus	Vacant (8/1/2020)	Aurora
CU System	Mark Kennedy, President	
CU – Boulder	Dr. Philip DiStefano, Chancellor	Denver
UCCS	Dr. Venkat Reddy, Chancellor	Boulder Colorado
UCD	Dr. Dorothy Horrell, Chancellor	Springs Denver
UC-Anschutz	Don Elliman, Chancellor	Aurora, Denver
Emily Griffith Technical College	Stephanie Donner, Executive Director	Denver
Ft. Lewis College	Dr. Tom Stritikus, President	Durango
Metropolitan State University of Denver	Janine Davidson, President	Denver



Pickens Technical College	Teina McConnell, Executive	Aurora
Technical College of the Rockies	Allen Golden, Director	Delta
University of Northern Colorado	Dr. Andy Feinstein, President	Greeley
Western State Colorado University	Dr. Gregory Salsbury, President	Gunnison

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