



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

May 3, 2019

Colorado Department of Higher Education

1600 Broadway
5th Floor Conference Room

COMMISSIONER & ADVISOR LEARNING SESSION

11:30 am

BUSINESS MEETING

1:00 pm

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

PARTICIPANT CODE: 128479#

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DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

Chair, Luis Colón
Vice Chair, Renny Fagan
Maia Babbs
Mary Beth Buescher
Stephanie Donner
Cassie Gannett
Jeanette Garcia
Vanecia Kerr
Pardis Mahdavi
Monte Moses
Tom McGimpsey

Colorado Commission on Higher Education

May 3, 2019

Colorado Department of Higher Education

1600 Broadway, 5th Floor Conference Room

11:30am -12:30pm

COMMISSIONER & ADVISOR LEARNING SESSION

➤ TOPIC: Private Schools – Heather DeLange

1:00pm - 5:00pm

BUSINESS MEETING

I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the April 5, 2019 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 Updated Postsecondary Workforce Readiness (PWR) Diploma Endorsement – *Carl Einhaus*
- B. Recommend Approval of Revisions to Commission Policy IV, Part J: Colorado Educational Exchange Program – *Emma Fedorchuk and Emily Burns*
- C. Degree Authorization Act: Recommend Approval of Christian Learning Institute Request For Authorization As A Seminary/Religious Training Institution – *Heather DeLange*
- D. Recommend Approval of Culturally and Linguistically Diverse Education at Colorado Christian University – *Dr. Brittany Lane*
- E. Recommend Approval of Secondary Math Education at Colorado Christian University – *Dr. Brittany Lane*
- F. Recommend Approval of Early Childhood Education at Relay Graduate School of Education – *Dr. Brittany Lane*



III. Action Items

- A. Revisions to CCHE Policy I, Part L: Statewide Transfer and gtPathways Policy – *Dr. Chris Rasmussen*
- B. Affordability Framework and Principles – *Affordability Working Group Members*
- C. CCHE Election of Officers - *Chairman Luis Colon*

IV. Discussion Items

- A. Proposed Revisions to CCHE Policy III, Part R: Policy Regarding Requirements for Funds to Supplement Requests for State-Supported Capital Construction – *Lauren Lopez*
- B. Legislative Update – *Chloe Mugg*

BREAK

V. Commission Initiatives

- A. Commission Retreat Agenda Feedback – *Katie Zaback*
- B. Master Plan Update: COSI 5 Years of Service – *Shelley Banker*

**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
At Colorado Department of Higher Education, 5th Floor Conference Room
April 5, 2019**

Commissioner and Advisor Learning Session

For the Learning Session this month, Commissioners heard from Carl Einhaus, Director of Student and Academic Affairs, about the Transfer Admission Guarantee and from Emily Burns, Lead Finance Analyst, about the Financial Aid Allocation Model.

I. OPENING BUSINESS

Chairman Luis Colón called the business meeting to order at 1 p.m.

A. Attendance

Chairman Luis Colón, Vice Chairman Renny Fagan, Commissioners Maia Babbs, Mary Beth Buescher, Stephanie Donner, Cassie Gannett, Jeanette Garcia, Vanecia Kerr, Pardis Mahdavi, and Tom McGimpsey.

CCHE Advisory Committee members attending: Wayne Artis, Chad Marturano, Rick Miranda, Misti Ruthven, Christina Powell, Rep. Julie McCluskie and Sen. Paul Lundeen.

B. Minutes

Commissioner McGimpsey moved to approve the minutes of the March 7, 2019 CCHE meeting. The motion was seconded by Commissioner Buescher and passed unanimously.

C. Chair, Vice Chair, Commissioners and Advisors Reports

Chairman Colon reported that he and Commissioner Buescher attended the Governor's signing ceremony for Senate Bill 19-095.

Commissioner Gannett reported that the Student Success Committee met this morning and discussed several of the items currently on today's agenda. They discussed a dispute resolution policy, guaranteed transfer pathways waiver process, reverse transfer, and legislative updates.

Commissioner Babbs reported that the Fiscal Affairs and Audit Committee met and continued the review of the funding allocation model through this month. The presentation on the agenda today is the final proposal developed through a lot of work by staff and the committee. They also discussed the IT scoring criteria that will be addressed later in the agenda.

Advisor Artis thanked Dr. Rasmussen, Christina and Carrie for helping put together the spring faculty conference on April 26th at Arapahoe Community College.

Advisor Ruthven thanked Dr. Paccione and DHE staff, particularly Michael Vente, for collaboration on the concurrent enrollment report that will be presented later in the agenda.

D. Executive Director Report

Dr. Paccione reported that last week the department hosted the CEOs for their monthly meeting and updated them on the affordability standard that we will review today.

Dr. Paccione is doing site visits to campuses around the state. Recently she visited Pueblo Community College with Commissioner Garcia. She also visited University of Northern Colorado, University of Denver, Regis University and Colorado Christian University and three private occupational schools, Cook Street, Aveda, and Galvanize. She visited Uplift as well, which is a program that serves at-risk high school students.

The Executive Director reported that the Long Bill is currently working its way through the House and will soon go back to the Senate. There is an amendment that might impact the department, so negotiations continue. She recognized staffer Chloe Mugg for doing an amazing job as our Legislative Liaison.

Dr. Paccione reported that CSU has hired a new president for the Fort Collins campus, Dr. Joyce McConnell. She will attend the investiture ceremony for President Andy Feinstein at UNC next week.

She recognized that this would be the last day of Suzanne Stark's 12-year career with the department and the commission. She thanked Suzanne for all her hard work and dedication all those years.

Chairman Colon also thanked Suzanne for her work on behalf of the entire commission. He wished her the best of luck in her retirement and welcomed a round of applause from all attending.

E. Public Comment

Christina Postolowski, Colorado Director of Young Invincibles, presented research done by the nonprofit around an affordability analysis at four-year schools in Colorado. The analysis included four different student populations and found that overall, 48 percent of four-year institutions are not currently affordable in Colorado. She thanked the commission for considering this research as they discuss an affordability standard. She remarked that the definition of affordable really differs depending on who you are and your financial situation; increasingly we see young people today facing financial challenges in addition to the cost of college around housing, parenting, and work.

II. Consent Items

- A. Recommend Approval of Bachelor of Applied Science Program in Secure Software Development at Red Rocks Community College – Christina Carrillo**
- B. Recommend Approval of Middle School Math Endorsement at University of Colorado Denver, Colorado State University, Colorado State University-**

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

III. Action Items

A. Fiscal Year 2019-20 Need-Based Financial Aid Allocation Model – Jason Schrock, Senior Director of Finance and Emily Burns, Lead Finance Analyst, CDHE summarized the FY 2019-20 Need-Based Financial Aid Allocation Model that Emily discussed during the learning session. The Commission approved staff's recommendation with +18 percent and -2 percent guardrails in the change in allocations to institutions from the prior year.

IV. Discussion Items

A. Proposed Capital IT Budget Request Scoring Criteria – Jason Schrock, CDHE Senior Director of Finance, discussed the capital IT budget request scoring criteria that was developed in consultation with the State Office of Information Technology, the Office of State Planning and Budgeting, and Joint Technology Committee staff. Institutions provided feedback on the criteria. Mr. Schrock discussed how IT capital is currently scored using the regular capital criteria, which results in IT projects being consistently scored lower. Changing the criteria would provide better justification for IT projects, more accurately signal their importance, and potentially result in more projects being funded. The commission decided to take action on the item given the accelerated budget process for the upcoming budget cycle. The commission approved the IT scoring criteria developed by department staff, contingent upon staff addressing all the questions received by institutions on the criteria.

This discussion item was moved to an action item. Commissioner Babbs moved to approve. The motion was seconded by Commissioner Garcia and adopted unanimously.

B. Proposed Revisions to CCHE Policy I, Part K: Policies and Procedures For Conflict Resolution – Dr. Chris Rasmussen presented proposed revisions to CCHE Policy I, Part K: Policies and Procedures for Conflict Resolution on the Auraria Campus, which included an expansion of the policy to address resolution of disputes among public higher education institutions generally. He said the primary goal of an expanded policy is to minimize obstacles to effective inter-institutional cooperation in advancing the legislative objectives for higher education, and to enable fulfillment of systemwide postsecondary master planning goals. He distributed a hand-carry document that summarized proposed additions to the policy on principles and procedures for dispute resolution outside of the Auraria context. Following Commission discussion, the staff will discuss the proposed revisions and additions with stakeholder groups.

- C. CCHE Officer Elections** – Katrina Smith presented suggested revisions to the commission bylaw regarding the election of officers. The commission was provided with the current language as well as some suggestions for how this section may be revised.

This discussion item was moved to an action item. Commissioner McGimpsey moved to approve. The motion was seconded by Commissioner Garcia and adopted unanimously.

V. Budget and Legislative Update – Jason Schrock and Chloe Mugg

Budget Update -- Jason Schrock, CDHE Senior Director of Finance, provided an update on the Long Bill’s funding for higher education for FY 2019-20. The budget as it passed the House included a 13 percent across-the-board increase for all institutions to enable flat resident undergraduate tuition. Metropolitan State University was provided the ability to raise their resident undergraduate tuition by up to 3 percent. An amendment to the Long Bill passed to provide more funding to transportation by reducing funding to other departments; this amendment did not affect higher education funding. Mr. Schrock also discussed funding for capital projects for institutions in the budget. The budget contained less funding for capital projects than was approved by the Capital Development Committee. Mr. Schrock also provided an update on the new budget guidance from the Governor and the Office of State Planning and Budgeting on the FY 2020-21 budget process.

Budget requests are due one month earlier, in July, compared with prior years. Further, the guidance requires that each department submit overall budget requests that meet two budget targets: a 5 percent reduction in funding and a 2 percent increase. Mr. Schrock provided an update on the department’s plan for evaluating the higher education funding model. The department plans to review and evaluate changes to the model, potentially using assistance from other organizations and states, with a goal of providing recommendations to the commission by August. This would provide enough time for any revised funding model to be used for the November 1 budget request for FY 2020-21. The commission indicated that it would form a working group to participate in the funding model evaluation process.

Legislative Update - Chloe Mugg, Legislative Liaison, provided Commissioners with an update on the Department’s 2019 Legislative Agenda and Budget items. In addition, Ms. Mugg highlighted many bills impacting higher education that are currently in the legislative process.

VI. Commission Initiatives

- A. Master Plan Update: Campus Update** – Dr. Bolton, President of Pikes Peak Community College, provided the Commission with an update of the work his institution is doing to help the state meet its attainment goal. He also shared data on their progress.

- A. Master Plan Update: Colorado’s Attainment Progress** – Dr. Brandon McReynolds presented on the 2019 Colorado attainment progress; the data showed a .7 percent increase in statewide attainment. During the presentation, commissioners were informed about the new methodological framework being used by CDHE to calculate statewide attainment. The presentation and questions by commissioners also focused on a need for the state to address measuring non-degree postsecondary credentials.
- B. Draft Definition and Principles of Affordability** –Katie Wagnon and Emma Fedorchuk presented the new revisions that the affordability working group made to the working definition and guiding principles. There was also a brief overview of the affordability work that has been carried out by the Commission and DHE staff since August 2018. The Commission signaled that they would like to receive additional feedback from outside stakeholders and proposed this as a possible action item for the May CCHE meeting.

VII. Written Reports

- A. Concurrent Enrollment Report** – Michael Vente, Director of Research at the Colorado Department of Higher Education, shared updated Concurrent Enrollment numbers for Academic Year 2017-2018. The updated numbers are included in the *Annual Report on Concurrent Enrollment, 2017-2018 Academic Year*, a joint report between the Colorado Department of Higher Education (CDHE) and the Colorado Department of Education (CDE). Mr. Vente shared several highlights from the report, including statewide increases in Concurrent Enrollment and ASCENT participation especially for minority students. Additionally, through Concurrent Enrollment and ASCENT programs, 2,758 students earned some type of postsecondary credential in 2017-2018 while still in high school. This is a more than 37 percent increase over last year’s total credential completion number. Mr. Vente said CDHE continues to find ways to address barriers districts experience in offering Concurrent Enrollment to their students. Mr. Vente also outlined several research projects related to Concurrent Enrollment, including preliminary results from CDHE’s research funded by the U.S. Department of Education’s Institute of Education Sciences showing impressive postsecondary outcomes for Concurrent Enrollment students. Commissioners and advisors had questions regarding the different types of dual enrollment in Colorado. Mr. Vente provided a brief overview of the different types of dual enrollment and how the types are categorized.

There being no further business, the meeting was adjourned at 4:52pm.

TOPIC: RECOMMEND APPROVAL OF UPDATED POSTSECONDARY
AND WORKFORCE READINESS (PWR) DIPLOMA
ENDORSEMENT

PREPARED BY: CARL EINHAUS, SENIOR DIRECTOR OF STUDENT SUCCESS &
ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval for technical changes to the Postsecondary and Workforce Readiness (PWR) Diploma Endorsement. The changes were approved by the Colorado State Board of Education (SBE) as a consent item during their April 2019 meeting. The PWR Diploma Endorsement was originally approved by Colorado Commission on Higher Education (CCHE) in June 2012.

II. BACKGROUND

In Colorado state statute, §22-7-1009 and §22-7-1017 C.R.S., which involved implementing Colorado's Achievement Plan for Kids (CAP4K), called for the State Board of Education and the CCHE to jointly adopt high school diploma endorsement criteria indicating a student's level of Postsecondary and Workforce Readiness (PWR). Specifically, a PWR diploma endorsement indicates extraordinary academic achievement, exemplary demonstration of postsecondary and workforce readiness, and minimum college entry requirements for admission and placement into college-level courses. A local school board, Boards of Cooperative Educational Services (BOCES), or institute charter high school (or Local Education Providers, referred to as LEPs) may choose to grant the endorsement to graduating students (i.e., it is voluntary for LEPs to participate).

Pursuant to §22-7-1009 and §22-7-1017, criteria for the Postsecondary and Workforce Readiness (PWR) endorsement for high school diplomas must be reviewed every six years. The previous criteria were approved in 2012 by both the SBE and CDHE, but implementation was voluntarily suspended by school districts due to the difficulty in implementation (the previous criteria held eight pages of required elements required for the endorsement); the then development of the graduation guidelines; and clarification regarding the updated admission policy (updates were in progress at the time). In 2017, the PWR Work Group reconvened as instructed by statute. The Work Group made draft recommendations for technical changes in 2018, which were eventually approved by the SBE in April 2019.

Great care was taken to ensure a broad range of constituents were represented in the 2017 Work Group. The 24-member group was comprised of representatives from CDE, CDHE, LEP's, institutions of higher education (two and four-year institutions), the Colorado Workforce and Development Council, and the workforce. Additionally, there was representation from metro and rural areas. The group strived to create an endorsement that would meet the following criteria: manageable to operationalize; consideration of district sizes, resources and location;

incorporation of work-based learning; and streamline and alignment with existing state policies and district activities.

Proposed draft criteria are summarized below and are included in *Agenda Item II, Attachment A-PWR Criteria April 2019*. As a comparison, the previous PWR criteria are included in *Attachment B: Previous PWR Endorsement Criteria*:

1. Meet district or charter graduation requirements, including a civics course;
2. One of each of the menu of options for English and math (options mirror upcoming graduation guidelines which begin with the class of 2021 – scores represent college and career readiness thresholds);
3. District determined sequence of courses with 3.0 GPA or higher;
4. 100 documented hours in work-based learning or volunteer work; and
5. Complete a capstone or industry-certificate.

§23-1-113(7) authorizes CCHE in collaboration with the SBE and institution governing boards to establish guidelines on admission practices for students receiving the PWR diploma endorsement. As such, the [updated Admission Policy](#), which was first approved by CCHE in 2014, included how the endorsement would impact admission at Colorado public four-year institutions by their selectivity level (section 4.02). Specifically, applicants with a PWR endorsement will be guaranteed admission to open, modified open and moderately selective institutions, and provided priority consideration at selective and highly selective institutions. A chart illustrating selectivity level by institution follows below:

Institution Selectivity per Colorado Revised Statute

(Institutions with an “*” have modified open or moderate selectivity and will guarantee admission to applicants with a PWR endorsement.)

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

The statewide Admission Council has been updated regarding the progress of the technical changes to the PWR endorsement. Further, members from the Admission Council served on the PWR Task Force and were instrumental in developing the final recommendations.

III. STAFF ANALYSIS

CDE and CDHE staff have worked extensively with the PWR Task Force members to develop and vet the proposed criteria for the technical changes. As previously mentioned, the Colorado State Board of Education approved of the changes as a consent item during their April meeting. The changes are more streamlined and easier to operationalize than the original endorsement and are connected to work-based learning opportunities. Students earning the endorsement will benefit in being more competitive for admission as well as possessing academic and work-based skills and experiences which can contribute to greater persistence in higher education, graduating with a credential, and obtaining a meaningful career.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of the technical changes to the PWR Diploma Endorsement.

V. STATUTORY AUTHORITY

§23-1-108(7)(a) Duties and powers of the commission regarding system-wide planning.

The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education. Governing boards and state institutions of higher education shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements. The statewide degree transfer agreements shall include provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts, associate of applied science, or associate of science degree program in another state institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes.

§22-7-1017(2) High school diploma – endorsement – effect.

Following approval of the criteria by the commission and the governing boards of the state institutions of higher education, as provided in section 22-7-1009 (3), a student who graduates with a high school diploma that includes a postsecondary and workforce readiness endorsement shall be guaranteed:

(a) To meet minimum academic qualifications for admission to, and to be eligible, subject to additional institutional review of other admission and placement qualifications, for placement into credit-bearing courses at all open, modified open, or moderately selective public institutions of higher education in Colorado; and

(b) To receive priority consideration, in conjunction with additional admissions criteria, and to be eligible, subject to additional institutional review of other admission and placement qualifications, for placement into credit-bearing courses at all other public institutions of higher education in Colorado. The additional admissions criteria shall be determined by each institution of higher education.

ATTACHMENT(S):

Attachment A: PWR Criteria April 2019.

Attachment B: Previous PWR Endorsement Criteria.



Postsecondary and Workforce Readiness High School Diploma Endorsement

In order to be eligible for the Postsecondary and Workforce Readiness (PWR) high school diploma endorsement, students demonstrate readiness for career and college through various measures.

- Students meet or exceed district-determined graduation expectations, including a one semester course (minimum) of Civics;
- **AND:** meet at least one of the following assessments for English AND for Math:

Measure	Proposed PWR Endorsed Diploma Criteria- English	Proposed PWR Endorsed Diploma Criteria- Math
Accuplacer	80 Reading <i>or</i> 95 Sentence Skills	85 Elementary Algebra
ACT	18	22
ACT Work Keys	Silver	
AP	3	3
ASVAB	50	
Concurrent Enrollment	Passing grade of C or higher in credit bearing college level course	Passing grade of C or higher in credit bearing college level course
IB	4	4
SAT	480	530

- **AND:** Complete a minimum of 100 documented hours in a work-based/experiential learning experience (e.g. volunteer experiences, job shadows, internships, externships, paid work and/or apprenticeships that are aligned with the student’s Individual Career and Academic Plan (ICAP))
- **AND:** complete a coherent pathway sequence of courses as determined at the district level, with a GPA of 3.0 or higher
- **AND:** Complete a Capstone (or industry certificate) that demonstrates learning related to the student’s pathway

Colorado's Postsecondary and Workforce Readiness (PWR) High School Diploma Endorsement Criteria

THE FOUR READINESS INDICATORS HIGH SCHOOL STUDENTS NEED TO MEET IN ORDER TO EARN A HIGH SCHOOL DIPLOMA ENDORSEMENT

Revised April 30, 2013

P-20 partnership between the Colorado Department of Education and the Colorado Department of Higher Education



ACKNOWLEDGMENTS

This project began over two years ago and would not be possible without the dedication of a core group of Colorado practitioners and experts from P-12 and higher education who served as members of the Task Force and those currently serving on the Work Group. INSERT APPENDIX WITH LIST OF MEMBERS). This work would not have been possible without each member's perspective, as well as the advice of hundreds of stakeholders who have provided online feedback, attended town hall meetings, or willing to pilot this effort in their high schools.

The first set of criteria was approved by every governing board of institutions of higher education in spring 2012. We would like to thank many Academic Council members and staff from the Department of Higher Education who facilitated these votes at each institution.

Introduction

SB-212, Colorado's landmark education alignment bill, is designed to support student success and persistence from preschool through postsecondary education. The law was intended to address the negative impacts of a fragmented education system on both students and the state's economic future. Beginning in 2008, the state's K12 and higher education agencies embarked on this process with early childhood, K-12, and higher education stakeholders, to adopt common policies and practices that focus on one goal: increase the rates at which students graduate from high school prepared for success in college or the workplace. After a number of sequential steps have successfully changed state-level policies, the next step designed to advance the goals set forth in CAP4K, is called the Postsecondary and Workforce Readiness (PWR) high school diploma endorsement.

The PWR endorsement rewards high school graduates for excellence by guaranteeing that the student meets: "minimum academic qualifications for admission to, and to be eligible, subject to additional institutional review of other admission and placement qualifications, for placement into credit-bearing courses at all open, modified open, or moderately selective public institutions of higher education in Colorado"; as well as priority consideration for admission into Colorado's selective and highly selective institutions.

Until now, the higher education admissions policy has relied on national assessment scores or "seat-time" to estimate the likelihood of student success beyond high school. Yet experience and growing research suggests students who are more likely to transition and complete postsecondary credential multiple pathways and vehicles high-stakes exam, placement while some states have measured preparedness It signifies a student has thoughtfully planned for post-high school life, and is academically prepared for credit-bearing 100-level postsecondary coursework without the need for remediation. A PWR endorsed diploma also means the student possesses the abilities and skills demanded in a rapidly changing, 21st century workplace or postsecondary education environment (*i.e.*, critical thinking and problem solving, information literacy, collaboration, self-direction, and invention skills). Each of the desired attributes are categorized into four areas, referred to as, "readiness indicators" which each need to be satisfied once during high school through a number of ways. The PWR endorsed diploma readiness indicators are as follows:

- **READINESS INDICATOR 1 – STUDENT IS COLLEGE READY IN MATH AND ENGLISH LANGUAGE ARTS**
- **READINESS INDICATOR 2 – STUDENT COMPLETES ICAP**
- **READINESS INDICATOR 3 – STUDENT DEMONSTRATES 21ST CENTURY SKILLS**
- **READINESS INDICATOR 4 – STUDENT DEMONSTRATES MASTERY OF ACADEMIC CONTENT IN THREE CONTENT AREAS**

Beginning in school year 2012-13, a pilot program began in order to inform statewide implementation and improve the criteria and evaluate the outcomes and experiences of participating students, districts, and institutions of higher education. In May 2013, the State Board of Education and the Colorado Commission on Higher Education will consider adopting the set of criteria. Statewide implementation will follow as soon as possible.

READINESS INDICATOR 1 – STUDENT IS COLLEGE READY IN MATH AND ENGLISH LANGUAGE ARTS

To earn a PWR endorsed diploma, a student must satisfy the existing Higher Education Admissions Requirements (HEAR) (which are currently under review) or proxies, meet an institutions Admissions Index; and demonstrate they do not require remediation, by testing above existing approved cut scores in mathematics and literacy.

The following two steps indicate how a student can meet this requirement:

1. Satisfy current HEAR requirements (currently under review) or HEAR proxies, the Admissions Index and existing remedial education cut scores by:
 - a. Receive a passing grade in seventeen academic units/credits of coursework in English, Mathematics, Natural Science, Social Science and Foreign Language, and,
2. Demonstrate they do not require remediation in higher education credit-bearing classes for math and literacy based on any one of the following benchmarks:
 - a. Approved ACT cut-scores (writing 18, reading 17 and math 19)
 - b. Approved SAT cut-scores (writing 440, reading 430, and math 470)
 - c. Placement assessments: including Accuplacer, COMPASS (not yet approved by CCHE)
 - d. Successful completion of college level courses via Concurrent Enrollment
 - e. Completion of necessary remedial courses
 - f. Approved State Summative/National Consortia Assessment cut-scores*; or
 - g. ACT/SAT writing test score*

* The state summative/national assessment scores, ACT writing test have not been adopted by the Colorado Commission on Higher Education and therefore not part of the state's existing state-wide remedial education policy but will be considered as we review and revise the policy.

READINESS INDICATOR 2 – STUDENT COMPLETES INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)

A student must have evidence that they have created and maintained an updated career and academic plan (ICAP) to earn an endorsement. This step is essential to encourage students to establish a goal, create an intentional course plan for high school, explore careers and put the necessary steps in place to prepare for postsecondary success. Based on existing district policies and practices, each local district will determine if a student has maintained and eventually completed an ICAP successfully.

Students demonstrate they are on track to successfully complete their Individual Career and Academic Plan (ICAP) as established by SB09-256 and the State Board of Education

Rules for Administering ICAPs, including each of the following topical areas and specific grade-level milestones:

- Career and College Interest Inventories
 - Career Plan and Goals
 - Work Experience
 - Academic Progress (including remediation and concurrent enrollment)
 - Intentional Course Plan
 - Extracurricular, Contextual and Service Learning
 - College Exploration and Applications
 - Progress in Financial Literacy and College Finances
-

READINESS INDICATOR 3 – DEMONSTRATE 21st CENTURY SKILLS

At least a student must demonstrate his/her aptitude in the five 21st century skill areas in order to receive a PWR endorsed diploma. The skills include:

1. **Information Literacy** (e.g. *Find and Use Information & Information Technology*)
2. **Invention** (e.g. *Creativity and Innovation*)
3. **Collaboration** (e.g. *Communication*)
4. **Critical Thinking** (e.g. *Problem Solving, & Global and Cultural Awareness*)
5. **Self-Direction** (e.g. *Personal Responsibility, Civic Responsibility, Work Ethic*)

These five skills and behaviors are embedded in the new Colorado Academic Standards and include the skills listed in the statewide PWR definition. In order to meet this benchmark a student must demonstrate all five skills at least once during high school through academic coursework *and* evidenced by a high quality extracurricular activities, as described below.

High school academic achievement, as evidenced from one or more of the following indicators:

- Demonstrates mastery of skills through classroom coursework, based on district-certified valid and reliable measurements
- Qualifying State summative assessment results
- Honors, scholarships, achievements or awards aligned with student's Career and Academic Plan
- Other indicators to be determined by the Colorado Workforce Development Council,
- Other indicators as certified by districts

Student demonstrates skills and leadership qualities by actively engaging in a total of four extracurricular activities (though not required, preference is for student to participate in at least one activity every year the student is enrolled in the high school offering the endorsement):

- School-based: Student participates in one or more school activities, evidenced by a completed evaluation, based on a common rubric, by a
-

- supervisor/coach/advisor or other evidence of exemplary participation, or
- Business or Employment: Student is employed or completes an internship or externship (minimum 3-months), evidenced by a completed evaluation, based on a common rubric, by a supervisor, or
 - Volunteer Activities: Student completes a service-learning project (minimum 30 hours), as evidenced by a completed evaluation, based on a common rubric, by a supervisor.

Given the limitations of existing assessments to truly capture or evaluate these “soft” skills, the state intends to provide technical assistance to districts by leveraging exemplary approaches underway across the state and identifying leading national tactics.

In addition, technical assistance will also include voluntary rubrics, samples, and content-specific exemplars. The goal is to build supports and structures for accurately measuring these skills based on a student’s body of evidence, by utilizing valid and reliable instruments.

READINESS INDICATOR 4 – ACADEMIC CRITERIA: STUDENT IS PROFICIENT IN AT LEAST THREE OF THE SEVEN FOLLOWING SUBJECTS

READING, WRITING, AND COMMUNICATING

Student must successfully complete four high school courses and:

- Earn overall 3.0 GPA or better in at least four courses within content area
- Coursework should address all three areas: reading, intensive writing, and communicating
- May also include qualifying CTE course(s), and
- At least one course must be taken during the student’s 12th grade.

In addition to coursework, student also must either: meet one of the performance benchmark listed below or earn college credit in this subject area.

Performance Indicators: students must meet only one of the following benchmarks

- Advanced (or equivalent) score on State Summative assessment in Writing if administered in the 11th grade
- AP score of 3, 4, or 5 in any of the following areas: AP English Language or English Literature
- IB English test scores of 4, 5, 6, or 7

- ACT English composite score of 25 or above
- SAT Critical Reading score of 597 or above
- Advanced scores on future qualifying assessments
- Other demonstrations of mastery or excellence – e.g. constitutional scholars program, winning a debate tournament, etc.

Credit in postsecondary credit-bearing coursework must:

- Be a 3 credit hour course, and
- Either Introductory Writing Course or Intermediate Writing course, (including, but not limited to the gtPathways courses as identified by GT-CO1, GT-CO2, or GT-CO3)

Remember, for math and English a student needs to complete the coursework plus meet either a performance benchmark or earn college credit for the subject to “count” toward the total of three subjects a student must show excellence in to satisfy the endorsement criteria.

However, students have more flexibility to demonstrate excellence in the remaining five content areas by allowing students to select the best way for him/her to show excellence from any of the three categories (high school courses, performance benchmarks, or college credit) to meet a total of three subject areas.

MATHEMATICS

Student must successfully complete four high school courses and:

- Earn overall 3.0 GPA or better in at least four courses
- Coursework must include in at least one course beyond Algebra II/Integrated Math III
- May also include qualifying CTE course(s), and
- At least one course must be taken during the student’s 12th grade.

In addition to coursework, student also must either meet one of the performance benchmark listed below or earn college credit in this subject area.

Performance Indicators: students must meet only one of the following benchmarks

- Advanced (or equivalent) score on State Summative assessment in Mathematics if administered in the 11th grade
- AP score of 3, 4 or 5 in any of the following areas: AP Calculus AB, Calculus BC, AP Physics, or Statistics
- IB Math test scores of 4, 5, 6, or 7
- ACT Mathematics score of 22 (ready for college algebra) or above
- SAT Math score of 600 or above

- Advanced scores on future qualifying assessments

Credit in postsecondary credit-bearing coursework must:

- Be a 3 credit hour course, and
- May include, but not limited to the gtPathways courses as identified by GT-MA1.

SOCIAL AND BEHAVIORAL SCIENCES

Student must meet one evidence point from any of the following three categories:

High school courses by:

- Earn overall 3.0 GPA or better in at least four courses
- Coursework must include US and World history and one course in the social or behavioral sciences, and
- May also include qualifying CTE course(s)

Performance Indicators: students must meet only one of the following benchmarks:

- Advanced (or equivalent) score on State Summative assessment in Social Studies if administered in the 11th grade
- AP score of 3, 4 or 5 in any of the following areas: AP Comp Government & Politics, U.S. Government & Politics, Human Geography, U.S. History, World History European History, Macroeconomics, Microeconomics, or Psychology
- IB Social Science test scores of 4, 5, 6, or 7
- Other nationally-recognized assessment scores
- Advanced scores on future qualifying assessments

Credit in postsecondary credit-bearing coursework must:

- Be a 3 credit hour course, and
- May include, but not limited to the gtPathways courses as identified by GT-MA1, History identified by GT-HI1, or Social and Behavioral Sciences, identified by GT-SS1, GT-SS2, or GT-SS3.

NATURAL AND PHYSICAL SCIENCES

Student must meet one evidence point from any of the following three categories

High school courses by:

- Earn overall 3.0 GPA or better in at least biology, chemistry, and physics
- Courses must be lab-based
- May also include qualifying CTE course(s)

Performance Indicators: students must meet only one of the following benchmarks:

- Advanced (or equivalent) score on State Summative assessment in

- Science if administered in the 11th grade
- AP score of 3, 4 or 5 in any of the following areas: AP Biology, Physics B, Physics C, Chemistry, Environmental Science, or Computer Science A
- IB Science test scores of 4, 5, 6, or 7
- ACT Science score of 24 or above
- Advanced scores on future qualifying assessments

Credit in postsecondary credit-bearing coursework must:

- Be a 3 credit hour course, and
- Must be a Natural and Physical Science course with required laboratory, including, but not limited to the gtPathways courses as identified by GT-SC1.

ARTS AND HUMANITIES

Student must meet one evidence point from any of the following three categories

High school courses by:

- Earn overall 3.0 GPA in three courses
- Courses must be from one single area of focus from the arts of humanities (e.g. theater, music, fine arts, etc.), and
- May also include qualifying CTE course(s)

Performance Indicators: students must meet only one of the following benchmarks:

- AP score of 3, 4 or 5 in any of the following areas: AP Art History, Music Theory, or Studio Art
- IB course test scores of 4, 5, 6, or 7
- Advanced scores on future qualifying assessments
- Nationally recognized adjudication criteria and artifacts to certify a student's body of evidence.
- Rubrics and artifacts that show evidence of mastery or above mastery of the evidence outcomes in the high school standards.
- Other external events or performances, or
- Portfolio of achievements (mastery includes "outside" experience), coaching, state choir/band, reflections, qualifying certifications

Credit in postsecondary credit-bearing coursework must:

- Be a 3 credit hour course, and
- Must be Arts and Humanities, including but not limited to GT-AH1, GT-AH2, or GT-AH3.

WORLD LANGUAGES

Student must meet one evidence point from any of the following three categories:

High school courses by:

- Earn overall 3.0 GPA in at least three sequential units
- Courses must be from one single world language area (with increasing rigor)

Performance Indicators: students must meet only one of the following benchmarks:

- Successful passage of qualifying AP world courses delivered in the foreign language, Latin, Spanish Language, Spanish Literature test scores of 3, 4 or 5
- IB test scores in language specific courses of 4, 5, 6, or 7
- Student considered at least “Intermediate-Mid” level on national language assessments
- CLEP cut scores
- Advanced scores on future qualifying assessments

Credit in postsecondary credit-bearing coursework must:

- Be a 3 credit hour course, and
- Must include, but is not limited to the gtPathway courses as identified by GT-AH, and
- Course must be Intermediate/200 level or above.

CAREER AND TECHNICAL EDUCATION

Student must meet one evidence point from any of the following three categories

High school courses by:

- Earn overall 3.0 GPA in at least three years (or equivalent) of coursework in Career and Technical education
- Two courses must be from a single area of focus.
- Courses must be from one single world language area (with increasing rigor)

Performance Indicators: students must meet only one of the following benchmarks:

- Advanced score (or equivalent) on state end-of-program summative assessments
- AP score of 3, 4 or 5 in relevant AP coursework (e.g. Environmental Science, Economics, others to be determined)
- IB test scores of 4, 5, 6, or 7 – Career Diploma Focus area
- CTE certifications
- Career Ready Colorado Certificate - Advanced scores on future qualifying assessments
- Nationally recognized adjudication criteria and artifacts to certify a student’s body of evidence
- Rubrics and artifacts that show evidence of mastery or above mastery of the evidence outcomes in the high school standards
- Other external events or performance events, or

- Portfolio of achievements (mastery includes “outside” experience), competitions, industry experiences, reflections, qualifying certifications

Credit in postsecondary credit-bearing coursework must:

- Be a 3 credit hour course, and
- Must be transferable postsecondary CTE course credit.

APPENDICES AND ATTACHMENTS

Qualifying CTE Course Lists

Task Force Members List

Work Group Member List

Letter of Assurance: Higher Education Admissions Directors

List of Selectivity Levels

Link to gtPathways

TOPIC: RECOMMEND APPROVAL OF REVISIONS TO COMMISSION POLICY VI, PART J: COLORADO EDUCATIONAL EXCHANGE PROGRAM

**PREPARED BY: EMILY BURNS, LEAD FINANCE ANALYST
EMMA FEDORCHUK, BUDGET AND FINANCE ANALYST**

I. SUMMARY

This action item recommends approval of revisions designed to clarify components of Commission Policy VI, J: Colorado Educational Exchange Program.

II. BACKGROUND

Pursuant to C.R.S. 23-3.3-601, the Commission shall establish an educational exchange program consistent with the National Student Exchange program and shall identify those circumstances under which the waiving of the nonresident differential in tuition rates on a reciprocal basis with other states or foreign countries would enhance the educational experience for Colorado residents enrolled in state institutions.

The Colorado Educational Exchange allows a limited number of students to participate in a one-to-one exchange in which they pay the in-state tuition rate, or a rate approaching the in-state rate, at an out-of-state or foreign institution, and the student from another state or country attends the participating Colorado institution as a resident student. For an out-of-state institution in the U.S., students participate through the National Student Exchange; exchanges may also be established with foreign institutions. Student participation is limited to one year and does not apply towards the satisfaction of residency requirements. Currently, Commission Policy VI, J addresses both National Student Exchange programs as well as exchange programs with foreign institutions. Since most foreign institutions are unable to join the National Student Exchange, attempting to address both categories of exchange in a single policy created some confusion; separating the two will make the policy more clear.

III. STAFF ANALYSIS

This is a technical, administrative change to separate the existing Commission Policy VI, J into Commission Policies VI, J1 and J2. The policies will now address programs under the National Student Exchange and exchange programs with foreign institutions separately.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve these revisions to Commission Policy VI, J: Colorado Educational Exchange Program.

V. STATUTORY AUTHORITY

23-3.3-601. Educational exchange program.

(1) The commission is directed to establish an educational exchange program consistent with the national student exchange program. The commission shall identify those circumstances under which the waiving of the nonresident differential in tuition rates, on a reciprocal basis with other states or foreign countries, would enhance the educational experience for Colorado residents enrolled in state institutions. In relation thereto, the commission shall:

(a) Consult with the governing bodies and departments of state institutions in order to identify those classes and numbers of Colorado residents enrolled in said institutions whose educational experience would be enhanced by participation in said program; and

(b) Negotiate with the appropriate representatives of other states or foreign countries with the objective of establishing reciprocal agreements for waiving the nonresidential tuition differential for Colorado residents enrolled in state institutions who wish to enroll in the institutions of higher education in other states or foreign countries in exchange for the waiver of the nonresidential tuition differential for residents of said other states or foreign countries wishing to enroll in state institutions. The number of resident students participating in the educational exchange program shall be matched by an equal number of nonresident students enrolling at Colorado institutions of higher education.

(2) Repealed by Laws 1989, H.B.1017, § 3.

(3) No student may be a recipient or participant in the educational exchange program for more than one year.

(4) Residents of other states or foreign countries attending state institutions pursuant to said educational exchange program shall not be counted as nonresident students. Notwithstanding their presence in the state, such students shall not be permitted to apply the time spent in the educational exchange program toward satisfaction of residency requirements for tuition purposes.

(5) As used in this part 6, “Colorado resident” means a person who is classified, for tuition purposes, as an in-state student.

ATTACHMENT(S):

Current Commission Policy VI, J1 and J2 – Redline Edits

SECTION VI

PART J1 COLORADO EDUCATIONAL EXCHANGE PROGRAM

1.00 General Description

The Colorado Educational Exchange Program is established to ~~be consistent with the allow Colorado institutions to participate in the~~ National Student Exchange (NSE) Program. It provides for students enrolled in Colorado public colleges and universities ~~that are members of the NSE~~ to attend ~~a member~~ institution of the National Student Exchange Program for one year at that institution's in-state rates ~~or to attend an institution of higher education or~~ at a rate approaching in-state costs. In exchange, students from participating NSE ~~or foreign~~ institutions may attend an eligible Colorado institution as resident students.

Statutory authority is found in 23-3.3-601 (C.R.S.).

2.00 Institutional Eligibility

The Educational Exchange Program ~~is limited to~~ includes Colorado public colleges and universities who are members of the National Student Exchange.

3.00 Student Eligibility

3.1 Students from Colorado must:

- be eligible for in-state tuition classification at an eligible Colorado institution;
- have completed their first academic year of study at an eligible Colorado institution; and
- participate in the exchange program for no more than one year.

3.2 Students from other states or foreign countries must:

- have completed their first academic year of study at an institution which is a member of the National Student Exchange; ~~or is a foreign institution of higher education with which the home institution has negotiated an exchange agreement;~~
- be classified as a resident student for tuition purposes at the NSE member institution; and
- participate in the Colorado Educational Exchange Program for no more than one year. That year shall not be permitted to apply toward satisfaction of residency requirements for Colorado in-state tuition.

4.00 Tuition Charges

Eligible students attending eligible institutions in Colorado shall be charged total in-state tuition rates (student share of in-state tuition plus COF stipend) and be counted as resident students for full time equivalent (FTE) reporting purposes.

5.00 Limits

~~Each institution shall ensure every year that the total number of students from NSE member and foreign institutions accepted at eligible Colorado institutions shall equal the total number of Coloradans enrolling at NSE or foreign institutions.~~

6.00 Procedures

6.1 Institutions wishing to participate in the Colorado Educational Exchange Program shall notify the staff of the Colorado Commission on Higher Education of their ~~interest~~intent. Such notification shall ~~be authored by the~~ be received by the ~~Commission no later than July 1 of the upcoming academic year, i.e., July 1, 1989 for 1988-89, and shall include the name of the institutional~~ representative responsible for administering the Educational Exchange Program and shall include verification of membership in the National Student Exchange.

~~6.2 Within thirty (30) days of receipt of the institutional request for participation Commission staff shall notify the institution and governing board of the limit on the number of students to participate in the program.~~

7.00 Reporting Requirements

Participating institutions shall comply with all reporting requirements set forth by the Commission and as conditions for membership in the National Student Exchange. Department staff shall ensure that all participating public Colorado NSE institutions are listed on the CDHE reciprocity webpage, and shall provide, upon request, Commission staff with copies of reports made.

SECTION VI

PART J2 COLORADO EDUCATIONAL EXCHANGE PROGRAM – FOREIGN INSTITUTIONS

1.00 General Description

The Colorado Educational Exchange Program is established to allow Colorado institutions to participate in individually negotiated exchange programs with foreign institutions. It provides for students enrolled in Colorado public colleges and universities to attend a foreign institution for one year at that institution’s resident rate or at a rate approaching resident costs. In exchange, students from participating foreign institutions may attend an eligible Colorado institution as resident students.

Statutory authority is found in 23-3.3-601 (C.R.S.).

2.00 Institutional Eligibility

The Colorado Educational Exchange Program is limited to Colorado public colleges and universities who are members of the National Student Exchange.

3.00 Student Eligibility

3.1 Students from Colorado must:

- be eligible for in-state tuition classification at an eligible Colorado institution;
- have completed their first academic year of study at an eligible Colorado institution; and
- participate in the exchange program for no more than one year.

3.2 Students from foreign countries must:

- have completed their first academic year of study at an institution with which the home institution has negotiated foreign exchange arrangement;
- be classified as a resident student for tuition purposes at their home institution, if applicable; and
- participate in the Colorado Educational Exchange Program for no more than one year. That year shall not be permitted to apply toward satisfaction of residency requirements for Colorado in-state tuition.

4.00 Tuition Charges

Eligible students attending eligible institutions in Colorado shall be charged total in-state tuition rates (student share of in-state tuition plus COF stipend) and be counted as resident students for full time equivalent (FTE) reporting purposes.

5.00 Limits

Each institution shall ensure every year that the total number of students that the institution has accepted from foreign institutions equals the total number of its Colorado students enrolling at foreign institutions.

6.00 Procedures

Institutions wishing to participate in the Colorado Educational Exchange Program shall notify the staff of the Colorado Commission on Higher Education of their intent. Such notification shall be authored by the institutional representative responsible for administering the Educational Exchange Program and shall include verification of a negotiated exchange agreement with a foreign institution.

7.00 Reporting Requirements

Participating institutions shall comply with all reporting requirements set forth By the Commission. Department staff shall ensure that all public Colorado institutions that have negotiated exchange agreements with foreign institutions are listed on the CDHE reciprocity webpage.

HISTORY: CCHE Agenda Item III, E – October 3, 2013; CCHE Agenda Item II, B – May 3, 2019

TOPIC: DEGREE AUTHORIZATION ACT: RECOMMEND APPROVAL OF CHRISTIAN LEARNING INSTITUTE REQUEST FOR AUTHORIZATION AS A SEMINARY/RELIGIOUS TRAINING INSTITUTION

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

I. SUMMARY

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

II. BACKGROUND

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

Any non-public institution seeking to offer degree programs must apply for authorization with the Colorado Department of Higher Education (DHE) and meet criteria found in CCHE Policy Section I Part J, Degree Authorization Act, to receive authorization to offer degrees within Colorado prior to offering any program of instruction, academic credits, or degrees; opening a place of business; soliciting students or enrollees; or offering educational support services.

The Commission administers the DAA by determining an institution's eligibility to operate pursuant to statute and CCHE policy. To qualify as a bona fide religious postsecondary educational institution, an organization must meet each of the following criteria:

1. Be a non-profit institution owned, controlled, operated, and maintained by a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
2. Limit the educational program to the principles of that church or denomination and grant degrees or diplomas only in areas of study that contain on their face a reference to the theological or religious aspect of the degree's subject area. Institutions operating under this degree authorization shall not award degrees in any area of physical science or medicine; or degrees appropriate only for academic institutions; or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations.

3. Not market, offer, or grant degrees or diplomas which are represented as being linked to a church or denomination, but which actually are degrees in secular areas of study.
4. Have obtained exemption from property taxation under state law and shall have provided the Department a copy of the certificate of this exemption.

Christian Learning Institute is an outgrowth of the ministry of Deliverance Tabernacle in Denver and focuses its mission on its dedication to “equip students for ministry.” The Christian Learning Institute is proposing to offer one degree program, a Bachelor of Biblical Studies in Colorado. CLI has been offering several certificate programs from its Denver location under the Division of Private Occupational Schools’ religious exemption. Authorization from the Colorado Commission on Higher Education is required based on the Institute’s desire to offer a bachelor’s degree.

II. STAFF ANALYSIS

Staff has reviewed the documents submitted by Christian Learning Institute and determined that they meet the criteria for authorization to offer the degree listed above in accordance with CCHE policy, Section I, Part J. Based on the institution’s vision and mission and the proposed programs, staff determined that Christian Learning Institute meets the definition of bona fide religious postsecondary educational institution (C.R.S. §23-2-102 (4)).

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve authorization for Christian Learning Institute as a Religious Training Institution/Seminary under the Degree Authorization Act.

STATUTORY AUTHORITY

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

TOPIC: RECOMMEND APPROVAL OF CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION AT COLORADO CHRISTIAN UNIVERSITY

PREPARED BY: DR. BRITTANY LANE, DIRECTOR OF EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval to offer culturally and linguistically diverse education at Colorado Christian University (CCU).

II. BACKGROUND

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

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

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

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of Colorado Christian University culturally and linguistically diverse education licensure program at its meeting of March 4, 2019, and CDE staff transmitted its affirmative recommendations to the DHE.

Culturally and Linguistically Diverse education has become critical to meeting the needs of students in Colorado and across our nation. We strive to increase performance of all students, providing multiple areas of instruction and support to meet a variety of student needs. The CLD program plays a critical role in providing instruction and support for students whose first language is not English as well as their English-speaking peers.

Department staff has analyzed the proposed programs according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** The institution has developed admissions criteria that includes a GPA of 2.5 or higher and a signed professional disposition agreement.
2. **Ongoing screening and advising:** Throughout a teacher candidate's enrollment in a School of Education state-approved teacher licensure program, the candidate is required to meet with both their Life Directions Center and School of Education advisors once per semester.
3. **Coursework and field-based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Academic Standards:** Specifically, educator preparation programs are reviewed to ensure that:
 - a) An appropriate mix of general education, content knowledge and professional knowledge exists;
 - b) Teachers understand Teacher Quality Standards (Rule 5.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), that principals understand Principal Quality Standards (Rule 6.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), and Colorado Academic Standards; and
 - c) That educator preparation programs have a commitment to equity and excellence (C.R.S. §22-7-403), that teachers are able to prepare students to actively participate in democracy (C.R.S. §22-7-1002), and to ensure that K-12 students will be postsecondary and workforce ready (C.R.S. §22-7-1008).
4. **Candidate skills and content knowledge:** Various key assessments have been developed by the institution to evaluate student success and ability to serve as an educator with novice proficiency (or greater) upon their program completion. These assessments include:
 - a. **Proficient demonstration of all Colorado Teacher Quality Standards and Colorado Endorsement Standards through formal observations in partnership schools**
 - b. **Proficient demonstration of professional dispositions in all settings**
 - c. **Passing scores on requisite state-required PRAXIS licensure exams**
5. **Continual improvement:**

The School of Education at CCU monitors candidates throughout the program and uses that data to provide supports to students and to inform ongoing program improvement.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. The degree complies with GT Pathways requirements and the 120-credit cap. Colorado Christian University's governing board approved the program at its December 10, 2018 regular meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Clinically and Linguistically Diverse educator preparation program at Colorado Christian University.

III. STATUTORY AUTHORITY

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

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

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

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

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

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

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for

licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

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

TOPIC: RECOMMEND APPROVAL OF SECONDARY MATH AT
COLORADO CHRISTIAN UNIVERSITY

PREPARED BY: DR. BRITTANY LANE, DIRECTOR OF EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval to offer secondary math education at Colorado Christian University (CCU).

II. BACKGROUND

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

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

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

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of CCU’s secondary math licensure program at its meeting of April 10, 2019, and CDE staff transmitted its affirmative recommendations to the DHE.

The goal of this program is to support requests from the State of Colorado and the U.S. Department of Education to address the national teacher shortage in this endorsement area and support student demand for such a program at CCU.

Department staff has analyzed the proposed programs according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** The institution has developed admissions criteria that include a GPA of 2.5 or higher and a signed Professional Disposition Agreement.
2. **Ongoing screening and advising:** Upon registration of their first School of Education course, candidates are assigned to a professional School of Education advisor to discuss the details of completing a teacher licensure program.
3. **Coursework and field-based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Academic Standards:** Specifically, educator preparation programs are reviewed to ensure that:
 - a) An appropriate mix of general education, content knowledge and professional knowledge exists;
 - b) Teachers understand Teacher Quality Standards (Rule 5.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), that principals understand Principal Quality Standards (Rule 6.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), and Colorado Academic Standards; and
 - c) That educator preparation programs have a commitment to equity and excellence (C.R.S. §22-7-403), that teachers are able to prepare students to actively participate in democracy (C.R.S. §22-7-1002), and to ensure that K-12 students will be postsecondary and workforce ready (C.R.S. §22-7-1008).
4. **Candidate skills and content knowledge:** Various key assessments have been developed by the institution to evaluate student success and ability to serve as an educator with novice proficiency (or greater) upon their program completion. These assessments include:
 - a. Proficient demonstration of all Colorado Teacher Quality Standards and Colorado Endorsement Standards through formal observations in partnership schools
 - b. Proficient demonstration of professional dispositions in all settings
 - c. Passing scores on requisite state-required PRAXIS licensure exams
5. **Continual improvement:** The School of Education at CCU monitors candidates throughout the program and uses that data to provide supports to students and to inform ongoing program improvement.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. The degree complies with GT Pathways

requirements and the 120-credit cap. CCU's governing board approved the program at its December 10, 2018 regular meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the secondary math educator preparation program at Colorado Christian University.

III. STATUTORY AUTHORITY

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

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

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

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

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

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

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

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter

and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

TOPIC: RECOMMEND APPROVAL OF EARLY CHILDHOOD EDUCATION
AT RELAY GRADUATE SCHOOL OF EDUCATION

PREPARED BY: DR. BRITTANY LANE, DIRECTOR OF EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval to offer Early Childhood Education at Relay Graduate School of Education.

II. BACKGROUND

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

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

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

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of Relay’s Early Childhood Education endorsement program at its meeting on April 10, 2019, and CDE staff transmitted its affirmative recommendations to the DHE.

The proposed program is a teacher residency for post-baccalaureate graduate students who are employed full-time at PK-12 partner schools as a teacher resident. Graduate students are enrolled part-time at Relay GSE Denver during the educator preparation program. Upon successful completion of the program and upon meeting Colorado State Board of Education content knowledge requirements, graduate students are eligible to apply for a Colorado initial teacher license. The ECE Program, like all Relay GSE initial licensure programs, utilizes a hybrid model (60 percent in-person, 40 percent online).

Department staff has analyzed the proposed programs according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** The institution has developed admissions criteria that includes having secured a position at a partner school, GPA of 3.0 or higher, and an admissions essay.
2. **Ongoing screening and advising:** The Dean and faculty members carefully track graduate student progress, communicate progress to graduate students throughout the term, and intervene to support student academic success as necessary. Each faculty member advises ten to thirty graduate students and monitors their progress throughout their tenure in the licensure program.
3. **Coursework and field-based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Academic Standards:** Specifically, educator preparation programs are reviewed to ensure that:
 - a) An appropriate mix of general education, content knowledge and professional knowledge exists;
 - b) Teachers understand Teacher Quality Standards (Rule 5.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), that principals understand Principal Quality Standards (Rule 6.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), and Colorado Academic Standards; and
 - c) That educator preparation programs have a commitment to equity and excellence (C.R.S. §22-7-403), that teachers are able to prepare students to actively participate in democracy (C.R.S. §22-7-1002), and to ensure that K-12 students will be post-secondary and workforce ready (C.R.S. §22-7-1008).

Deliberate Practice sessions provides opportunities for Residents to engage in deeper practice, creating muscle memory in concrete teaching techniques and building clarity and confidence in lesson delivery. These practice sessions complement and support Relay's classes. For example, in conjunction with Relay classroom management courses, Residents

practice responding to common classroom management scenarios by applying techniques and strategies they learn in their coursework.

4. **Candidate skills and content knowledge:** Various key assessments have been developed by the institution to evaluate student success and ability to serve as an educator with novice proficiency (or greater) upon their program completion. Most assessments at Relay are practice-based and linked to work graduate students are expected to complete in the field.
5. **Continual improvement:**

Faculty members also engage in student support data analyses and are provided ongoing training to consistently improve faculty-wide student support structures. The Dean's Office leads student support training, and faculty members also regularly share best-practices during weekly faculty meetings. The Dean tracks students' academic progress, provides support when needed, and recognizes students with strong academic performance. The Dean of Students also works with a wide variety of both internal and external stakeholders to continuously improve student support services.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. The degree complies with GT Pathways requirements and the 120-credit cap. Dr. Jennifer Gomes, Vice Provost for Campus Affairs, approved the Relay Denver ECE program on October 1, 2018.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Early Childhood educator preparation program at Relay Graduate School of Education

III. STATUTORY AUTHORITY

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

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

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

- (b) Ongoing advising and screening of candidates by practicing educators or faculty members;
- (c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;
- (d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;
- (e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;
- (f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

TOPIC: REVISIONS TO CCHE POLICY I, PART L: STATEWIDE TRANSFER AND GT PATHWAYS POLICY

PREPARED BY: DR. CHRIS RASMUSSEN, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This action item codifies revisions to CCHE Policy I, Part L: Statewide Transfer and GT Pathways Policy.

II. BACKGROUND

The Commission approved revisions to CCHE Policy I, L at its March 2019 meeting—the first revisions to the policy since March 2014. At the same meeting in a different agenda item, the Commission discussed a formal process for responding to institutional requests for waivers from GT Pathways curriculum requirements. The Commission requested that the waiver process be codified in CCHE policy. The proposed revisions to CCHE Policy I, L outline the waiver process, including the criteria to be used by Department staff in evaluating waiver requests and making recommendations to the Commission. The proposed revisions also include minor fixes to further strengthen policies related to transfer. Because the GT Pathways waiver process was discussed extensively by the Commission at both its February and March meetings and included substantial stakeholder input, the staff is presenting the proposed policy revisions as an action item.

III. STAFF ANALYSIS

Guidance from the statutes listed below under “Statutory Authority” was used in developing proposed revisions to the policy. The “track changes” function of Microsoft Word was used to identify proposed revisions to the policy (Attachment A). The current policy can be accessed from the Department’s website at <https://higher.ed.colorado.gov/Publications/Policies/Current/i-partl.pdf>. Small cosmetic changes have been made to align formatting of text with statutory language or for consistency of appearance. A summary of substantive proposed revisions, by section, are as follows:

1. **Section 3.00: Definitions** – Added a definition for “Degree with Designation”, as this term is used elsewhere in the policy (in section 8.02.01) without prior definition. Degrees with Designation are the foundation of all Statewide Transfer Articulation Agreements and therefore should be described in greater detail.
2. **Section 5.00: Roles and Responsibilities**
 - a. Added section 5.03.11 to affirm institutional responsibility to conform their general education requirements to GT Pathways

- b. Revised section 5.04 on private institutions of higher education to clarify statutory requirements for their participation in GT Pathways related to accreditation, degree granting status, and Title IV eligibility
3. **Section 7.00: General Education and GT Pathways Curriculum** – Added section 7.02 outlining the process for institutional pursuit of a waiver from GT Pathways curriculum requirements:

7.02 Waivers of GT Pathways 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 GT Pathways curriculum. Institutions that seek a waiver from GT Pathways 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 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?*

Upon receipt of an institutional request for a GT Pathways waiver, Department staff will place the request on the agenda of an upcoming meeting of the General Education Council and invite institutional representatives to attend the meeting to answer questions. The General Education Council may offer a recommendation to the Department based on information provided by the requesting institution. Department staff will then determine whether to recommend to the Commission 1) a full/blanket waiver of GT Pathways curriculum requirements; 2) a

modified/limited waiver; or 3) no waiver. In the event a modified/limited waiver is recommended by staff and approved by the Commission, the staff would enter into a Memorandum of Understanding with the institution or system to include details on the parameters of the curriculum variation, the waiver duration, and the verification process.

4. Section 8.00: Transfer Options for Students – clarifies transfer pathways for students who earn a Degree with Designation that is part of a Statewide Transfer Articulation Agreement, and for students who earn an associate degree (AA or AS) without academic designation that is not part of a Statewide Transfer Articulation Agreement

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve proposed revisions to CCHE Policy I, Part L: Statewide Transfer and GT Pathways Policy.

V. STATUTORY AUTHORITY

C.R.S. §23-1-108

Duties and powers of the commission with regard to systemwide planning – reporting – definitions

...

(7) (a) The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education. Governing boards and state institutions of higher education shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements. The statewide degree transfer agreements shall include provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science degree program in another state institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes.

(b) (I) A student who completes an associate of arts or associate of science degree that is the subject of a statewide degree transfer agreement and who transfers from the state institution of higher education that awarded the degree to a four-year state institution of higher education shall, if admitted, be enrolled with junior status. Successful completion of an associate of arts or associate of science degree does not guarantee the degree holder admission to a four-year state institution of higher education.

(II) (A) A state institution of higher education that admits as a junior a student who holds an associate of arts degree or associate of science degree that is the subject of a statewide degree transfer agreement may not require the student to complete any additional courses to fulfill

general education requirements. A student who transfers under a statewide degree transfer agreement may be required to complete lower-division courses that are part of the major, but are not part of the statewide degree transfer agreement, if taking the courses does not require the transfer student to take more total credit hours to receive the degree than a native student and does not extend the total time required to receive the degree beyond that required for a native student. A state institution of higher education that requires a student who transfers under a statewide degree transfer agreement to take any courses beyond the courses authorized pursuant to this subsection (7)(b)(II) is responsible for the total cost of tuition, without participation by the student in the college opportunity fund program pursuant to part 2 of article 18 of this title 23, for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student....

...

C.R.S. §23-1-108.5

Duties and powers of the commission with regard to common course numbering system – definitions - repeal

(1) The general assembly hereby finds that, for many students, the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The general assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The general assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable systemwide.

(2) As used in this section, unless the context otherwise requires:

(a) "Council" means the council convened pursuant to paragraph (a) of subsection (3) of this section.

(b) "Course numbering system" means the statewide articulation matrix system of common course numbering for general education courses adopted by the commission pursuant to paragraph (c) of subsection (3) of this section.

(c) "General education courses" means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate's or bachelor's degree.

(d) "Higher education institution" means a state-supported institution of higher education.

...

(5) All credits earned by a student in any general education course identified as corresponding with a course included in the course numbering system shall be automatically transferable among

all higher education institutions upon transfer and enrollment of the student. All higher education institutions in Colorado shall participate in the course numbering system. The commission shall adopt such policies and guidelines as may be necessary for the implementation of this section. Each governing board shall modify its existing policies as may be necessary to accept the transfer of these credits.

...

C.R.S. §23-1-125

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

(1) **Student bill of rights.** The general assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;

(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;

(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;

(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;

(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;

(f) Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements;

(g) A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable.

(2) **Degree requirements.** The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specific professional degree programs that have additional degree requirements recognized by the commission.

(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. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours. 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. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.

...

ATTACHMENT

Attachment A: Proposed Revisions to CCHE Policy I, L: Statewide Transfer and GT Pathways Policy

ATTACHMENT A

SECTION I

PART L STATEWIDE TRANSFER AND GTPATHWAYS POLICY

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1.00 Introduction

The Statewide Transfer and gtPathways Policy¹ pertains to the state general education courses, known as Guaranteed Transfer Pathways (gtPathways); Statewide Transfer Articulation Agreements; transfer of course credits from one higher education institution to another; intra-institutional transfer; and reverse transfer. The policy applies to most Colorado public higher education undergraduate degree programs.² The policy applies to student transfer from two-year to four-year institutions, four-year to four-year institutions, four-year to two-year institutions, two-year to two-year institutions, or within four-year institutions. This policy does not address transfer issues where the state has limited legal authority: the transfer of credits from private, non-accredited, or out-of-state institutions or the awarding of credit for non-credit bearing courses.

The policy is divided into the following sections:

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Definitions
- 4.00 Policy Goals
- 5.00 Roles and Responsibilities
- 6.00 Other Statutory Provisions that Affect Transfer
- 7.00 General Education and gtPathways Courses
- 8.00 Transfer Options for Students

2.00 Statutory Authority

This policy is based on the following Colorado Revised Statutes:

- 2.01 §23-1-108(7)(a), C.R.S. “The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education...”

¹ Additional resources related to gtPathways and transfer of courses are available online at <https://higher.ed.colorado.gov/Academics/Transfers/Students.html>.

² A listing of degrees that have been waived of gtPathways requirements can be found at <https://higher.ed.colorado.gov/Data/Degrees.aspx?gtp=no>, including all bachelor’s degrees at the Colorado School of Mines, and professional degrees at other public institutions subject to specialty accreditation criteria (e.g., nursing, engineering, business, music).

- 2.02 §23-1-108.5(1), C.R.S. “The general assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable systemwide.”
- 2.03 §23-1-125 et seq., C.R.S. Commission directive – student bill of rights – degree requirements – implementation of core courses – competency testing – prior learning.
- 2.04 §23-1-125(3), C.R.S. “In creating and adopting the [gtPathways] 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.”
- 2.05 §23-1-131(3)(a), C.R.S. “The commission shall collaborate with the governing boards of the two-year and four-year institutions to develop and coordinate a process to notify students concerning eligibility for the award of an associate degree. The notification process shall apply to students at a four-year institution who have accumulated seventy credit hours at a four-year institution³ and who transferred to the institution after completing the residency requirements for an associate degree at a two-year institution.”
- 2.06 §23-5-122, C.R.S. “...the governing board of every state-supported institution of higher education shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system.”
- 2.07 §23-60-802, C.R.S. Area technical colleges – credits – transfer.

3.00 Definitions

- 3.01 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes.
- 3.02 “Core courses” means the thirty-one credit gtPathways curriculum to which “...Individual institutions of higher education shall confirm their own core course requirements...” (i.e., general education requirements). “The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit

³ Note that statute has been interpreted to mean that students must have accumulated 70 credit hours in total, at all two- and four-year institutions attended, not just at a four-year institution.

hours” [§23-1-125(3), C.R.S.].⁴

3.03 “Course numbering system” means the common system of numbering used by all institutions for gtPathways courses, such as GT-CO1 for an introductory written communication course, GT-CO2 for an intermediate written communication course, GT-MA1 for a mathematics course, and so on, pursuant to §23-1-108.5(2)(b), C.R.S.

3.04 “Degree with Designation” means a two-year degree with academic designation in a particular discipline or interdisciplinary field, and that is part of a Statewide Transfer Articulation Agreement (with the exception of dental hygiene), as described in §23-60-211, C.R.S. A Degree with Designation is a 60-credit Associate of Arts or Associate of Science degree that include the 31-credit GT Pathways curriculum, plus a collection of required and elective courses that provides students with a solid foundation for further study in a given discipline or program area.

3.04~~5~~ “Department” means the Colorado Department of Higher Education created and existing pursuant to section §24-1-114, C.R.S.

3.05~~6~~ “GE Council” means the General Education Council convened pursuant to §23-1-108.5(3)(a), C.R.S.

3.06~~7~~ “gtPathways” means guaranteed transfer pathways as described in §23-1-108.5 and §23-1-125(3), C.R.S.

3.07~~8~~ “gtPathways content criteria” means the sets of criteria for the six content areas that make up the gtPathways curriculum: 1) written communication, 2) mathematics, 3) arts and humanities, 4) social and behavioral sciences, 5) history and 6) natural and physical sciences.⁵

3.08~~9~~ “gtPathways competency criteria” means the ten competencies embedded in the gtPathways content criteria in which students must demonstrate proficiency: 1) civic engagement, 2) creative thinking, 3) critical thinking, 4) diversity & global learning, 5) information literacy, 6) inquiry & analysis, 7) oral/presentational communication, 8) problem solving, 9) quantitative literacy, and 10) written communication, pursuant to §23-1-125(3), C.R.S.⁶

3.09~~10~~ “General education courses” means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate’s or bachelor’s degree” [§23-1-108.5(2)(c),

⁴ Note that this does not apply to every degree program at every institution; §23-1-125(3) gives the Commission authority to “...make allowance for baccalaureate programs that have additional degree requirements...” A list of degrees that have been waived of gtPathways requirements is maintained on the Department’s website at <https://higherred.colorado.gov/Data/Degrees.aspx?gtp=no>.

⁵ Available on the Department’s website at <http://higherred.colorado.gov/Academics/Transfers/>

⁶ Available on the Department’s website at <http://higherred.colorado.gov/Academics/Transfers/>

C.R.S.] and that meet the requirements of §23-1-125(3), C.R.S. It should be noted that besides a general education core, degrees also have major, elective and other requirements (see Table 1 under section 7.00). It should also be noted that general education requirements may differ between degree programs at the same institution and that some degree programs at some institutions have received waivers from the Commission not to have to include the 31 credit gtPathways curriculum in the general education cores for some baccalaureate degrees.⁷

- 3.141 “Native student” means a student who begins and completes an undergraduate degree program at a single institution of higher education.
- 3.142 “Reverse Transfer” means the process whereby a student who begins his or her postsecondary education at a two-year institution and transfers to a four-year institution prior to receiving an associate degree, or who has left the four-year institution prior to completing a bachelor’s degree, and has accumulated at least 70 credits and completed the residency requirements at the two-year institution, may be eligible to receive an associate of arts or associate of science degree.
- 3.123 “Statewide Transfer Articulation Agreement” means a transfer agreement between two-year and four-year state institutions of higher education and among four-year institutions, which includes provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science ~~D~~degree with Designation—program, pursuant to §23-1-108(7)(a), C.R.S. Further guidance is found in 23-1-108(7)(g)(III), C.R.S., which defines a Statewide Transfer Articulation Agreement as a “Statewide degree transfer agreement,” which “...means an agreement among all of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree. A statewide degree transfer agreement applies to common degree programs and specifies the common terms, conditions, and expectations for students enrolled in statewide degree transfer programs.”
- 3.134 “Transfer” means transferring the credit for courses taken at one institution of higher education to another. It is important to note that while most coursework can transfer, not all credit can be applied to a student’s chosen major. That is, the receiving institution will usually *accept coursework in transfer* and list those courses on the student’s transcript but may not be able to *apply the credit* for those courses to any of the requirements in the student’s degree program.
- 3.145 “Transfer Student” means a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g. undergraduate, graduate) after high school graduation (or passing an equivalency exam). The student may transfer with or without credit. This

⁷ A list of degrees that have been waived of gtPathways requirements is maintained on the Department’s website at <https://higher.ed.colorado.gov/Data/Degrees.aspx?gtp=no>.

excludes students who completed remedial coursework and students who completed college-level coursework as a high school student through Concurrent Enrollment or as their homeschool curriculum.

4.00 Policy Goals

The policy goals are to provide guidance on each entity's role in the implementation of:

4.01 gtPathways, "that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable⁸ and transferable system wide," [§23-1-108.5(1), C.R.S.]; and

4.02 The Student Bill of Rights, which states that:

4.02.01 "(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;"⁹

4.02.02 "(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;"

4.02.03 "(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;"

4.02.04 "(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;"

4.02.05 "(e) Students, upon successful completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of

⁸ It should be noted that gtPathways is not about course equivalencies and that "comparable" does not mean "equivalent." That is, gtPathways are guaranteed to meet gtPathways requirements of most Liberal Arts & Sciences degrees but may not meet other general education or major requirements of degrees that received waivers because those degrees have additional requirements.

⁹ At its April 1, 2004 meeting, the Commission granted waivers to exceed the 120 credit cap to the following degree programs (new credit limits in parentheses): nursing (126 cr.); teacher preparation (126 cr. with the stipulation that students can complete the program in 4-years); engineering, engineering technology, computer science and related programs (exempt from the 120 credit limit but with the stipulation that all programs must "guarantee that students will be able to complete the program requirements in 4 years"); all degree programs at Colorado School of Mines (exempt from the 120 credit limit); and landscape architecture at CSU (132 cr.). At its June 4, 2009 meeting, the Commission approved a credit waiver of 138 credits and lifted the 4-year graduation agreement requirement for all science teacher preparation programs.

higher education;”

- 4.02.06 “(f) Students have a right to know if courses from one or more public higher education institutions satisfy the students’ degree requirements;”
- 4.02.07 “(g) A student’s credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferable.” [§23-1-125(1), C.R.S.]

5.00 Roles and Responsibilities

5.01 Students

Students are responsible to act in their own best academic interests and to seek the information necessary for making informed transfer choices, including:

- 5.01.01 Contacting academic advisors at both the sending and receiving institutions to understand the limitations on transfer;
- 5.01.02 Checking with the receiving institution for the availability of Statewide Transfer Articulation Agreements, Transfer Guides, other inter-institutional transfer agreements that may exist, and graduation requirements of the institution and the degree program into which the student hopes to transfer;
- 5.01.03 Understanding the limits in applying transfer credits within general education, major requirements, and elective categories for the institution and degree program into which the student hopes to transfer; and
- 5.01.04 Filing an appeal with the institution in a timely manner to resolve transfer disputes.

5.02 Governing Boards of Public Institutions or Systems

All Governing Boards of public institutions or systems:

- 5.02.01 “...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements.” [23-1-108(7)(a), C.R.S.]
- 5.02.02 “...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements.” [23-1-108(7)(f), C.R.S.]

- 5.02.03 “...shall modify its existing policies as may be necessary to accept the transfer of these [gtPathways course] credits.” [23-1-108.5(5), C.R.S.]
- 5.02.04 “...shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system. Such policies shall include, but shall not be limited to, the following provisions:
- (a) If, not more than ten years prior to transferring into an undergraduate degree program, a student earns credit hours which are required for graduation from such undergraduate degree program, such credit hours shall apply to the completion of such student's graduation requirements from such undergraduate degree program following such transfer;
- (b) A student who transfers into an undergraduate degree program shall not be required to complete a greater number of credit hours in those courses which are required for graduation from such undergraduate degree program than are required of students who began in such undergraduate degree program, nor shall there be any minimum number of credit hours required post-transfer other than the normal degree requirements for non-transferring students; and
- (c) The grade point average which is required for a student to apply for and be fully considered for transfer into an undergraduate degree program shall be no higher than that which is required for graduation from such undergraduate degree program.” [23-5-122(1), C.R.S.]
- 5.02.05 “...shall adopt policies to ensure that, if a student completes a program of study at an area technical college and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area technical college to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area technical college will apply in full at another area technical college or to an appropriate program leading to a certificate or to an associate degree at a community or technical college. Postsecondary credits earned by a student at an area technical college may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in section 23-1-108(7) and the state credit transfer policies established by the Colorado commission on higher education.” [23-60-802, C.R.S.]¹⁰

¹⁰ Community colleges and 4-year institutions may accept credits earned from an area technical college as long as that school is accredited to offer the credit. Area technical colleges are not accredited to offer general education (gtPathways). As of February 7, 2019, the three area technical colleges in Colorado are Emily Griffith Technical College (Denver), Pickens Technical College (Aurora), and Technical College of the Rockies (Delta; formerly Delta-Montrose Technical College).

5.03 Public Institutions of Higher Education

All public institutions:

- 5.03.01 Shall publish the Student Bill of Rights [23-1-125(1)(a-g), C.R.S.] in course catalogs and advising centers.
- 5.03.02 Shall honor the Student Bill of Rights.
- 5.03.03 Shall comply with "...the intent of the general assembly that academic degree programs at state-supported institutions of higher education be designed and implemented to assure and emphasize that undergraduate students have the maximum range of opportunities and assistance to complete their course of study and obtain their degree in a reasonable amount of time." [23-1-108(13)(a), C.R.S.]
- 5.03.04 "...shall review its course offerings and identify those general education courses offered by the institution that correspond with the courses included in the course numbering system. The higher education institution shall submit its list of identified courses, including course descriptions and, upon request of the commission, summaries of course syllabi, for review and approval by the commission on or before March 1, 2003." [23-1-108.5(4)(a), C.R.S.]¹¹
- 5.03.05 "...shall publish, and update as necessary, a list of course offerings that identifies those general education courses offered by the institution that correspond with the courses included in the course numbering system." [23-1-108.5(4)(b), C.R.S.]
- 5.03.06 "...shall participate in the course numbering system." [23-1-108.5(5), C.R.S.]
- 5.03.07 Shall develop effective transfer advising systems, including but not limited to, training faculty and academic advisors, providing freshman students with planning information, and providing transfer students with appeals information.
- 5.03.08 Shall develop advising partnerships among all four-year and two-year public institutions to jointly advise students.
- 5.03.09 "...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements." [23-1-108(7)(f), C.R.S.]
- 5.03.10 "...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements." [23-1-108(7)(a), C.R.S.]

¹¹ This process was completed.

~~5.03.10~~5.03.11 "...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." [23-1-125(3), C.R.S.]

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~~5.03.11~~5.03.12 "...shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses." [23-1-125(4), C.R.S.]

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~~5.03.12~~5.03.13 "...shall adopt and make public a policy or program to determine academic credit for prior learning." [23-1-125(4.5), C.R.S.]

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~~5.03.13~~5.03.14 Shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit.

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~~5.03.14~~5.03.15 To approve degrees with designation, the Colorado Community College System shall "...submit the degree program designation to the board for its review and approval. The community college may offer the degree program only after it has been approved by the board and by the Colorado commission on higher education. The community college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts" [23-60-211(1), C.R.S.] and Colorado Mountain College and Aims Community College shall "...submit the degree program designation to the board of trustees for its review and approval. The local district college may offer the degree program only after it has been approved by the board of trustees and by the Colorado commission on higher education.¹² The local district college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts" [23-71-123(3), C.R.S.]¹³

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~~5.03.15~~5.03.16 "...should work in collaboration with the commission to develop a process that reduces a potential barrier to degree completion by providing students with information about the student's eligibility for an associate degree" [23-1-131(1)(b)]. "The two-year and four-year institutions shall agree upon the

¹² Refer to CCHE Policy I, V for more information on approval of new degree programs.

¹³ GE Council agreed that if a two-year institution is unable to offer all coursework required for a Statewide Transfer Articulation Agreement, that institution should not offer the corresponding Degree with Designation.

contents of the notification to eligible students. At a minimum, the notification shall include the requirements for the degree audit by the two-year institution and information concerning the process for a student to be awarded an associate degree in the future if the degree requirements are not met or the student declines the associate degree at the time of the notification” [23-1-131(3)(b), C.R.S.]. “Each two-year and four-year institution shall provide students with information concerning the process developed pursuant to this section” 23-1-131(4), C.R.S.].

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5.04 ~~5.04~~ Participating Private Institutions of Higher Education

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Private institutions of higher education may choose to participate in gtPathways, provided the institution meets the statutory criteria outlined in 23-1-125(5)(e), C.R.S., including accreditation by an accrediting agency or association approved by the United States Department of Education; provision of an educational program for which it awards a bachelor’s degree or a graduate degree; and determination by the United States Department of Education to be eligible to administer federal financial aid programs pursuant to Title IV of the federal Higher Education Act of 1965, as amended. Participation by private institutions of higher education in gtPathways may include:ing conforming their general education curricula to include the gtPathways curriculum; being guaranteed their approved gtPathways courses will transfer to all public and other participating nonpublic institutions, and agreeing to accept in transfer and apply credit for gtPathways courses from other participating nonpublic and public institutions of higher education, pursuant to §23-1-125(5), C.R.S.

5.05 Colorado Commission on Higher Education

The Commission, with the Colorado Department of Higher Education acting as its staff:

- 5.05.01 “...shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education.” [23-1-108(7)(a), C.R.S.]
- 5.05.02 “...shall establish and enforce student transfer agreements between degree programs offered on the same campus or within the same institutional system.” [23-1-108(7)(f), C.R.S.]
- 5.05.03 Shall, “...within existing resources, ...implement and revise appropriate policies, including financial incentives, to assure that students at state-supported institutions of higher education complete their academic degree programs in the most efficient, effective, and productive manner. The policy implementation and review shall include:

(I) Academic advising and counseling at such institutions and consideration of methods for the improvement of early and continuous availability of such academic advising and counseling in order to assist students with the completion of degree programs;

(II) The frequency and availability of courses essential to completion of degree programs at such institutions and evaluation of what changes may be necessary to assure that the course scheduling for degree programs by such institutions maximizes the opportunities for students to complete their course of study efficiently, effectively, and productively;

(III) Measures for minimizing and eliminating the restrictions against automatic transfer of credit hours of acceptable course work between such institutions and whether the provisions of transfer agreements between two-year and four-year institutions and among four-year institutions entered into pursuant to subsection (7) of this section are directed at easing such transfer restrictions;

(IV) Methods for minimizing the loss of credit hours when a student changes degree programs at such institution and assurance that such credit hours are transferred or substituted for appropriate course work in the other degree program;

(V) The review of possible solutions for access of nontraditional and part-time students to complete programs within the student's time frame goals;

(VI) What effect, if any, the reduction of degree programs would have on the increased availability of classes within existing degree programs;

(VII) What effect increases in educational costs may have on the average length of time for a student to complete a degree program; and

(VIII) The implementation of core curricula as a measure for assisting students to graduate.” [§23-1-108(13)(a), C.R.S.]

5.05.04 “...shall oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable system wide.” [23-1-108.5(1), C.R.S.]

5.05.05 Consider for approval gtPathways courses recommended by GE Council,

pursuant to §23-1-108.5(3), C.R.S.

- 5.05.06 “...shall consult with the governing boards when convening representatives from the higher education institutions [to serve on GE Council].” [23-1-108.5(3)(a), C.R.S.]
- 5.01.07 “...shall review the [GE] council's recommendations and adopt a statewide articulation matrix system of common course numbering for general education courses, including criteria for such courses...” [23-1-108.5(3)(c)(I), C.R.S.]
- 5.05.08 “...shall adopt and implement such procedures [recommended by GE Council to document students' success in transferring among higher education institutions].” [23-1-108.5(6)(a), C.R.S.]
- 5.05.09 “...in consultation with the governing boards and the higher education institutions, shall design and implement a statewide database to [document students' success in transferring among higher education institutions].” [23-1-108.5(6)(b), C.R.S.]
- 5.05.10 Resolve student complaints regarding the requirements of this policy, pursuant to CCHE Policy I, T Student Complaint Policy. “The Commission shall have final authority in resolving transfer disputes.” [23-1-108(7)(a), C.R.S.]
- 5.05.11 “...shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.” [23-1-125(3) C.R.S.]

5.06 General Education (GE) Council

The GE Council:

- 5.06.01 “...shall create a process through which it shall seek input from and consult with various higher education student organizations for each articulation agreement and for the review of general education courses and the course numbering system as required in [23-1-108.5(3)(c)].” [23-1-108.5(3)(a), C.R.S.]
- 5.06.02 “...shall recommend to the commission a statewide articulation matrix system of common course numbering to which the general education courses for each higher education institution may be mapped.” [23-1-108.5(3)(b), C.R.S.]¹⁴

¹⁴This process was completed and the common course numbering system for gtPathways courses is linked on the Department's website at <http://higher.ed.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>.

- 5.06.03 “...shall recommend to the commission a list of general education courses to be included in the course numbering system. In identifying said general education courses, the council shall review the course descriptions, and may request summaries of course syllabi for review, focusing first on lower division general education courses.” [23-1-108.5(3)(c)(I), C.R.S.]¹⁵
- 5.06.04 “...shall annually review the list of general education courses and the course numbering system, including the criteria, adopted by the commission and recommend such changes as may be necessary to maintain the accuracy and integrity of the course numbering system. The council's annual review shall include consideration of the course descriptions, and the council may request summaries of course syllabi for further review.” [23-1-108.5(3)(c)(II), C.R.S.]¹⁶
- 5.06.05 “...shall devise and recommend to the commission procedures for exchanging information to document students’ success in transferring among higher education institutions.” [23-1-108.5(6)(a), C.R.S.]
- 5.06.06 Shall act as their respective institutions’ liaisons to assist the Department in the creation and adoption of statewide transfer articulation agreements; the review of proposed gtPathways courses; train academic advisors on the requirements of this policy; and provide guidance to the Department in the resolution of transfer student disputes.

6.00 Other Statutory Provisions that Affect Transfer

6.01 Credit cap for degrees.

- 6.01.01 “Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission” [23-1-125(1)(a), C.R.S.]; and
- 6.01.02 “The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specified professional degree programs that have additional degree requirements recognized by the commission” [23-1-125(2), C.R.S.]¹⁷

¹⁵ This process was completed per initial requirements of H.B. 01-1298 (the “Berry Bill”) and is ongoing.

¹⁶ Standard practice has been that gtPathways courses continue to carry that designation unless the institution chooses to withdraw the course from general education, the course is not offered within a two-year period, or evaluations indicate that a course does not meet the state content and competency criteria, which are linked on the Department’s website at <http://highered.colorado.gov/Academics/Transfers/>.

¹⁷ See earlier footnote on Commission waivers to institutions to exceed the 120 credit cap for certain degree programs.

6.02 Course/credit limitations and requirements: transfer students and native students.

- 6.02.01 “A state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements” [23-1-108(7)(b)(II)(A), C.R.S.]; and
- 6.02.02 “A student who transfers under a statewide degree transfer agreement may be required to complete lower-division courses that are part of the major, but are not part of the statewide degree transfer agreement, if taking the courses does not require the transfer student to take more total credit hours to receive the degree than a native student and does not extend the total time required to receive the degree beyond that required for a native student”¹⁸ [23-1-108(7)(b)(II)(A), C.R.S.]; and
- 6.02.03 “A state institution of higher education...is responsible for the total cost of tuition, without participation by the student in the college opportunity fund...for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student” [23-1-108(7)(b)(II)(A), C.R.S.].

6.03 Competency testing.

- 6.03.01 “...the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.” [23-1-125(4), C.R.S.]
- 6.03.02 Standard practice is that institutions do not have to allow students to test out of every core course but there must be a means to test out of every gtPathways category (e.g., GT-CO1, GT-MA1, and so on).
- 6.03.03 Institutions may choose the assessment instruments. Portfolio review and prior learning assessment are allowable instruments.

¹⁸ “Total time to receive the degree” presumes that the transfer student and the native student demonstrate substantially similar enrollment patterns in the same program of study.

6.04 Credit for prior learning.

6.04.01 “...each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]

6.04.02 Institutions shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit.

7.00 General Education and gtPathways Curriculum

The gtPathways curriculum is the core of the general education requirements of most Liberal Arts & Sciences bachelor’s degrees. This takes some of the guesswork out of transfer because gtPathways courses, in which the student earned a C- or higher, will always transfer¹⁹ and the credit will apply²⁰ to gtPathways requirements in every Liberal Arts & Sciences bachelor’s degree at every public Colorado institution. Depending on the bachelor’s degree, gtPathways course credit may also be applied to major and elective requirements at the receiving institution’s discretion. gtPathways courses taken beyond the required 31-credit gtPathways curriculum will transfer (and be listed on the student’s transcript) but the credit is not guaranteed to apply to general education or major requirements or to electives (or count towards the 120 required credits for the bachelor’s degree). Table 1 below highlights where gtPathways courses fit in a bachelor’s degree.

Table 1: The Parts of a Bachelor’s Degree

<p>Bachelor’s Degree (usually 120 credits)</p> <p>Examples: Bachelor of Arts Bachelor of Science</p>	<p>General Education Requirements, includes:</p> <ul style="list-style-type: none"> • gtPathways (31 credits) and/or • other courses specified by the institution or major department, not to exceed 40 credits²¹
	<p>Major Requirements (number of credits varies)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Biology • English • Political Science
	<p>Electives (number of credits varies)</p>
	<p>Other graduation requirements</p>

As shown in Table 2 below, the gtPathways curriculum is organized into six categories: 1) written

¹⁹ Transfer of credit means the receiving institution notes on its own transcript the credit earned at another institution. Credits that transfer do not reduce time to degree completion unless they are applied to degree requirements at the receiving institution.

²⁰ Application of credit means the receiving institution applies credit earned at another institution to its own degree requirements, whether as general education, major requirements, or electives. Application of credit to degree requirements reduces time to degree completion.

²¹ §Per 23-1-125(3), C.R.S.

communication, 2) mathematics, 3) arts and humanities, 4) history, 5) social and behavioral sciences, and 6) natural and physical sciences, and several sub-categories.

Table 2: gtPathways Curriculum

Semester Credit Hours	gtPathways Curriculum
6	<p>Written Communication: GT-CO1: Introductory Writing course (minimum 3 credits) GT-CO2: Intermediate Writing course (minimum 3 credits) GT-CO3: Advanced Writing Course (minimum 3 credits) *Students may take GT-CO1 and GT-CO2 or they may take GT-CO2 and GT-CO3.</p>
3	<p>Mathematics: GT-MA1 (minimum 3 credits)</p>
15	<p>Arts & Humanities – 2 courses (minimum 6 credits); courses can be from different sub-categories or from the same sub-category: GT-AH1: Arts and Expression GT-AH2: Literature and Humanities GT-AH3: Ways of Thinking GT-AH4: World Languages (must be 200 level)</p> <p>History – 1 course (minimum 3 credits) GT-HI1</p> <p>Social and Behavioral Sciences – 1 course (minimum 3 credits) GT-SS1: Economic or Political Systems GT-SS2: Geography GT-SS3: Human Behavior, Culture, or Social Frameworks</p> <p>*Students must select one more course from any of the above categories/sub-categories to equal at least 15 credits. (Multiple courses from the same sub-category are allowed.)</p>
7	<p>Natural and Physical Sciences – 2 courses, at least one of which must be GT-SC1 GT-SC1: Course with Required Laboratory GT-SC2: Lecture Course without Required Laboratory</p>

To complete the gtPathways curriculum, students are required to complete the minimum 31 semester credit hours and earn a C- grade or better in each course. The guarantee of applicability of credit of gtPathways coursework to the receiving institution's general education requirements is limited to the minimum number of semester credit hours in each category. So, for instance, if a student takes two GT-MA1 courses and then transfers, the receiving institution must apply only one of the GT-MA1 courses. The remaining GT-MA1 course may be applied to major or elective credit at the discretion of the institution.

7.01 Limitations to gtPathways

Students and academic advisors should note that not all of a degree's general education courses may be gtPathways approved. Courses that are gtPathways approved are designated as such in each institution's Course Catalog. Generally speaking, as long as a student does not take more general education courses than are required for his or her degree or change his or her major, then gtPathways courses completed at one public or participating private institution with a C- or better shall be applied to the degree's general education requirements or the requirements of the declared major at the receiving institution, given that the degree's general education core contains gtPathways courses. These limitations are explained below in more detail.

7.01.01 Limitation #1: Not All Degrees Contain the gtPathways Curriculum

Some degrees do not contain the gtPathways curriculum in whole or in part. These degrees have waivers from the Commission not to have to include gtPathways in their general education cores.²² It should be noted that although the general education cores of these degrees do not contain the gtPathways curriculum, they are still in line with the general education course guidelines in §23-1-125(3), C.R.S. That is, they are "...designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology". It is also important to note that institutions are still required to accept gtPathways courses in transfer and apply the credit when these degrees contain gtPathways courses in their general education cores. Since not every degree contains the gtPathways curriculum, this has several implications for students who will, or believe they may, transfer:

1. The gtPathways curriculum will satisfy at least 31 credits of general education requirements in most degrees, but not all degrees.
2. If the bachelor's degree into which the student intends to transfer contains the gtPathways curriculum, or an academic advisor for that degree affirms that the student's gtPathways courses will apply to major or elective requirements, then gtPathways courses are a good choice for that student.
3. If the degree does not contain the gtPathways curriculum, and the academic advisor indicates that none or few gtPathways courses will apply to the degree requirements,

²² A list of degrees that have been waived of gtPathways requirements is maintained on the Department's website at <https://highered.colorado.gov/Data/Degrees.aspx?gtp=no>.

then the student should be advised that, although all coursework will *transfer*, it may not *apply* so it won't get the student closer to completing the bachelor's degree. Early transfer may be a good option in these instances.

7.01.02 ~~Other~~ Limitation #2: Similarly Named Courses May Not Be Equivalents on gtPathways' Guarantee:

It is important to note that gtPathways courses are not based on course equivalencies but meet content and competency criteria. Same or similarly-named gtPathways courses at different institutions are not guaranteed to be equivalent to one another. Students should not presume that because they took a gtPathways course at one institution that the same or similarly-named gtPathways course at a different institution contains the same material. This is important because receiving institutions will sometimes advise students to take a course at their institution that has the same or similar name to a course they previously took at a different institution. Institutions advise students to do this when it has been determined that the student's previous coursework has not prepared them for subsequent coursework at the receiving institution. All gtPathways courses that are a part of the degree's general education will still transfer and apply to general education requirements.

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7.02 Waivers of gtPathways Curriculum Requirements

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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)?
2. Which specific components of the gtPathways 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 gtPathways curriculum?
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?
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)?
6. How will the institution ensure that the gtPathways waiver will not create barriers to student transfer?

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Upon receipt of an institutional request for a gtPathways waiver, Department staff will place the request on the agenda of an upcoming meeting of the General Education Council and invite institutional representatives to attend the meeting to answer questions. The General Education Council may offer a recommendation to the Department based on information provided by the requesting institution. Department staff will then determine whether to recommend to the Commission 1) a full/blanket waiver of gtPathways curriculum requirements; 2) a modified/limited waiver; or 3) no waiver. In the event a modified/limited waiver is recommended by staff and approved by the Commission, the staff would enter into a Memorandum of Understanding with the institution or system to include details on the parameters of the curriculum variation, the waiver duration, and the verification process.

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8.00 Transfer Options for Students

The following parts of this Section 8.00 describe the options for students to transfer coursework among Colorado's public and participating private institutions of higher education. To be effective, these transfer options require institutions of higher education to advise students on which courses are most appropriate for their intended major programs of study. Also, students need to consult with their academic advisors when registering for courses to make informed decisions if planning to transfer to another institution. Informed decision-making is the best strategy for successfully transferring coursework among institutions and ensuring this policy's effectiveness.

8.01 Transfer of gtPathways Courses

When evaluating a transfer student's transcript, each public higher education institution will apply gtPathways credits to its general education requirements (where the degree's general education core contains gtPathways courses), subject to the limitations listed above. In some cases, an institution, at its own discretion, may apply gtPathways courses to both general education and major requirements. Receiving institutions may not require students to demonstrate that the gtPathways courses they took at another institution adequately prepared the student for subsequent coursework at the receiving institution.

8.02 Statewide Transfer Articulation Agreements

A Statewide Transfer Articulation Agreement (STAA) is an agreement among Colorado community colleges, junior colleges and four-year public institutions that offer a degree program in common, such as a Bachelor of Arts in History. Statewide Transfer Articulation Agreements allow students to:

- 8.02.01 Graduate from a two-year institution with a 60-credit Associate of Arts (A.A.) or Associate of Science (A.S.) ~~D~~egree with ~~D~~esignation, such as an Associate of Arts in Business [§23-60-211 and §23-71-123(3), C.R.S.].
- 8.02.02 Enroll, with junior status, at a 4-year institution if the student successfully completes the A.A. or A.S. degree that is the subject of the Statewide Transfer Articulation Agreement. It is important to note, however, that successful completion of the A.A. or A.S. degree does not guarantee admission into the four-year institution or the degree program at the four-year institution [§23-1-108(7)(b)(I), C.R.S.]. Students should always seek advising from the appropriate advisor at their two-year institution and the four-year institution into which they plan to transfer.
- 8.02.03 Complete the bachelor's degree in no more than 60 additional credits at the receiving four-year institution (for a total of 120 credits) [§23-1-108(7)(b)(II), C.R.S.], except where the degree program received a waiver from the Commission to exceed 120 credits [§23-1-125(1)(b), C.R.S.].

Statewide Transfer Articulation Agreements and other Degree Transfer Agreements are listed on the Department's website at <http://higherred.colorado.gov/Academics/Transfers/>

8.03 Institutional Transfer Guides

Institutional Transfer Guides ensure that a student who completes an A.A. or A.S. degree with a grade of C- or better in all courses will have at least 60 credits of his or her A.A. or A.S. degree applied to the bachelor's degree requirements at the receiving institution and the students will be granted junior status if admitted. Because most liberal arts and sciences degrees are designed to be completed in 120 credit hours, a transfer student can complete many degrees in 120 credit hours and 4 years, given that the transfer student follows the degree plan outlined in the transfer guide and does not take courses that are not required. It should be noted, however, that not all degrees for which there are transfer guides can be completed in an additional 60 credits. Completion of the curriculum prescribed within Institutional Transfer Guides does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution including the submission of all required documentation by stated deadlines. Please note: students transferring to a University of Colorado institution (Boulder, Colorado Springs, Denver) must satisfy the CU System's MAPS (Minimum Academic Preparation Standards) requirements.

Institutional Transfer Guides for each four-year institution are linked on the Department's website at <http://higherred.colorado.gov/Academics/Transfers/Guides/default.html>

8.04 Transfer of Associate of Arts and Associate of Science Degrees that are not Degrees with Designation

A student who earns an Associate of Arts (A.A.) or Associate of Science (A.S.) degree (that is not a Degree with Designation) at a Colorado public institution, including completing the gtPathways curriculum with a grade of C- or better in all courses, will transfer, upon admission, with junior standing into all liberal arts and sciences bachelor degree programs offered by a Colorado public four-year university. The credits earned in the associate degree program will apply at minimum to 31 credit hours of lower division general education and 29 credit hours of additional graduation credits. The receiving institution will evaluate credit for prior learning following its standard policy, and in alignment with the Commission's Prior Learning Assessment policy (Section I, Part X). Students should follow the Statewide Transfer Articulation Agreement (if one exists for the chosen bachelor's degree) or the receiving institution's Transfer Guide while considering what courses to complete as part of the A.A. or A.S. degree.

8.05 Colorado Reverse Transfer (formerly known as "Degree within Reach")

Students who have some college completed but who have not yet attained a degree, may be eligible for an associate's degree if they meet the following criteria:

- The student has completed 15 credit hours at a community college in Colorado;

- The student has a minimum of 70 credit hours, including coursework at the four-year institution;
- The student has completed those 70 credit hours within 10 years of enrollment at any institution;
- The student's completed credit hours meet the requirements for an Associate of Science, Associate of Arts or Associate of General Studies, to be determined via degree audit at the community college; and
- The student has not requested that her or his data be withheld at either institution.

For more information, see <https://higher.ed.colorado.gov/Academics/reversetransfer/>.

8.06 Transfer of Credits from Area Technical Colleges

Students who successfully complete Career and Technical Education (CTE) coursework may be able to transfer the credit for those courses into an Associate of General Studies (A.G.S.) degree, an Associate of Applied Science (A.A.S.) degree or a related certificate program. In regards to coursework completed at Area Technical Colleges, (including, but not limited to, Emily Griffith Technical College, Pickens Technical College, and Technical College of the Rockies) pursuant to §23-60-802, Colorado Revised Statutes:

...if a student completes a program of study at an area technical college and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area technical college to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area technical college will apply in full at another area technical college or to an appropriate program leading to a certificate or to an associate degree at a community or technical college. Postsecondary credits earned by a student at an area technical college may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in [section 23-1-108 \(7\)](#) and the state credit transfer policies established by the Colorado commission on higher education.²³

²³ Community colleges and 4-year institutions may accept credits earned from an area technical college as long as that school is accredited to offer the credit. Area technical colleges are not accredited to offer general education (gtPathways).

9.00 Student Complaints

If disagreement regarding the transferability of credits for coursework or a degree occurs between a student and a receiving institution, or disagreement regarding courses required of students transferring under a Statewide Transfer Articulation Agreement that result in the transfer student taking more total credit hours to receive the degree than a native student in the same academic program, the Department will facilitate an expeditious review and resolution of the matter pursuant to Commission Policy, Section I, Part T: Student Complaint Policy. Complaints can be filed at <http://higher.colorado.gov/Academics/Complaints/default.html>. Per §23-1-108(7)(a), “The Commission shall have final authority in resolving transfer disputes”.

HISTORY: CCHE Agenda Item V, D – March 14, 2014; CCHE Agenda Item III, I – April 11, 2014; CCHE Agenda Item V, B – February 7, 2019; CCHE Agenda Item III, B – March 8, 2019; [CCHE Agenda Item III, A – May 3, 2019](#)

TOPIC: AFFORDABILITY FRAMEWORK AND PRINCIPLES

PREPARED BY: AFFORDABILITY WORKING GROUP MEMBERS

I. SUMMARY

Since January, 2019, a working group comprised of Commissioner Babbs, Commissioner Fagan, and Commissioner Moses has worked with CDHE staff to draft a framework and principles of affordability. These materials have been reviewed by staff, commissioners, advisors, institutional CEOs, Chief Academic Officers and Chief Financial Officers since they were first introduced at the February CCHE meeting. The working group will provide an overview of the changes to the draft framework and next steps once this framework is adopted.

II. BACKGROUND

In late 2017, the Colorado Commission on Higher Education released a strategic plan, [*Colorado Rises*](#), which reaffirmed a 66 percent statewide attainment goal by 2025. The fourth strategic goal of the *Colorado Rises* is **Invest in Affordability and Innovation**. To pursue this goal, the Commission has been having an ongoing discussion on college affordability. This conversation began with a discussion at the Annual Retreat led by Dr. Brian Prescott, a national expert on affordability, who is a Vice President at the National Center for Higher Education Management Systems (NCHEMS), and CDHE finance and budget staff. Dr. Prescott returned with Dr. David Tandberg, Vice President at the State Higher Education Executive Officers and Dr. Michelle Asha Cooper President of the Institute for Higher Education Policy to present to the Commission in October. These national experts discuss three existing affordability standards that the Commission might explore in their efforts to define affordability. In response to the National discussion, CDHE staff drafted a white paper placing these standards in the Colorado Context and the Commission agreed to convene a working group to determine their own approach to defining affordability. The workgroup has met throughout 2019 and has presented twice to the entire Commission in addition to soliciting feedback from institutional CEOs, CFOs and CAO's as well as from Governor Polis.

The purpose of the affordability framework and principles is to serve as policy guidance to help the state reach the attainment goals put forward by Colorado Rises. It provides a common understanding for students and families, institutions and the public about what makes higher education affordable. There are no specific interventions or tasks linked to this framework at this time.

IV. STAFF RECOMMENDATION

Staff recommends the Commission adopt the Framework and Principles of Affordability as a principle for guiding higher education policy in Colorado.

IV. ATTACHEMENT

Framework and Principles Document

III. STATUTORY AUTHORITY

23-1-108. Duties and powers of the commission with regard to systemwide planning - reporting - definitions.

(1.5) (a) On or before September 1, 2012, the commission shall develop and submit to the governor and the general assembly a new master plan for Colorado postsecondary education. The commission shall collaborate with the governing boards and chief executive officers of the state institutions of higher education in developing the master plan. In addition, the commission shall take into account the final report of the higher education strategic planning steering committee appointed by the governor. In drafting the master plan, addressing the issues specified in paragraph (b) of this subsection (1.5), and establishing the goals as described in paragraph (c) of this subsection (1.5) for the state system of higher education, the commission shall also take into consideration the data collected pursuant to subsection (1.7) of this section.

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

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

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

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

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

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

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

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

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

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

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

(III) Ensuring the long-term fiscal stability and affordability of the state system of higher education and ensuring the efficient allocation of available state resources to support institutions Colorado Revised Statutes 2018 Page 23 of 635 Uncertified Printout of higher education while protecting the unique mission of each institution. The allocation shall take into consideration, but need not be limited to, tuition capacity, tuition rates relative to competitive institutions, the state resources available to institutions, funding for high-cost programs, the student and family incomes of students enrolled at institutions, enrollment levels,

geographic access to educational opportunities throughout the state, and other issues deemed relevant by the commission.

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

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

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

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

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

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

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

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

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

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

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

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

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

(C) Providing assistance in obtaining access to technology.

(e) Prior to submitting the master plan to the governor and the general assembly, the commission shall distribute a draft of the plan to the governing boards for comment. Each governing board shall submit to the commission its comments and any suggested revisions within thirty days after receiving the draft plan. The commission shall discuss and consider any revisions suggested by the governing boards to the draft master plan.

(f) (I)

(A) The commission, in collaboration with the public institutions of higher education, shall ensure that the master plan is implemented through the public institutions of higher education, including through funding allocated pursuant to part 3 of article 18 of this title 23 and section 23-41-104.6. The department shall submit a budget request pursuant to section 23-18-307 that supports master plan goals.

(B) The department and public institutions of higher education shall annually affirm the institutions' contribution toward meeting the goals of the commission's master plan created pursuant to this section. An institution's contributions toward meeting the goals of the master Colorado Revised Statutes 2018 Page 24 of 635 Uncertified Printout plan must be outlined in accordance with the institution's role and mission and shall include, at a minimum, increasing credential completion, increasing annual completions by minority and low-income students, and improving persistence and retention rates. The department shall measure an institution's contributions using data collected for state and federal reporting purposes and for populating the higher education funding model.

CCHE AFFORDABILITY FRAMEWORK

Guiding Principles and Definitions

To meet workforce demands, continue robust economic growth and ensure every Coloradan has an opportunity to pursue their dreams, we must expand educational opportunity and erase equity gaps. But these goals are only achievable if **all Coloradans can afford higher education**, whether they pursue a certificate, degree or credential. This imperative inspired the Colorado Commission on Higher Education to establish an affordability framework that will drive a **bold, student-first policy agenda**.

Affordability Framework



A postsecondary education is affordable when all Coloradans can access financial resources that cover the costs of earning a credential of their choice, and institutions, the state, the federal government, students and families work together to put that opportunity in reach. On top of federal, state, and institutional aid, resources may include student and family contributions, including savings; private grants and scholarships; income from reasonable work expectations while in school; and a manageable debt load relative to the value of the student's course of study and overall higher education experience. While students and families make choices that impact what they pay, institutions, the state, and the federal government have a responsibility to contain costs.

Guiding Principles



To reduce the burden on students, Colorado institutions commit to containing costs and operating as efficiently as possible while maintaining quality.



Multiple postsecondary pathways should be accessible to all Coloradans regardless of age, income, race and zip code.



Student debt can be a tool to achieve affordability, depending on total cost of credential, student loan terms and potential future earnings.



Student's educational choices—such as course selection in college, prior learning, and participation in precollegiate programs like Concurrent Enrollment, Advanced Placement and International Baccalaureate—can reduce the cost and time it takes to earn a credential.



State investment in higher education provides Coloradans access to the skills and knowledge they need to thrive, yielding social, civic and economic returns for our state and advancing the public good.

Definitions

Price

The listed price to attend a higher education program, commonly referred to as the "sticker price." This price includes tuition and fees as well as room and board, books and other education related expenses.

Cost

The final amount paid by the student, subtracting financial aid, scholarships and additional resources.

Reasonable Debt

Students can repay the debt they must incur to complete their educational programs within a 10-year period based on a reasonable expectation of earnings they receive from completing their program without undue burden or hardship.

TOPIC: PROPOSED REVISIONS TO CCHE POLICY III, PART R: POLICY REGARDING REQUIREMENTS FOR FUNDS TO SUPPLEMENT REQUESTS FOR STATE-SUPPORTED CAPITAL CONSTRUCTION

PREPARED BY: LAUREN LOPEZ, LEAD FINANCE ANALYST

I. SUMMARY

This discussion item outlines proposed revisions to CCHE Policy Section III, Part R: Policy Regarding Requirements for Funds to Supplement Requests for State-supported Capital Construction to align with current capital project scoring practices.

II. BACKGROUND

CCHE Policy Section III, Part R was created in 2008 to recognize the importance of institutional cash contributions to State-funded capital projects. The policy mandates cash contributions be considered favorably by the Commission when prioritizing capital projects for state funding and then expands on the scope of cash contributions. This policy has not been revised since its creation, and Staff recommends it be updated to align with current practice.

Per C.R.S. §23-1-106, the Commission shall annually transmit the recommended priority of funding of capital construction projects for the system of public higher education to the Office of State Planning and Budgeting, the Capital Development Committee, and the Joint Budget Committee. For FY 2014-15 and beyond, the Commission adopted a formal set of criteria to be used in the scoring of capital projects submitted by institutions to the Department. One of these criteria assigns points based on the percentage of a requested project's total cost that will be covered by the institution. For example, a project that would be 75 percent funded by the State and 25 percent by the institution would earn more points than a project that would use only state funds.

In practice, it has been staff's approach to only consider future cash commitments to a single proposed project. This is at odds with CCHE Policy Section III, Part R, which states that the Commission shall consider cash contributions for capital projects campuswide and over time, including giving credit for prior contributions.

III. STAFF ANALYSIS

There is currently a misalignment of policy and practice in the treatment of cash contributions in the capital project prioritization process. While policy mandates the Commission consider cash contributions across campus and over time, staff has generally only counted cash commitments to the requested project. It has not been the approach of staff to credit prior cash contributions. Staff has identified that on rare occasions in the past, institutions have submitted requests identifying prior cash contributions, such as the purchase of land, as cash contributions.

To align policy with practice and ensure equitable and transparent scoring of capital projects, staff recommends that CCHE Policy Section III, Part R be amended as presented in Attachment A. Rather than mandating the consideration of cash contributions across projects and over time, this

language would give the Commission the option to do so. Staff further recommends that during the FY 2020-21 budget cycle, institutions be notified that Staff will not count prior cash contributions in scoring. As always, the Commission retains the ability to change staff's prioritized list and may consider prior contributions if it wishes to do so. For budget cycles beyond FY 2021-22, the Commission may decide to reconsider the cash contribution criterion and whether credit should be given for prior contributions of contributions for other projects. With requests due on June 10, staff advises against making such changes this year.

IV. STAFF RECOMMENDATION

Staff recommends that the proposed amendment to CCHE Policy Section III, Part R as shown in Attachment A be discussed by the Commission. Staff also recommends the Commission move to act on and adopt the amendment given that FY 2020-21 capital budget submissions are due to the Department on June 10.

V. STATUTORY AUTHORITY

C.R.S. §23-1-106

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

ATTACHMENT

Attachment A: Proposed Revisions to CCHE Policy III, Part R: Policies Regarding Requirements for Funds to Supplement Requests for State-supported Capital Construction

ability to raise cash funds for capital construction varies by institution throughout Colorado.

- 2.3 The commission may establish guidelines to clarify cash and other fund contributions expectations by institution or by governing board if necessary. Any such guidelines will be adopted through an interactive process with governing board representatives and Department staff.

HISTORY: CCHE Agenda Item II, C – June 5, 2008

SECTION III

PART R POLICY REGARDING REQUIREMENTS FOR FUNDS TO SUPPLEMENT REQUESTS FOR STATE-SUPPORTED CAPITAL CONSTRUCTION

1.00 General

1.1 Due to the constraints on Colorado's annual budget from statutory requirements and the Taxpayer's Bill of Rights (TABOR), it will generally be necessary to supplement state support for capital construction projects with funds contributed on behalf of the project and identified by the institution requesting the project. Governing board and institutional offers of fund contributions toward capital construction projects will be one of the criteria considered by the Commission in developing its annual prioritization list of state funded capital construction requests as required in C.R.S. 23-1-106 (7) (a).

1.2 The success of governing boards and institutions in providing such contributions to their capital construction needs campus-wide shall be reflected positively in the Commission's annual prioritization list.

1.3 The Commission ~~shall~~ may consider the amount of cash and other funds contributed by institution for campus-wide non-auxiliary capital needs, not merely the funds used to supplement state funding for the project in question. This will allow greater flexibility to institutions in their fund raising efforts, given that large donations often prescribe how the donation may be spent. In addition, the Commission ~~will~~ may consider cash and other funds contributed over multiple years so that institutions will receive credit for prior contributions. This recognizes limits in debt capacity and fundraising ability which exist at every institution.

1.4 The Commission retains discretion to prioritize projects based on a multitude of factors contributing to overall higher education capital construction need. Projects meeting the requirements or intent of this policy will not necessarily be prioritized above projects with critical programmatic space needs, health/life safety needs, or those that have received a high governing board priority.

2.00 Implementation

2.2 Within the Commission's capital construction prioritization process as authorized in C.R.S. 23-1-106, the Commission can consider the proportion of cash and other funds supplementing state-funded requests when making higher education capital construction priority recommendations. In doing so, the Commission will recognize that the

TOPIC: LEGISLATIVE UPDATE

PREPARED BY: CHLOE MUGG, LEGISLATIVE LIAISON

I. SUMMARY

This discussion item is to provide a status update on the 2019 legislative session.

II. BACKGROUND

The Legislature meets each year for 120 days from January to May. It is during this time that legislation is considered and a budget is developed for the upcoming fiscal year.

The Department is actively involved in both the budget development and consideration of public policy by legislators and staff that would impact higher education.

The Department meets regularly and works closely with the institutions of higher education, the Governor's office and General Assembly on all bills impacting higher education and provides policymakers with information about pending legislation and key issues.

III. STAFF ANALYSIS

A status update of pending legislation impacting higher education, as well as higher education funding in the Long Bill, will be shared and discussed at the meeting.

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

Not applicable.

Higher Education Bills of Interest Status Update as of April 26, 2019

Key: Blue denotes CDHE leg agenda item

Green denotes passed/for Governor's consideration

Red denotes failed

Bill #	Short Title	Sponsors	Bill Summary	Most Recent Status
HB19-1196	Financial Aid For Students With In-state Tuition	S. Gonzales-Gutierrez / D. Moreno	Under existing law, a student who does not have lawful immigration status who attended high school in Colorado for at least 3 years before graduating from a Colorado high school or before successfully completing a high school equivalency examination, is admitted to a qualifying institution of higher education within 12 months after high school graduation, and has submitted an affidavit stating that the student has applied for lawful presence or will apply as soon as he or she is eligible, must be classified as an in-state student for tuition purposes. Such a student is eligible for the college opportunity fund program upon verification of the student's uniquely identifying student number and may be eligible for institutional or private financial aid programs. The bill makes such a student eligible for certain student financial assistance programs offered by the department of higher education to in-state students.	4/17/2019 Senate Third Reading Passed - No Amendments
HB19-1206	Higher Education Supplemental Academic Instruction	J. Coleman C. Larson / J. Bridges P. Lundeen	The bill directs the Colorado commission on higher education (commission) to adopt a developmental education policy requiring the governing boards of state institutions of higher education (institutions) to maximize the likelihood of success in entry-level (gateway) college-level course work when placing students into developmental education.	4/25/2019 Governor Signed
SB19-095	Five-year Review Of Higher Education Funding Formula	N. Todd C. Holbert / C. Hansen H. McKean	The bill requires the Colorado commission on higher education (commission) to conduct a review of the funding formula for institutions of higher education every 5 years and to submit a report on recommended changes to specified committees of the general assembly on or before November 1 of the year in which the review was conducted. It also specifies certain steps that the commission shall take in conducting the review.	4/4/2019 Governor Signed
SB19-174	Dependent Tuition Assistance Program Eligibility	L. Garcia O. Hill / B. Buentello P. Neville	Under existing law, state tuition assistance is available for a dependent of a prisoner of war or military personnel missing in action, a dependent of a person who died or was permanently disabled while on duty as a Colorado National Guardsman, and a dependent of any person who has been permanently disabled or killed while acting as a police officer, sheriff, or other law enforcement officer or firefighter (dependents) who are not eligible for federal educational benefits. The bill clarifies that a dependent who is eligible for state tuition assistance and federal educational benefits pursuant to the federal "Public Safety Officers' Benefits Act" may receive the state tuition assistance prior to receiving the federal benefit. The state tuition assistance available to a dependent is reduced by the amount of any federal educational benefit provided to the dependent.	4/19/2019 House Third Reading Passed - No Amendments

SB19-176	Expanding Concurrent Enrollment Opportunities	P. Lundeen J. Bridges / J. McCluskie T. Geitner	The bill clarifies the differences between concurrent enrollment, dual enrollment programs, and other programs that enable a student to earn postsecondary credits while the student is enrolled in high school. Beginning in the 2020-21 school year, each school district, charter school, and public school operated by a board of cooperative services (local education provider) that enrolls students in grades 9 through 12 is required to provide the opportunity for concurrent enrollment. The bill requires the department of education and the department of higher education to create a concurrent enrollment website to provide information to the public concerning the various types of programs available to enable students to earn postsecondary credits while enrolled in high school. The bill creates the concurrent enrollment expansion and innovation grant program to provide grants to local education providers to use in starting to offer concurrent enrollment or expanding the availability of concurrent enrollment.	4/23/2019 House Committee on Education Refer Amended to Appropriations
SB19-003	Educator Loan Forgiveness Program	R. Zenzinger D. Coram / B. McLachlan J. Wilson	The bill makes changes to the teacher loan forgiveness program, renaming it the educator loan forgiveness program (program) and revising the eligibility criteria for the program. The program: Repays up to \$5,000 of qualified educational loans for up to 5 years for teachers and other educators employed in qualified positions under the program; and Targets teachers and other educators employed in hard-to-fill positions due to geography or content area. The department of education (department) is required to annually identify the content shortage areas that qualify for the program. Subject to available appropriations, the Colorado commission on higher education (commission) shall approve up to 100 new participants in the program each year, and the bill specifies the criteria the commission shall use to prioritize applicants, if necessary.	4/19/2019 House Third Reading Passed - No Amendments
HB19-1002	Leadership Professional Development For School Principals	B. McLachlan J. Wilson / R. Zenzinger K. Priola	The bill creates the school leadership pilot program (program) to provide professional development for public elementary, middle, and high school principals. During the 2019-20 budget year, the department of education (department) is directed to design and implement the program or contract with a nonprofit entity to design and implement the program.	4/26/2019 Senate Committee on Appropriations Refer Unamended to Senate Committee of the Whole
HB19-1121	Fifth-year High School & ASCENT Program Students	J. McCluskie D. Roberts	Current law allows a school district to include in its pupil enrollment students who were enrolled in a school that was designated as an early college before June 6, 2018, and who, after completing 4 years of high school, enroll for the 2018-19 or 2019-20 budget year in postsecondary courses.	2/12/2019 House Committee on Education Refer Amended to Appropriations
HB19-1178	Name Simplification Of Western State Colorado University	B. McLachlan / K. Donovan	The bill simplifies the name of Western state Colorado university to Western Colorado university.	4/10/2019 Senate Third Reading Passed - No Amendments

HB19-1187	Increase Student Aid Application Completion Rates	J. Coleman / J. Bridges	The bill requires the general assembly to appropriate \$250,000 each year for the 2019-20, 2020-21, and 2021-22 fiscal years from the general fund to the state board of education.	4/26/2019 Senate Committee on Appropriations Refer Unamended to Senate Committee of the Whole
HB19-1241	University of Colorado Training And Scholarships Rural Physicians	B. Buentello J. Wilson / J. Ginal D. Hisey	The bill requires the university of Colorado school of medicine (school) to provide scholarships to students who: Will complete clinical studies in a rural or frontier area in Colorado; Have demonstrated financial need; and Have committed in writing to living and serving as physicians in rural or frontier areas in Colorado that are also primary care health professional shortage areas for at least 4 years following the completion of their residency training.	4/2/2019 House Committee on Education Refer Unamended to Appropriations
HB19-1252	College Credit For Work Experience	T. Geitner B. McLachlan / P. Lundeen J. Bridges	The bill requires the council created and existing pursuant to section 23-1-108.5 (council) to implement a plan for determining and awarding academic credit for postsecondary education based on past and present work-related experience. As a part of the plan, the council must also determine how academic credit for postsecondary education will transfer to the extent possible from career and technical education programs and technical certificate programs to state public 2-year and 4-year institutions of higher education.	4/2/2019 House Committee on Education Refer Amended to Appropriations
HB19-1257	Voter Approval To Retain Revenue For Ed & Transp	K. Becker J. McCluskie / L. Court K. Priola	Beginning with the 2019-20 fiscal year, the bill authorizes the state to annually retain and spend all state revenues in excess of the constitutional limitation on state fiscal year spending that the state would otherwise be required to refund. The bill is a referendum that will be submitted to the voters at the statewide election held on November 5, 2019, and approval of the ballot title at the election constitutes a voter-approved revenue change to the constitutional limitation on state fiscal year spending.	4/23/2019 Senate Committee on Finance Refer Unamended to Senate Committee of the Whole
HB19-1258	Allocate Voter-approved Revenue For Education & Transportation	K. Becker J. McCluskie / L. Court K. Priola	The bill is contingent on voters approving a related referred measure to annually retain and spend state revenues in excess of the constitutional spending limit. If the measure passes, in years when the state retains and spends revenue under the authority of the measure there will be additional revenue in the general fund exempt account (account). Section 1 of the bill requires 1/3 of this money in the account to be allocated to each of the purposes approved by voters, which are: Public schools; Higher education; and Roads, bridges, and transit.	4/23/2019 Senate Committee on Finance Refer Unamended to Senate Committee of the Whole
HB19-1278	Modifications To Uniform Election Code	S. Lontine / S. Fenberg	The bill makes changes to the "Uniform Election Code of 1992" (code), including changes to procedures for voter registration, ballot access requirements, political party organization filing requirements, procedures for in-person voting, requirements for the content of an election plan, procedures for curing ballots, and requirements for curing recall petitions.	4/25/2019 Senate Committee on State, Veterans, & Military Affairs Refer Amended to Appropriations

HB19-1280	Child College Savings Accounts	L. Herod K. Becker / S. Fenberg	The bill creates the college kickstarter account program (kickstarter program) to provide initial funding (kickstarter funding) for a collegeinvest (authority) college savings account (account) for each child born or adopted in Colorado on or after January 1, 2020, but before January 1, 2040, (eligible child), encourage the parent or parents of each eligible child to claim the kickstarter funding by establishing an account, and, if sufficient funding from gifts, grants, and donations is received, provide a free financial literacy education program for eligible children and their parent or parents and other family members.	4/17/2019 Introduced In Senate - Assigned to Finance
HB19-1294	Transfer Apprenticeship Credit To College Credit	A. Benavidez S. Jaquez Lewis / T. Story	The bill requires the chief administrative officer of the Colorado community college system, or his or her designee, to convene a working group to determine the most efficient and appropriate manner in which to facilitate the transfer of earned construction industry registered apprenticeship program credit to college credit.	4/25/2019 Senate Third Reading Passed - No Amendments
HB19-1311	Institute Of Cannabis Research Role And Mission	J. Singer / J. Bridges	The bill creates the institute of cannabis research (institute) at Colorado state university - Pueblo. The role and mission of the institute is to conduct research related to cannabis and publicly disseminate the results of the research. The bill creates the institute of cannabis research governing board (governing board), which will oversee the institute. The bill creates a process to relocate the institute if Colorado state university - Pueblo wants to stop hosting the institute or if the governing board believes that the institute should be relocated.	4/24/2019 Senate Committee on Judiciary Refer Unamended to Senate Committee of the Whole
SB19-002	Regulate Student Education Loan Servicers	F. Winter S. Fenberg / D. Roberts D. Jackson	The bill requires an entity that services a student education loan owned by a Colorado resident to be licensed by the administrator of the "Uniform Consumer Credit Code". "Servicing" means receiving a scheduled periodic payment from a student loan borrower, applying the payments of principal and interest with respect to the amounts received from a student loan borrower, and similar administrative services. The bill specifies particular acts that are required of or prohibited by student loan servicers and the administrator's powers and duties. Violation of the licensing law is a deceptive trade practice. The bill also creates a student loan ombudsperson to provide timely assistance to student loan borrowers. The bill appropriates \$115,273 to the department of law from the general fund to implement the act.	4/25/2019 Senate Considered House Amendments - Result was to Laid Over Daily

SB19-007	Prevent Sexual Misconduct At Higher Ed Campuses	B. Pettersen F. Winter / B. McLachlan J. Buckner	The bill requires each institution of higher education (institution) to adopt, periodically review, and update a policy on sexual misconduct (policy). The bill establishes minimum requirements for the policies, including reporting options, procedures for investigations and adjudications, and protections for involved persons. Institutions shall promote the policy by posting information on their websites and annually distributing the policy and information. Institutions are required to provide training on awareness and prevention of sexual misconduct, the policy, and resources available to discuss such misconduct. The bill requires institutions to report to the department of higher education (department) on their policies and training, and the department shall post the reports on its website. The department is to host biennial summits on sexual misconduct on institution campuses to facilitate communication, share information, and hear from experts. The bill identifies the membership of the planning committee for the summits. The planning committees are to report to specified committees of the general assembly on the summits.	4/23/2019 Senate Second Reading Laid Over Daily with Amendments - Committee, Floor
SB19-137	Extend The Colorado Student Leaders Institute	N. Todd L. Crowder / C. Hansen J. Wilson	The bill extends the Colorado student leaders institute to June 30, 2024.	4/24/2019 Senate Considered House Amendments - Result was to Laid Over Daily
SB19-170	Inquiry Into College Applicant Criminal History	R. Rodriguez J. Tate / L. Herod M. Soper	The bill prohibits a state institution of higher education (institution) from inquiring about an applicant's criminal history, or disciplinary history at an elementary, secondary, or postsecondary institution (disciplinary history), prior to admission; except that the institution may inquire about any pending criminal charges against the applicant; an applicant's prior convictions or disciplinary history for stalking, sexual assault, and domestic violence; and an applicant's convictions within 5 years before submitting the application for assault, kidnapping, voluntary manslaughter, or murder. An institution is required to post its policies regarding inquiries into an applicant's criminal and disciplinary history on its website and file such policies with the Colorado commission on higher education (commission). An institution must notify the commission at least 30 days before making any changes to such policies.	4/19/2019 House Third Reading Passed - No Amendments
SB19-171	Apprenticeships And Vocational Technical Training	J. Danielson J. Bridges / T. Sullivan R. Galindo	The bill requires the Colorado department of labor and employment (department) to create the Colorado state apprenticeship resource directory. The department is required to collect detailed information on each apprenticeship program in the state, including the application process, requirements for enrollment, costs, and program outcomes. The department is required to promote the availability of the directory.	4/25/2019 House Second Reading Special Order - Laid Over Daily - No Amendments

SB19-189	Sunset Concurrent Enrollment Advisory Board	N. Todd P. Lundeen / L. Cutter J. Wilson	Sunset Process - Senate Education Committee. The bill implements the recommendations of the department of regulatory agencies' sunset review by continuing the concurrent enrollment advisory board (advisory board) indefinitely.	4/25/2019 Signed by the President of the Senate
SB19-190	Teacher Preparation Program Support	N. Todd B. Rankin / B. McLachlan J. Wilson	The bill directs the department of higher education and the department of education (departments) to work with the deans of the schools of education to review research and identify best practices in teacher preparation. By January 1, 2020, the departments must jointly adopt guidelines to assist educator preparation programs in adopting and implementing the best practices. The departments must also jointly prepare a report concerning the best practices, the guidelines, and regulatory and statutory recommendations to ensure that the policies and criteria for approving educator preparation programs align with the best practices. The bill creates the teacher mentor grant program in the department of higher education to provide money to school districts, boards of cooperative services, and charter schools (local education providers) that partner with educator preparation programs to provide training and stipends for teachers who serve as mentors for teacher candidates participating in clinical practice.	4/25/2019 House Second Reading Special Order - Laid Over Daily - No Amendments
SB19-194	National Guard Tuition Assistance Colorado State University Global	L. Garcia R. Zenzinger / M. Froelich K. Van Winkle	The bill adds Colorado state university - global campus to the list of designated institutions of higher education for purposes of tuition assistance for members of the National Guard.	4/18/2019 House Third Reading Passed - No Amendments
SB19-231	Colorado Second Chance Scholarship	D. Moreno J. Bridges / T. Exum K. Tipper	The bill creates the Colorado second chance scholarship (scholarship) in the department of higher education for youth previously committed to the division of youth services in the department of human services. The bill requires the executive director of the commission on higher education to appoint a program coordinator to counsel and support scholarship recipients. The bill creates an advisory board to establish the scholarship criteria and select scholarship recipients.	4/23/2019 House Committee on Education Refer Unamended to Appropriations
SB19-252	State Measurement for Accountable, Responsive, and Transparent (SMART) Government Act Committee Hearings	D. Moreno / D. Esgar C. Hansen	Joint Budget Committee. The bill requires all presentations made to joint committees of reference under the "State Measurement for Accountable, Responsive, and Transparent (SMART) Government Act" to be conducted in the first 2 weeks of the regular legislative session rather than during the interim between legislative sessions, and as a result: Repeals the requirement that appointees to committees of reference be designated no later than December 1 prior to the convening of the general assembly; and Repeals the authorization that members and members-elect are entitled to per diem and reimbursement of expenses.	4/25/2019 Introduced In House - Assigned to Appropriations

SB19-257	Protect Collegeinvest	B. Pettersen / B. Buentello L. Cutter	The federal "Tax Cuts and Jobs Act", which became law in December 2017, added distributions for elementary or secondary school expenses as qualified distributions from a qualified state tuition program, also known as a 529 account, thereby allowing, on the federal level, income tax-free distributions for elementary and secondary school expenses in addition to already authorized income tax-free distributions for higher education expenses. The bill amends Colorado law to ensure that a taxpayer may not claim a deduction for contributions to qualified state tuition programs for elementary or secondary school expenses and clarifies that such expenses are not qualified distributions.	4/25/2019 Senate Committee on Finance Refer Amended to Senate Committee of the Whole
HB19-1015	Recreation Of The Colorado Water Institute	J. Arndt / J. Ginal	The Colorado water institute was created in 1981 and automatically repealed in 2017. The bill recreates the institute.	2/20/2019 Governor Signed
HB19-1035	Remove Fee Cap Electrical Inspection Local Government Higher Education	J. Rich D. Roberts / R. Woodward J. Ginal	Current law prohibits local governments and state institutions of higher education from charging more than 15% more than the state charges to perform an inspection of electrical work and limits the fee for a permit for a hot water heater load control device to no more than \$10. The bill deletes this \$10 cap, specifies that the 15% cap relates to fees as they existed on January 1, 2014, and subjects the permit fee to the adjusted 15% cap.	4/10/2019 Governor Signed
HB19-1059	Remove Redundant Language In Educator Licensing	J. Arndt / J. Tate	Statutory Revision Committee. The bill removes amendments House Bill 18-1095 made to the educator licensing statute regarding the number of years a military spouse licensed in another state must teach continuously or have continuous experience in order to apply for a professional teacher license or professional special services license in Colorado.	3/11/2019 Governor Signed
HB19-1137	Expand Teacher Cadet Program Include Early Childhood Education	J. Wilson D. Valdez / K. Priola	Early Childhood and School Readiness Legislative Commission. The bill clarifies that high school students who are interested in early childhood education may participate in the teacher cadet program.	3/28/2019 Governor Signed
HB19-1152	State Student Advisory Council Member Eligibility	L. Herod R. Galindo / J. Gonzales	A state student advisory council (council) exists for community colleges and occupational education. The bill eliminates the requirement that a student member of the council must be classified as an in-state student for tuition purposes prior to the election to the council.	3/28/2019 Governor Signed
HB19-1153	Colorado Mountain College And Direct Grants Annexation	J. McCluskie J. Wilson / K. Donovan B. Rankin	The bill changes the role and mission of Colorado mountain college from authorizing no more than 5 baccalaureate degree programs, as determined by its board, to authorizing a limited number of baccalaureate degree programs, as determined by its board.	4/5/2019 Governor Signed
SB19-009	Financial Incentives For Rural Educators	N. Todd / B. McLachlan J. Wilson	Under existing law, the department of higher education (department) annually awards up to 40 stipends of not more than \$2,800 to students enrolled in teacher preparation programs who agree to teach in a rural school or rural school district. The bill removes the limit on the number of stipends and increases the amount to \$4,000. Under existing law, the department also annually awards up to 60 stipends to educators in rural schools and rural school districts who are seeking certain certifications. The bill removes the limit on the number of stipends.	3/25/2019 Governor Signed

SB19-057	Employee Information Student Loan Repayment Programs	T. Story S. Fenberg / J. McCluskie	The bill requires the department of personnel to develop and annually facilitate the distribution of informational materials to state employees concerning federal student loan repayment programs and loan forgiveness programs for which state employees may be eligible. The department of personnel may use existing federal informational materials, if available. The informational materials may be distributed by e-mail or through a regular mailing or communication to state employees.	3/15/2019 Governor Signed
SB19-097	Area Technical College Grant Program	T. Story D. Coram / J. McCluskie M. Soper	The bill establishes a grant program to provide up to \$4 million annually to area technical colleges (ATC) for specified capital construction and equipment purchases. An ATC may submit a request to the Colorado commission on higher education (commission). If there is more than one request in a year, the ATCs must prioritize the requests. The commission may include the grant request in its budget request for ATCs in the following state fiscal year. If the commission includes more than one request, it must prioritize the requests. If the ATC receives grant money, the ATC must submit a report back to the commission in any year in which it expends grant money.	4/16/2019 Governor Signed
SB19-207	FY 2019-20 Long Bill	D. Moreno / D. Esgar	Provides for the payment of expenses of the executive, legislative, and judicial departments of the state of Colorado, and of its agencies and institutions, for and during the fiscal year beginning July 1, 2019, except as otherwise noted.	4/18/2019 Governor Signed
HB19-1016	Basic Skills Placement Tests For High School	T. Geitner	Under existing law, an institution of higher education (institution) is required to administer basic skills placement or assessment tests (tests) in English and math to matriculated students. The institution must select the tests from among those that meet standards established by the Colorado commission on higher education (CCHE).	1/31/2019 House Committee on Education Postpone Indefinitely
HB19-1093	Higher Education Fixed-rate Tuition Contracts	J. Wilson / N. Todd	Under current law, a state-supported institution of higher education (institution) may offer a student a fixed-rate tuition contract. The bill requires each state-supported 4-year institution to offer a fixed-rate tuition contract for bachelor degree programs.	3/14/2019 House Committee on Education Postpone Indefinitely
HB19-1123	Income Tax Deduction For 529 Account K-12 Expenses	C. Larson / J. Smallwood	Current law allows contributions to a qualified state tuition program, also known as a 529 account, so long as the distributions are used for qualified higher education expenses, with some exceptions, but not for elementary and secondary tuition expenses. The federal "Tax Cuts and Jobs Act", which became law in December 2017, added distributions for tuition expenses in connection with enrollment or attendance at an elementary or secondary public, private, or religious school as qualified distributions thereby allowing, on the federal level, income tax-free distributions for certain elementary and secondary education expenses in addition to already authorized income tax-free distributions for higher education expenses. The bill makes similar changes to Colorado law.	2/19/2019 House Committee on Education Postpone Indefinitely

HB19-1293	Government Youth Apprenticeship Program Stipends	B. Buentello A. Garnett / J. Bridges B. Rankin	The bill creates the government youth apprenticeship stipend program (program) in the state work force development council (council) to provide grants to certain nonprofit organizations to enable the nonprofit organizations to provide stipends to governmental entities that offer government youth apprenticeships.	4/17/2019 House Committee on Business Affairs & Labor Postpone Indefinitely
SB19-089	Exempt Colorado Department of Higher Education Regulation Professional Organization Member Education	R. Woodward	Under current law, education offered by a bona fide trade, business, professional, or fraternal organization that primarily benefits the organization's membership or mission is exempted from regulation by the private occupational school division in the department of higher education. The bill clarifies that the exemption covers educational services approved by the bona fide organization that are offered either by the organization or by an instructor approved by the organization.	2/4/2019 Senate Committee on State, Veterans, & Military Affairs Postpone Indefinitely

TOPIC: 2019 CCHE RETREAT AGENDA FEEDBACK

PREPARED BY: KATIE ZABACK, SENIOR POLICY DIRECTOR

I. SUMMARY

The Commission's annual retreat will be held at Fort Lewis College, in Durango, Colorado on the evening of July 26 through mid-day on July 28. The Commission Retreat is an opportunity for the Commission to connect and talk about important topics related to higher education. It also provides an opportunity to discuss current and future actions. Staff would like to get feedback and suggestions about the 2019 retreat agenda.

II. BACKGROUND

To provide an understanding of prior retreats, the 2017 and 2018 retreat agendas have been attached.

IV. STAFF RECOMMENDATION

Staff will provide a draft 2019 retreat agenda for the Commission to review as part of this discussion.

IV. ATTACHMENT

Attachment A: 2017 Commission Retreat Agenda

Attachment B: 2018 Commission Retreat Agenda

III. STATUTORY AUTHORITY



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

Chair, Luis Colon
Vice Chair, Renny Fagan
John Anderson
Maia Babbs
Mary Beth Buescher
Cassie Gannett
Jeanette Garcia
Vanecia Kerr
Monte Moses
Tom McGimpsey
Paula Sandoval

2018 CCHE Retreat Agenda

Wednesday, August 1 – Friday, August 3, 2018
Colorado Mountain College, Glenwood Springs, Colorado

Retreat Objectives

- To consider innovative approaches through “moonshot thinking” to reach Colorado’s 66% attainment goal
- To define a pathway forward on *Colorado Rises* Goal IV: Invest in Affordability and Innovation by first seeking agreement on a guiding star definition of “affordability”
- To evaluate the evolution of the Commission’s role and mission in order to strengthen its impact into the future

Facilitation by Sarah Labowitz

WEDNESDAY, AUGUST 1, 2018

6:30-8:30pm **Welcome Dinner**

Location: Glenwood Canyon Brew Pub, 402 7th St, Glenwood Springs, CO 81601, inside The Hotel Denver

THURSDAY, AUGUST 2, 2018

Location: 815 Cooper Avenue, 2nd Floor, Glenwood Springs, CO 81601— Morgridge Commons Meeting & Conference Center

7:30-8:00am **Breakfast**

8:00-9:00am **Welcome**

9:00-10:00am **The Future of Higher Education, Pierre Powell**
Guest presenter: Futurist Bryan Alexander

10:00-10:45am **Affordability in Context, Katie Zaback**
National guest presenter: Brian Prescott, PhD

10:45-11:00am **Break**

11:00am-12:00pm **Affordability in Context (Continued)**
Colorado presenters: Richard Maestas and Andrew Rauch

12:00-1:00pm **Working lunch**



COLORADO

**Colorado Commission on
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Department of Higher Education

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Jeanette Garcia
Vanecia Kerr
Monte Moses
Tom McGimpsey
Paula Sandoval

- 1:00-1:45pm** **Affordability in Theory**
- 1:45-3:15pm** **Affordability in Action**
- 3:15-3:30pm** **Break**
- 3:30-4:30pm** **Educating the 44%: “Moonshot Thinking”, Dr. Lauren Ramsay**
- 4:30-6:00pm** **Break**
- 6:00pm** **Meet in front of Hotel Denver to Catch Bus to Spring Valley Campus**

6:30-9:00pm **Dinner Hosted by Colorado Mountain College**

Location: Spring Valley Campus, 3000 CO Rd. 114, Glenwood Springs, CO 81601

CMC Shuttles will transport us to the dinner and back to the hotels. Please be in the hotel lobby at 6pm for shuttle pickup.

Guests: local legislators, members of the CMC board of trustees, CMC Administrators, and other community leaders have been invited to join us.

FRIDAY, AUGUST 3, 2018

Location: 815 Cooper Avenue, 2nd Floor, Glenwood Springs, CO 81601— Morgridge Commons Meeting & Conference Center

- 7:30-8:00am** **Breakfast**
- 8:00-9:00am** **“Moonshot Thinking” Report-out**
- 9:00-10:00am** **The Role of the Commission, Dr. Dan Baer**
- 10:00-10:15am** **Break**
- 10:15-11:15am** **Future Planning for 2018-2019**
- 11:15am-12:15pm** **Business Meeting**
- 12:15pm** **Adjourn**
Boxed lunches will be provided for departure



CCHE Annual Retreat - 2017

“Strategic Implementation of the Master Plan”

Tuesday, August 8 – Wednesday, August 9, 2017
 Colorado Mesa University, Grand Junction, Colorado
 University Center, Room UC 213

AGENDA

Retreat Objectives

- *Discussion of Critical Higher Education Policy Issues*
- *Review DHE Action Plan*
- *Develop CCHE Action Plan*

Facilitator

- *Christine Scanlan, President & CEO of The Keystone Center*

Tuesday, August 8, 2017

12:00pm – 1:00pm	LUNCH - University Center, Room UC 221
1:00pm – 1:30pm	CCHE Business Meeting
1:30pm – 1:45pm	Welcome & Introduction to the Retreat - Commissioner Luis Colon <i>(15 minutes)</i>
1:45pm – 2:00pm	Kick-Off Remarks – Dr. Kim Hunter Reed <i>(15 minutes)</i>
2:00pm – 3:15pm	I. Setting the Stage The Georgetown Center Forecast <i>(75 minutes)</i> <i>Jeff Strohl - Director of Research, Georgetown University Center on Education and the Workforce</i>
3:15pm – 4:00pm	II. Overview DHE Action Plan <i>(45 minutes)</i> <i>Dr. Beth Bean</i>
5:30pm – 6:30pm	CAMPUS TOUR – Meet at the Moss Performing Arts Building, Dance Recital Hall
6:30pm - 9:30pm	DINNER – Moss Performing Arts Building, Dance Recital Hall



Wednesday, August 9, 2017

8:30am – 9:00am	Welcome by President Tim Foster, Colorado Mesa University
9:00am – 10:00am	III. Student Equity Panel (60 minutes)
10:00am – 11:00am	IV. Contextualizing the Master Plan Goals (60 minutes)
11:00am – 11:15am	BREAK
11:15am – 12:15pm	V. Narrative Campaign for the Master Plan - <i>Who's Talking Higher Education in the Nation and the State?</i> (60 minutes) <ul style="list-style-type: none">National Narrative Project Analytics <i>Debra Humphreys – Vice President of Strategic Engagement, Lumina Foundation</i>Narrative Landscape in Colorado <i>Floyd Ciruli – Pollster and Political Analyst, Ciruli Associates</i>
12:15pm – 12:45pm	VI. WORKING LUNCH: Breakout Session – Small Group Commissioner Discussion
12:45pm – 1:45pm	VII. Honing the Message – Making the Case (60 minutes)
1:45pm – 2:00pm	BREAK
2:00pm – 3:30pm	VIII. CCHE Action Plan for 2017/18 (90 minutes)
3:30pm – 3:45pm	IX. Retreat Closing (15 minutes)

TOPIC: MASTER PLAN UPDATE: COSI 5 YEARS OF SERVICE

PREPARED BY: SHELLEY BANKER, DIRECTOR, COLORADO OPPORTUNITY SCHOLARSHIP INITIATIVE

I. SUMMARY

Programs like Colorado Opportunity Scholarship Initiative (COSI) are one of the key strategies to meet Colorado's goal of 66 percent attainment by 2025 and erasing equity gaps among white students and students of color. COSI is Colorado's signature scholarship program and is celebrating five years of service this year.

COSI's program results have shown that leveraging state funds will result in an increase in new philanthropic investments supporting the CCHE's goal of affordability, and the student support interventions supported by the program are helping COSI students persist and complete their degree or credential. COSI is poised to continue growing and supporting Colorado's attainment strategies. To celebrate its fifth year, COSI released new materials that showcase the program's history and accomplishments and hopes to work with CCHE to generate ideas for 100 percent participation of counties across Colorado. Although COSI has its own advisory board created by statute, the CCHE can support COSI's work in various regions and sectors across the state.

II. BACKGROUND

a. Program results:

COSI scholars demonstrate stronger academic outcomes than peers of similar demographic groups. The most recent data show that [87 percent of COSI students enrolled in Community Partner Programs persist in their program](#), 15 percentage points higher than the state average. Students who receive [COSI scholarships perform even better: 89 percent continue through their second and third years](#), outpacing their non-COSI counterparts by 25 percentage points.

b. Practice materials and resources:

- **Anniversary video:** COSI scholars lend their talent and intellect to strengthen Colorado communities. A student with the Colorado Film School, housed in Community College of Aurora, created a [video](#) documenting the program's success.
- **Policy Guidebook:** Sharing COSI's rich history, the guidebook outlines policy principles and lessons learned that other states can consider when implementing their own version of the program.

- **Best practices guide:** The COSI team created two [research-based guidebooks](#) for the Community Partner Program grantees to help them build a rigor-based, wraparound success program for students in the precollegiate and postsecondary levels.
- **Response to JBC on sustainability:** At the end of the 2018 Legislative Session, the Joint Budget Committee (JBC) staff initiated a Request for Information (RFI) from the Colorado Opportunity Scholarship Initiative (COSI) to be due October 1, 2018. The [report](#) utilized constituent feedback collected over the summer of 2018 to understand the impact of COSI across the state and inform conversations within CDHE and the COSI team to strategically consider the impact of reserve fund spending on program stability.

c. Participation:

In 2018-2019, all eligible institutions of higher education will participate in COSI for the first year. Additionally, COSI has gained participation from Crowley, Elbert and Otero counties for the first time; 59/64 counties will participate in COSI this year.

Two of the three new counties are participating for the first time because of Commissioner Jeanette Garcia's encouragement. Commissioner Garcia and Dr. Paccione facilitated conversations with foundations that could financially support Crowley and Otero to fund their COSI match, and Commissioner Garcia offered guidance for the community college applying for funding.

[Community Partner Program Grantees](#)
[Matching Student Scholarship Grantees](#)

III. STAFF RECOMMENDATIONS

There is no Commission action, discussion item regarding continued engagement only.

IV. STATUTORY AUTHORITY

23-1-108. Duties and powers of the commission with regard to systemwide planning - reporting - definitions.

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

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

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

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

(d) Establish enrollment policies, consistent with roles and missions, at state-supported institutions of higher education as described in statute and further defined in paragraph (c) of this subsection (1);

(e) Establish state policies that differentiate admission and program standards and that are consistent with institutional roles and missions as described in statute and further defined in paragraph (c) of this subsection (1); Colorado Revised Statutes 2018 Page 22 of 635 Uncertified Printout

(f) Adopt statewide affirmative action policies for the commission, governing boards, and state-supported institutions of higher education. Responsibility for implementation of such policies shall be reserved to the governing boards.

(g) Repealed.

(h) Establish systemwide policies concerning administrative costs.

(1.5) (a) On or before September 1, 2012, the commission shall develop and submit to the governor and the general assembly a new master plan for Colorado postsecondary education. The commission shall collaborate with the governing boards and chief executive officers of the state institutions of higher education in developing the master plan. In addition, the commission shall take into account the final report of the higher education strategic planning steering committee appointed by the governor. In drafting the master plan, addressing the issues specified in paragraph (b) of this subsection (1.5), and establishing the goals as described in paragraph (c) of this subsection (1.5) for the state system of higher education, the commission shall also take into consideration the data collected pursuant to subsection (1.7) of this section.

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

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

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

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

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

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

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

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

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

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

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

(III) Ensuring the long term fiscal stability and affordability of the state system of higher education and ensuring the efficient allocation of available state resources to support institutions Colorado Revised

Statutes 2018 Page 23 of 635 Uncertified Printout of higher education while protecting the unique mission of each institution. The allocation shall take into consideration, but need not be limited to, tuition capacity, tuition rates relative to competitive institutions, the state resources available to institutions, funding for high-cost programs, the student and family incomes of students enrolled at institutions, enrollment levels, geographic access to educational opportunities throughout the state, and other issues deemed relevant by the commission.

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

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

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

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

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

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

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

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

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

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

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

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

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

(C) Providing assistance in obtaining access to technology.

(e) Prior to submitting the master plan to the governor and the general assembly, the commission shall distribute a draft of the plan to the governing boards for comment. Each governing board shall submit to the commission its comments and any suggested revisions within thirty days after receiving the draft plan. The commission shall discuss and consider any revisions suggested by the governing boards to the draft master plan.

(f) (I)

(A) The commission, in collaboration with the public institutions of higher education, shall ensure that the master plan is implemented through the public institutions of higher education, including through funding allocated pursuant to part 3 of article 18 of this title 23 and section 23-41-104.6. The department shall submit a budget request pursuant to section 23-18-307 that supports master plan goals.

(B) The department and public institutions of higher education shall annually affirm the institutions' contribution toward meeting the goals of the commission's master plan created pursuant to this section. An institution's contributions toward meeting the goals of the master Colorado Revised Statutes 2018 Page 24 of 635 Uncertified Printout plan must be outlined in accordance with the institution's role and mission and shall include, at a minimum, increasing credential completion, increasing annual completions by minority and lowincome students, and improving persistence and

retention rates. The department shall measure an institution's contributions using data collected for state and federal reporting purposes and for populating the higher education funding model.

(II) Beginning December 1, 2017, and no later than December 1 of each year thereafter, the department shall report to the joint budget committee and to the education committees of the house of representatives and of the senate, or their successor committees, concerning the master plan goals and each institution's progress toward meeting those goals. The department shall post the information contained in the report on the department's website. Notwithstanding the provisions of section 24-1-136 (11)(a)(I) to the contrary, the department's report continues indefinitely.

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.

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



COLORADO

Colorado Commission on
Higher Education

Department of Higher Education

Chair, Luis Colón
Vice Chair, Renny Fagan
John Anderson
Maia Babbs
Mary Beth Buescher
Cassie Gannett
Jeanette Garcia
Vanecia Kerr
Pardis Mahdavi
Tom McGimpsey
Monte Moses

COLORADO COMMISSION ON HIGHER EDUCATION

- Chairman Luis Colón (*R-4th Congressional District*) 2nd term ends June 2021
- Vice Chair Renny Fagan (*D-7th Congressional District*) 1st term ends June 2019
- Commissioner Maia Babbs (*U-7th Congressional District*) 1st term ends June 2019
- Commissioner Mary Beth Buescher (*D-3rd Congressional District*) 1st term ends June 2020
- Commissioner Cassie Gannett (*D-5th Congressional District*) 1st term ends June 2020
- Commissioner Jeanette Garcia (*D-3rd Congressional District*) 2nd term ends June 2019
- Commissioner Vanecia Kerr (*D-6th Congressional District*) 1st term ends June 2018
- Commissioner Pardis Mahdavi (*D-2nd Congressional District*) 1st term ends June 2022
- Commissioner Monte Moses (*R-6th Congressional District*) 2nd term ends June 2019
- Commissioner Tom McGimpsey (*R-2nd Congressional District*) 1st term ends June 2021
- Commissioner Stephanie Donner (*D-1st Congressional District*) 1st term ends June 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*
- Mark Cavanaugh, *IHEC Representative*
- Mr. Chad Marturano, *Institutional Finance Representative*
- Dr. Rick Miranda, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Christina Powell, *Parent Representative*
- Troy Fossett, *Student Representative*

Governor Jared Polis Dr. Angie Paccione, Executive Director

1600 Broadway, Suite 2200, Denver, CO 80202 P 303.862.3001 F 303.996.1329 highered.colorado.gov





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	Jim Rizzuto, 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. Carmen Simone, 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	Dr. Becky Takeda-Tinker, President	Greenwood Village
CU System	Bruce Benson, President	Denver
CU – Boulder	Dr. Philip DiStefano, Chancellor	Boulder
UCCS	Dr. Venkat Reddy, Chancellor	Colorado Springs
UCD	Dr. Dorothy Horrell, Chancellor	Denver
UC-Anschutz	Don Elliman, Chancellor	Aurora, Denver
Emily Griffith Technical College	Zach Hermsen, Interim 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 Director	Aurora
Technical College of the Rockies	Michael Klouser, 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