



COLORADO

Colorado Commission on Higher Education

Department of Higher Education

CCHE AGENDA

September 1, 2022

**Hybrid In-Person/Zoom Meeting
Red Rocks Community College**

**BUSINESS
MEETING**

1:00pm - 4:00pm

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

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

Sarah Kendall Hughes, Chair
Josh Scott, Vice-Chair
Berrick Abramson
Lisandra Gonzales
Aaron Harber
Teresa Kostenbauer
Steven Meyer
Ana Temu Otting
Eric Tucker
Jennifer Walmer
Jim Wilson

Colorado Commission on Higher Education Thursday, September 1, 2022 Red Rocks Community College – Lakewood Campus

1:00 – 4:00pm

BUSINESS MEETING

I. Opening Business (30 minutes)

- A. Attendance
- B. Approval of the Minutes for the July 29, 2022 Commission Meeting
- C. Reports
 - i. Chair
 - ii. Vice-Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - Student Success & Workforce Alignment
 - Fiscal Affairs & Audit
 - Strategic Plan Revision Update
 - v. Advisors
- D. Executive Director Report
- E. Legislative Update
- F. Public Comment

II. Consent Items (5 minutes)

- A. Recommend Approval of Two-Year Cash-Funded Capital List for Colorado School of Mines – *Kennedy Evans*
- B. Recommend Renewal of New Mexico-Colorado Tuition Reciprocity Agreement – *Gayle Godfrey*
- C. Recommend Approval Reauthorization of Educator Preparation Programs at University of Colorado Colorado Springs– *Dr. Brittany Lane*
- D. Recommend Approval Reauthorization of Educator Preparation Programs at University of Colorado Denver– *Dr. Brittany Lane*
- E. Recommend approval of Reauthorization of Educator Preparation Programs at Colorado State University Global – *Dr. Brittany Lane*



III. Action Items (15 minutes)

- A. Recommendation of Approval of Fiscal Year 2023-24 State-Funded Capital Projects and Priority Lists – *Kennedy Evans*

IV. Discussion Items (30 minutes)

- A. Strategic Plan Revision/Development – *Dr. Bennett Boggs*





**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
UNC Greeley & Zoom
July 29, 2022**

BUSINESS MEETING

Chair Sarah Hughes called the business meeting to order at 11:13am.

I. Opening Business

A. Attendance

Commissioners attending: Chair Hughes, Vice Chair Scott, Commissioners Abramson, Gonzales, Harber, Kostenbauer, Meyer, Temu Otting, Tucker, Wilmer, Wilson

Advisors attending: Rep. McCluskie, Sen. Story, Sen. Zenzinger, Steve Schwartz, Federico Chavez, Mark Cavanaugh, Donnis Hurd, Dr. Colleen O'Neil, Dr. Melinda Piket-May, Dr. Landon Pirius

B. Minutes

Commissioner Harber moved to approve the June 3, 2022, meeting minutes. Seconded by Commissioner Meyer, the motion passed by consent.

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

Chair Report – Chair – With the meeting as part of the Commission's Retreat, Chair Hughes acknowledged the work of the Retreat and the discussions on the draft strategic plan. She added that the commission looks forward to the alignment and partnership with our IHEs and outside stakeholders on our focus on student outcomes, economic mobility and keeping that student first agenda first and foremost.

Vice Chair Report – No report

Commissioner Reports – No report

Student Success & Workforce Alignment Committee – Commissioner Abramson reported the committee did not meet in this month, and looks forward to the next committee meeting. He welcomed everybody who is going to be joining the committee and encouraged them to “really dig in” and move the work forward.



Fiscal Affairs & Audit Committee – Commissioner Tucker noted that Consent Item II. E. regarding recommending spending increases and the committee’s concern when IHEs bring forward spending increase requests or authorizations. In this case, the committee had had a great conversation around inflationary factors and also a transition from state funding to federal funding which also increased some of the costs as well for the particular projects that are in discussion or in the consent today. The committee is comfortable with the background on these particular spending increases and has agreed to have them on the consent item agenda today.

Ad Hoc Strategic Planning Revision – No report

Advisor Reports – Rep. McCluskie reported that the JBC received the June forecast and there will be an additional \$1 billion dollars of the REFC cap over what was forecasted in March. These dollars will be refunded to state taxpayers by September.

D. Executive Director Report - Dr. Paccione reported that COSI held its annual symposium at Red Rocks Community College last week and it was a great success.

E. Legislative Update – No report

F. Public Comment- No public comment

I. Consent Items (5 minutes)

- A.** Degree Authorization – Recommendation of the Renewal of Full Authorization for University of Denver – *Heather DeLange*
- B.** Degree Authorization – Recommendation of Authorization as a Place of Business for Aspen University – *Heather DeLange*
- C.** Approve Policy on Allocation and Use of Funds for Non-Degree Credential Programs per SB22-192 – *Dr. Chris Rasmussen*
- D.** Approve Policy on Allocation and Use of Funds for Student Educator Stipends and Educator Test Stipends per HB22-1220 – *Dr. Brittany Lane*
- E.** Recommend Approval to Increase Spending and CCF Funds for Colorado Mesa University Performance Arts Expansion and Colorado State University – Pueblo Technology Building Renovation – *Mitchell Karstens*

Commissioner Harber moved to approve the consent agenda items. Seconded by Commissioner Tucker, the motion was approved. Commissioner Meyer recused himself from Item II. E.

II. Action Items (25 minutes)

- A.** Repeal and Replace CCHE Policy Section I Part N (Service Areas of Colorado Public Institutions of Higher Education) – *Dr. Kim Poast*

Commissioner Scott moved to approve action agenda item III. A. Seconded by Commissioner Abramson the motion was approved.

Meeting adjourned at 4:12pm.



TOPIC: RECOMMEND APPROVAL OF TWO-YEAR CASH-FUNDED CAPITAL LIST FOR COLORADO SCHOOL OF MINES

PREPARED BY: KENNEDY EVANS, LEAD FINANCE ANALYST

I. SUMMARY

This item amends the Two-Year Cash Funded Capital Program List for Colorado School of Mines. The amended list reflects the addition of the Early Childhood Education Center (ECEC) project.

II. BACKGROUND

Under C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must provide the legislative Capital Development Committee (CDC) with either approval or commentary on amendments to the two-year cash-funded capital program lists submitted by public institutions of higher education. Capital construction projects or acquisition of real property less than or equal to two million dollars that are exclusively cash funded, and projects not for new construction less than or equal to ten million dollars that are exclusively cash funded are exempted from this process. Governing boards have the authority to submit new two-year lists and amendments to the CCHE and CDC at any point during the fiscal year; however, projects on the two-year list may not commence until approved by the CDC. Any project expected to exceed the originally approved appropriation by fifteen percent or more must submit an amended two-year list item for approval.

III. STAFF ANALYSIS

Early Childhood Education Center:

Table 1 displays the cost of the Early Childhood Education Center project.

Table 1: Two-Year Cash Funded Capital Program, Early Childhood Education Center

FY 2022-23 Through FY 2023-24 List	
Cash Funds	\$9,200,000
Federal Funds	\$45,299
Total Funds	\$9,245,299

Project Description: Colorado School of Mines (CSM) requests \$9,200,000 in cash funds spending authority for the construction of a new 11,419 square-foot Early Childhood Education Center to provide daycare services for faculty, staff, and the surrounding community. According to CSM's program plan, the new center would provide care to an estimated 62 children under the age of six, and 30 school-aged children. Additionally, the plan includes the space for administrative support, storage needs, playgrounds, and suitable parking. The building core also allows for future additions of classroom wings, should the need arise.

IV. STAFF RECOMMENDATIONS

Staff recommend approval of the amended Two-Year Cash Funded Capital Program List for Colorado School of Mines, and the forwarding of the decision to the Capital Development Committee and the Office of State Planning and Budgeting.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106(1) Except as permitted by subsection (9) of this section, it is declared to be the policy of the general assembly not to authorize any activity requiring capital construction or capital renewal for state institutions of higher education unless approved by the commission.

(5) (a) The commission shall approve plans for any capital construction or capital renewal project at any state institution of higher education regardless of the source of funds; except that the commission need not approve plans for any capital construction or capital renewal project at a local district college or area technical college or for any capital construction or capital renewal project described in subsection (9) of this section.

(b) The commission may except from the requirements for program and physical planning any project that requires two million dollars or less if the capital construction project is for new construction and funded solely from cash funds held by the institution or the project is funded through the higher education revenue bond intercept program established pursuant to section 23-5-139, or ten million dollars or less if the project is not for new construction and is funded solely from cash funds held by the institution.

(7)(c)(I)(B) The commission annually shall prepare a unified, two-year report for capital construction projects for new acquisitions of real property or for new construction, described in subsection (10) of this section, estimated to require total project expenditures exceeding two million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.

(II)(A) The commission shall submit the two-year projections prepared by each state institution of higher education for each two-year period to the office of state planning and budgeting and the capital development committee. The capital development committee shall conduct a hearing in each regular legislative session on the projections and either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each projection.

(B) A state institution of higher education may submit to the staff of the capital development committee, the commission, and the office of state planning and budgeting an amendment to its approved two-year projection. The capital development committee shall conduct a hearing on the amendment within thirty days after submission during a regular legislative session of the general assembly or within forty-five days after submission during any period that the general assembly is

not in regular legislative session. The capital development committee shall either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

(10)(b) For any project subject to subsection (9) of this section, the governing board may enhance the project in an amount not to exceed fifteen percent of the original estimate of the cost of the project without the approval of the commission, the office of state planning and budgeting, the capital development committee, or the joint budget committee so long as the governing board notifies the commission, the office of state planning and budgeting, the capital development committee, and the joint budget committee in writing, explaining how the project has been enhanced and the source of the moneys for the enhancement.

ATTACHMENTS:

ATTACHMENT A: Amended Two-Year Cash Funded Capital Program List – Colorado School of Mines

Form CC-LCF									
Two-Year Capital Construction - List of Cash Funded Projects FY 2023-24 to FY 2024-25 Revised 8/22						Prepared By: Chris Cocallas Assistant Vice President, Capital Planning and Design			
						Phone: 303-273-3920			
						E-Mail: cocallas@mines.edu			
Institution Name:		Colorado School of Mines							
Project Title:		Early Childhood Education Center							
Funding Source		Total Project Cost		Project Type:		New Construction		Project Category:	
Cash Funds	CF	\$	9,200,000	Intercept Project:		No		Est. Start Date:	
Federal Funds	FF	\$	45,299	DHE Approved Program Plan:		No		Est. Completion Date:	
Total Funds	TF	\$	9,245,299	List Approval Date (month/year)		April-22		Funding Method:	
								Cash	

TOPIC: RECOMMEND RENEWAL OF NEW MEXICO-COLORADO TUITION
RECIPROCITY AGREEMENT

PREPARED BY: GAYLE GODFREY, LEAD FINANCE ANALYST

I. SUMMARY

This item recommends the renewal of Colorado's reciprocity agreement with New Mexico through June 30, 2023. This item also proposes that the Commission approve a continuation of the current 550 student full-time equivalent (SFTE) enrollment cap and modify the annual SFTE allocations to participating Colorado institutions.

II. BACKGROUND

Since academic year 1981-1982, Colorado and New Mexico have had a tuition reciprocity agreement to provide enhanced educational opportunities for students from both states. The agreement extends opportunities to 500 student FTE (SFTE) from New Mexico to attend participating institutions in Colorado at the Colorado institutions' resident tuition rates. Likewise, the same number of SFTE from Colorado may attend specified New Mexico institutions at the resident rate of those New Mexico institutions. As the program is reciprocal, no state funds are exchanged between the two states.

Colorado statute and CCHE policy limits the participation of Colorado institutions based on the application of the *closest college concept*, which is defined as "a postsecondary education institution that is located the shortest distance by passable road from the student's place of residence and that offers the program desired by the student."

Currently, Colorado has eight participating institutions: Adams State University; Colorado Mesa University; Colorado State University-Pueblo; Fort Lewis College; Lamar Community College; Otero Junior College; Pueblo Community College; and Trinidad State Junior College. Three institutions—Adams State University, Fort Lewis College, and Trinidad State College—historically have accounted for the majority of the overall enrollments. All of New Mexico's Public Colleges and Universities are participants except for New Mexico's School of Medicine, School of Law and the New Mexico Military Institute.

Table 1: SFTE Enrollment by Colorado Institution for Academic Years 2016-17, 2017-18 and 2018-19, 2019-20 and 2020-2021

Institution	2016-17 SFTE Used	2017-18 SFTE Used	2018-19 SFTE Used	2019-20 SFTE Used	2020-21 SFTE Used
Adams State University	134	135	135	124	126
Colorado Mesa University	10	7	7	9	9
Colorado State University - Pueblo	16	10	14	20	19
Fort Lewis College	86	61	46	77	89
Lamar Community College	10	12	8	13	22
Otero College	10	7	0	1	0
Pueblo Community College	13	7	6	12	8
Trinidad State College	78	82	82	79	87
Total	223	187	164	210	233

Table 2: SFTE Enrollment by New Mexico Institution for Academic Years 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21

Institution	2016-17 SFTE Used	2017-18 SFTE Used	2018-19 SFTE Used	2019-20 SFTE Used	2020-21 SFTE Used
CNM	0	0	0	0	0
ENMU	11	13	10	6	7
NMHU	27	24	19	14	9
NMIMT	27	21	17	7	261
NMSU	110	201	265	252	0
NNMC	0	0	0	0	0
SJC	160	150	145	130	106
UNM	57	51	46	74	79
WNMU	0	0	0	5	7
Total	391	460	503	489	468

III. STAFF ANALYSIS

From 2016-2017 to 2020-2021, an average of 203 New Mexican students FTE attended eligible Colorado institutions. From 2016-2017 to 2020-2021, an average of 462 Colorado student FTE (SFTE) attended eligible New Mexico institutions. New Mexico surpassed the limit of 500 SFTE in the 2018-2019 academic year. The current New Mexico-Colorado Tuition Reciprocity agreement expired on June 30, 2021. The program appears to have proceeded without interruption in the absence of a formal contract, but a formal renewal is needed. A draft of the proposed contract renewal is attached.

The Commission's Finance, Performance and Accountability Committee discussed this item at its August 19 meeting. Commissioners expressed a desire to renew the contract for this fiscal year, then reevaluate the program's structure before renewing for the following fiscal year. The evaluation will include an analysis of whether the "closest college concept" should be retained or expanded to all Colorado institutions. Stakeholder engagement with commissioners, institutions, and New Mexico will occur.

IV. STAFF RECOMMENDATIONS

Staff recommend renewal of the New Mexico-Colorado tuition reciprocity agreement through June 30, 2023, with an increase in the student full-time equivalent to 550.

V. STATUTORY AUTHORITY

23-1-112 C.R.S.: "...the commission shall identify those circumstances where the waiving of the nonresident differential in tuition rates, on a reciprocal basis with other states, would enhance educational opportunities for Colorado residents... Agreements negotiated between Colorado and other states shall provide for an equal number of resident and nonresident students to be exchanged between the states... The commission shall establish regulations for the administration of this section, based on the application of the closest college concept, and for the reporting to the general assembly of the numbers of students to whom the waivers are given."

ATTACHMENTS:

ATTACHMENT A: New Mexico-Colorado Tuition Reciprocity 2022 Draft

New Mexico-Colorado Tuition Reciprocity Agreement

THIS AGREEMENT is made by and between the New Mexico Higher Education Department (hereinafter referred to as the HED), an agency of the State of New Mexico and the Colorado Department of Higher Education (hereinafter referred to as the CDHE), an agency of the State of Colorado. The purpose of this Agreement is to establish a tuition reciprocity program (hereinafter referred to as the Program) to enable selected students from the State of New Mexico to enroll at designated institutions of higher education in the State of Colorado with authorization to pay Colorado resident tuition rates, and to enable an equal number of selected students from the State of Colorado to enroll at selected institutions in New Mexico with authorization to pay New Mexico resident tuition rates.

Statement of Purpose

- A. In order to improve educational opportunities for the students in their respective states, the HED and the CDHE have identified circumstances in which students from each state would have authorization to pay resident tuition rates.
- B. HED is authorized to enter into this Agreement pursuant to Section 21-1-6, NMSA, 1978, and the CDHE is authorized to enter into this Agreement pursuant to §23-1-112, C.R.S.

Agreement

In consideration of the mutual promises contained herein, the HED and the CDHE agree to the following:

- 1. The term of this agreement shall be for six academic years, commencing on [month] [day], 2022 and will terminate on June 30, 2023. If a new Agreement has not been completed prior to that date, this Agreement may be extended if mutually acceptable to both states. An annual performance review by the HED and the CDHE shall be conducted at the end of each academic year. During each annual review, either agency may request amendments to the Agreement or terminate the Agreement at any time, provided that a minimum of ninety (90) days prior notice is given.
- 2. Selected Colorado residents attending accredited public colleges in New Mexico and selected New Mexico residents attending accredited public colleges in Colorado that offer the program of study desired by the resident, will be granted a waiver of the non-resident tuition differential and will be charged the in-state tuition rate at the college in which they enroll. For New Mexico participants, preference will be given to New Mexico residents attending the college in Colorado that is the shortest distance by passable road from the resident's place of residence and that offers the program desired by the student.
 - a. The selected Colorado residents attending New Mexico colleges must be residents of Colorado; and must be enrolled in or have applied to a program of study that

leads to a certificate, associates, baccalaureate, or graduate degree program, and must meet other criteria established by the HED and the CDHE.

- b. The selected New Mexico students who attend designated Colorado institutions under terms of this agreement, must be New Mexico residents, and must be enrolled in, or have applied a program of study that leads to a certificate, associate, or a baccalaureate degree, and must meet such other criteria established by the HED and the CDHE.
3. Designated institutions in New Mexico are state supported postsecondary education institutions except for New Mexico Military Institute (NMMI), the University of New Mexico School of Law, and the University of New Mexico School of Medicine. These institutions are specifically excluded from this Program.
4. Designated institutions from Colorado are Adams State University, Colorado Mesa University, Colorado State University-Pueblo, Fort Lewis College, Lamar Community College, Otero Junior College, Pueblo Community College and Trinidad State Junior College.
5. The State of New Mexico will accept up to five hundred and fifty (550) FTE students and the State of Colorado will accept up to five hundred and fifty (550) FTE students. An FTE student shall mean enrollment of 30 semester hours or 45 quarter hours of credit during the academic year and preceding summer. Designated institutions may divide FTE allocations to accommodate less than full-time students. For example, one 30-credit hour FTE may be divided into two 15-credit hour FTEs to accommodate two part-time enrolled students.
6. No money shall be paid by either state to the other state in exchange for the waiver of the non-resident tuition differential.
7. An official designated by the HED and the CDHE will annually review the Program and this Agreement and recommend desirable changes to the HED and the CDHE.
8. The HED and the CDHE, each, will fulfill the following requirements:
 - a. Designate an official to be responsible for communication about and reporting for the Program;
 - b. Determine the eligibility and selection criteria to be used in determining which residents living in their own state may participate in the Program;
 - c. Develop such rules for selection of students for participation, as it may desire subject to the requirements that the procedures make it possible to limit the number of participants;
 - d. Inform each other and designated institutions in each state of Program requirements in a timely manner;

- e. Refrain from discrimination on the basis of disability, race, creed, color, sex, sexual orientation, transgender status, religion, age, national origin, or ancestry in the administration of the Program;
- f. Designate an official from each participating higher education institution with the responsibility to:
 - i. Accurately evaluate students' eligibility for the Program, according to the criteria specified in the Rules of this Program;
 - ii. Limit the number of participants to the specified level;
 - iii. Charge the selected participants the in-state tuition rate of the institution they are attending;
 - iv. Maintain records of the program/residents at their higher education institution; and
 - v. Provide the HED and the CDHE the following information on or before October 15 of each year:
 1. Number of total credit hours by institution completed each academic year by all student participants; and
 2. Headcount of student participants by institution enrolled each academic year.

9. The HED and the CDHE will cooperate to the greatest extent possible to effectively manage the Program.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the [##] day of [month], 2022.

By: _____ By: _____

[name], [title]
New Mexico Higher Education Department

Dr. Angie Paccione, Executive Director
Colorado Department of Higher Education

Students who wish to attend one of the schools listed in this agreement should contact that school directly. Individuals who have questions about this agreement may contact:

- Colorado Department of Higher Education at 303-866-2723 or <http://highered.colorado.gov/>
- New Mexico Higher Education Department at 505-476-8400 or <http://www.hed.state.nm.us/>

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF
EDUCATOR PREPARATION PROGRAMS AT UNIVERSITY OF
COLORADO COLORADO SPRINGS

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

I. SUMMARY

This item recommends approval for reauthorization of the Educator Preparation Programs at **University of Colorado Colorado Springs (UCCS)**.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education.

The process for reauthorization of educator preparation programs is as follows:

- The Colorado Department of Education (CDE) conducts a review of course content of the endorsement programs to ensure alignment with the requirements for licensure pursuant to C.R.S. §22-2-109
- CDHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- The Colorado Department of Higher Education (CDHE) reviews the unit and its programs for alignment to the statutorily required performance-based standards. [C.R.S. §23-1-121(2)].
- CDE makes a recommendation to the State Board of Education (SBE) for consideration and then forwards the board's decision to CDHE.
- CDHE incorporates the decision alongside staff analysis in the recommendation to CCHE.

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of UCCS's Educator Preparation Programs at its August 16, 2022, meeting and CDE staff transmitted its affirmative recommendations to the department.

Department staff analyzed the proposed programs, according to the statutory performance-based standards set forth in C.R.S. §23-1-121(2) and confirmed that the criteria are met. The following evidence is summarized from the institution's reauthorization report:

1. **Program Design:** The Educator Preparation Programs at UCCS are built with a logical progression across pathways that allow candidates to become competent in content knowledge, progress through pedagogical and professional knowledge development, and then have

meaningful clinical experiences in which to expand on that learning. Programs are intentionally designed to serve the needs of local district partners

2. **Educator Knowledge and Competencies:** UCCS has ensured that its programs are tightly aligned with applicable standards and provide opportunities for candidates to show mastery of those standards through key assignments and reflective exercises. Candidates and alumni found value in their coursework as they learned theory and put it into practice.
3. **Clinical Experiences:** The UCCS preparation programs incorporate an extensive number of clinical experience hours and provide numerous opportunities for such experiences in a variety of settings across all programs. The institution also employs a Professional Year model that allows candidates to serve in a co-teaching model to practice skills under the direct supervision of a mentor teacher.
4. **Program Impact and Continuous Improvement** UCCS regularly engages with various stakeholders, including faculty and staff, regional leaders, district partners, and internal teams such as the Academic Leadership Team and the Academic Assessment and Quality Improvement Standing Committee. The institution also collects data from several sources in order to support conversations leading to continuous improvement.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), staff find the proposed program is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. Upon the Commission's approval, this program will be reevaluated during the institutions next regularly scheduled reauthorization.

IV. STAFF RECOMMENDATION

Staff recommend the reauthorization of the educator preparation programs at the University of Colorado Colorado Springs.

- **Elementary Education (grades K-6)**
- **Early Childhood Education, Early Childhood Special Education, Early Childhood Special Education Specialist (ages 0-8)**
- **Culturally and Linguistically Diverse Education, World Languages (grades K-12)**
- **English Language Arts, Mathematics, Science, Social Studies (grades 7-12)**
- **Middle School Mathematics (grades 6-8)**
- **Principal, Administrator, Director of Special Education (grades K-12)**
- **Special Education Generalist (ages 5-21)**
- **Gifted Education Core (ages 4-21)**
- **School Counselor (ages 0-21)**

V. STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education.



COLORADO

Department of Education

Department of Higher Education

Report by the reauthorization team of educator preparation for the
University of Colorado Colorado Springs

Submitted July 18, 2022

Introduction

Colorado educator preparation programs (EPPs) provide a pathway for preparing educators in Colorado. The Colorado Department of Higher Education (CDHE) and Colorado Department of Education (CDE) have joint authority in the authorization and reauthorization of traditional EPPs at Institutions of Higher Education (UCCS). This report summarizes the findings of the state reauthorization team for the educator preparation programs at the University of Colorado Colorado Springs (UCCS) by CDHE and CDE.

The goals of state review of EPPs

- ✓ Evaluate alignment of educator preparation programs to statutory performance standards.
- ✓ Evaluate alignment of educator preparation program content to the SBE Rules and Regulations.
- ✓ Provide opportunities for reflection about the educator preparation program and support a process of continuous improvement.

Core principles of high-quality educator preparation programs

Principle 1: Teacher preparation programs foster candidates' deep understanding of content knowledge, content knowledge for teaching, and general pedagogical knowledge.

Principle 2: Teacher preparation programs foster candidates' deep understanding of P-12 learners, including their cognitive and socio-emotional development.

Principle 3: Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.

Principle 4: Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine best steps with candidates.

Principle 5: Teacher preparation programs engage in robust, continuous improvement efforts.

It was from these principles that the performance-based standards for the evaluation of EPPs were derived and codified in Colorado Revised Statute §23-1-121 (SB20-158).

Domains

The performance-based standards are captured in the following categories or domains used to review EPPs.

Domain	Definition
Program Design	Education is a profession requiring specialized knowledge and skills. Preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners and educating across coursework and clinical experiences – tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is and the context and the decisions for program choices.
Educator Knowledge & Competencies	Educator candidates’ knowledge and competencies include deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful. Educator preparation programs map, plan, develop, assess, and support candidate development of these competencies.
Clinical Experience	Through clinical experiences, candidates experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework and field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation.
Program Impact & Continuous Improvement	Preparation program impact is determined by goals and measures established by the program. Continuous improvement is driven by the program engaging in ongoing cycles of self-reflection and reviewing program impact to improve their work. These cycles include data on current candidates throughout the program and available data on program completers.

Prior Review

Pursuant to Colorado Revised Statute §23-1-121, institutions of higher education with approved educator preparation programs are evaluated not more frequently than once every five years. The previous reauthorization review at UCCS was November 14-16, 2014.

Reauthorization Site Team Members

The reauthorization site review team consisted of representatives from CDHE, CDE, UCCS, and representatives from a local school district. The members included:

- Brittany Lane, Ph.D, Director of Educator Preparation, Colorado Department of Higher Education
- Sam Fogleman, Educator Preparation Pathway Specialist, Colorado Department of Higher Education
- Chris Rasmussen Ph.D., Senior Director of Academic Pathways and Innovation
- Mary Bivens, Executive Director of Educator Workforce Development, Colorado Department of Education

- Jen Kral, Educator Preparation Specialist, Colorado Department of Education
- Sherri Anderson, Director of Educator Preparation, Western Colorado University
- Jenny Sterk, Principal, Encompass Heights Elementary School, Academy District 20
- Tammy Yetter, READ Act Implementation Project Manager, Colorado Department of Education
- Ellen Hunter, Literacy Specialist, Colorado Department of Education

Reauthorization Protocol

The educator preparation unit and programs at UCCS were reviewed for reauthorization in the spring of 2022. UCCS delivered the required context setting presentation March 3, 2022, and stakeholder meetings for the site visit were conducted online and in person April 4th - 8th, 2022. Content review materials, the institution's self-study and supporting evidence, and a wide range of data to include that required per C.R.S. 22-2-112(1)(q) and 23-1-121(6)(a) are examined prior to, over the course of, and after the site visit.

During the site visit, the team met with:

- Valerie Martin Conley, Ph.D., Dean of the College of Education
- Katie Anderson-Pence, Ph.D., Department Chair Teaching and Learning
- Daniel DeCelles, Ph.D., Director of Teacher Education

Additionally, the reauthorization team spoke with multiple faculty members/program coordinators, mentor teachers, current students/student teachers, district directors/partners, and program alumni regarding their experience within the educator preparation programs at UCCS. Information resulting from their comments and feedback have been incorporated into this report.

Reauthorization Findings

The reauthorization team was impressed overall with:

- *High-touch approaches.* Teacher candidates feel fully supported by engaged and responsive faculty and staff in their development as educators.
- *Commitment to partner districts.* Educator pathways are crafted to effectively serve local districts and their needs.
- *Experiential model.* Candidates gain practical and diverse experience in classrooms by serving in roles early and often in their programs.
- *Passion for reading instruction.* Leadership and faculty are passionate about teaching reading and ensuring candidates can teach reading for the benefit of their students in the classroom.
- *Candidate knowledge of reading instruction.* Candidates have an understanding around the science of reading and the impact on student success.

Recommendation

CDE/CDHE recommends reauthorization of the educator preparation programs at UCCS. Full reauthorization is granted to the following endorsement areas:

Early Childhood Education	Principal
Early Childhood Special Education	School Counselor
Early Childhood Special Education Specialist	Science
Elementary Education	Social Studies
English Language Arts	Special Education Director
Mathematics	Special Education Generalist
Middle School Mathematics	World Language

Review by State Team

Program Design	Education is a profession requiring specialized knowledge and skills. Preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners and educating across coursework and clinical experiences – tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is and the context and the decisions for program choices.
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Program design summary findings

1-1 Program has a shared vision and values reflected in program design

The UCCS College of Education (COE) professes a vision that positions it as the pre-eminent provider of educators for its region of Colorado and a mission to prepare those educators, leaders, and school support staff to “embrace Equity, Inquiry, and Innovation,” areas the COE identifies as its core values. It is worth noting that these values also align to the strategic plan of the university as a whole.

Efforts have been taken to provide students with a variety of placements so that they can experience multiple types of school cultures, settings, and student populations. Pathways have also been developed that include the opportunity to earn a Culturally and Linguistically Diverse Education endorsement and development of inclusive skills, namely in the Early Childhood and Elementary programs.

Though each program has unique strengths, there does not appear to be cohesion in the message, vision, mission, or goals throughout the courses or across all programs. There was little evidence of a common thread that ties student experiences together or that stands out to guide programmatic decisions. Thus, there exists a need to explicitly draw a common thread through programs that connects equity, inquiry, and innovation. While the inclusion may be affirmed by COE leadership, it is not readily apparent in practice.

1-2 Program design demonstrates developmental sequence and progression across all program pathways

All programs share foundational coursework such as introduction to inclusive practice and educational psychology. Aside from that, each program has their unique progression of coursework aligned to their

specific endorsement standards. The state review team found opportunities through the peer review and candidate feedback to have a more cohesive sequence across pathways especially with the elementary, special education, and early childhood endorsements, and secondary math pathways. Candidate knowledge of standards could be deepened by mapping out courses across content areas and using a single course to meet standards found in multiple endorsement areas. An example of this would be the linguistic course offered in the inclusive elementary program could also benefit the candidates in the inclusive early childhood program.

Programs align to state and national standards and are infused with field experiences that begin early in the program and allow candidates to develop with practice. UCCS reports that programs begin with content knowledge, progress through pedagogical and professional knowledge, and then expand into context-specific knowledge again, with clinical experiences spanned throughout the program. When asked about the developmental nature of the program, students reported that they could “see it at the end”, for example while completing the final portfolio response, but that it was not explicit, and they did not necessarily notice how competencies or skills build upon each other.

1-3 Program identifies candidate thresholds or developmental benchmarks to track candidates’ development and progression across learning experiences, including critical checkpoints and aligned evidence

A clear system of *chronological* transition points and the supports that are provided at each are laid out and identified for candidates and program personnel before advancement to any next step occurs. UCCS self-identified five specific transition points where candidate readiness must be supported by evidence: admissions, core coursework, early field experiences/request for Professional Year (PY), initial license PY, and post-graduation. Identification of shortfalls at transition points trigger responses such as direct support measures (such as the assignment of academic and faculty advisors) or evaluative measures (like disposition assessments and portfolios demonstrating proficiency in edTPA and CTQS standards).

Candidates and alumni collectively spoke to the rigor of the work and expectations within the program that they needed to meet for completion and how that structure of coursework and experiences made them ready for their Professional Year and beyond into the beginning of their careers. Their most identified benchmarks were the edTPA and personal portfolio, both of which are completed during the last semester of the program when candidates are in their final residential or student teaching experience. While they pointed out the obvious value of both requirements (such as evidence of competency in pedagogy and having shareable artifacts from teaching), they expressed that there is also room for improvement in explicit communication of these expectations earlier in their programs.

1-4 Program includes intentional partnerships with a clear purpose and structure that benefits the candidates, the program and the local education agency, including attending to local, regional, or state needs

The UCCS College of Education is clearly invested in its local district partners and that comes through in the fact that many of its pathways (from initial licensure to added endorsements) are in order to provide educators in areas of need for local education agencies (LEAs). When looking at all the programs collectively, it is easy to see how such unique programs came about in order to benefit local partnerships.

However, this arrangement of programs brings with it challenges around efficiencies, cohesion, and consistency that program staff are aware of and improvement in these areas is ongoing, a fact most clearly seen in the numerous efforts made to engage with stakeholders through advisory boards, partnership breakfasts, and task forces.

UCCS Teach has been developing math and science educators through its nationwide model, putting candidates into the classroom as early as possible and allowing them to serve in secondary educator roles in local schools. The Inclusive Elementary Education program offers an opportunity for completers to be licensed not only in Elementary Education, but also in special education and culturally and linguistically diverse education, providing skilled educators who can better support local students. And there is currently work underway with one specific partner, Calhan SD, to train their experienced paraprofessional educators to become licensed teachers. These are just a few examples of the intentional construction of partnerships based on listening to local needs that UCCS provides to its partners.

Partnerships led to the development of the inclusive early childhood pathway that prepares educators in both early childhood and early childhood special education. This pathway recently underwent major revisions of courses and content to meet the needs of both the state endorsements standards and district hiring needs. The changes made reflect commitment to on-going program improvements and responsiveness to the field.

Program design recommendations:

- Consider ways to document, model and assess how equity, inclusion, and innovation are threaded throughout each and every program in the College of Education.
- Engage with the College of Letters, Arts, and Sciences (LAS) to clarify understandings around program cohesion and candidate needs within programs (especially for secondary candidates) so that all prospective educators fall under the COE's umbrella of consistent program design and alignment to institutional values.
- Create clear communication strategies about program components so that all stakeholders (candidates, staff, mentors, etc.) know and understand expectations for every step of each pathway. This should include elements common across all pathways including edTPA, Praxis, portfolios, and any other required steps prior to program completion.
- Consider how edTPA data can be used to support individual candidates and their understanding of their own performance strengths and opportunities for growth.
- As the program continues to grow, how do you engage partners in evaluating the needs of the field in a more cohesive and systemic approach to programming that is comprehensive, yet sustainable and aligns with the core values of the program.

Program design areas for improvement: N/A

Educator Knowledge & Competencies

Educator preparation programs map, plan, develop, assess and support candidate proficiencies including candidates' deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful.

Educator knowledge and competencies summary findings:

2-1 Systems and procedures are in place to ensure alignment of content and pedagogy with state standards (educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth.

The UCCS College of Education has provided ample evidence and documentation of the alignment of their programs to applicable standards. State matrices have provided structural guidance to create crosswalks of course content and a rating system for assignments and activities throughout courses. Conducting this alignment with standards has given program staff the opportunity to monitor the ways in which candidates are meeting standards for their particular areas. As districts' hiring needs change over time, UCCS is intentional about revising coursework and courses to maintain alignment with the state standards and meeting district hiring needs. Committed to ongoing and continuous improvement, UCCS regularly engages with the office of educator preparation at CDE when major changes are made within endorsement areas and pathways. Faculty participation in the peer review of other educator preparation programs as a way to stay engaged with the state allows them to reflect upon their own programs and pathways.

In recent years, UCCS has been authorized to offer the gifted core endorsement and a major overhaul in alignment with standards took place with the early childhood education, elementary and special education inclusive dual endorsements, and they are seeking to become authorized to offer the early childhood special education specialist endorsement.

UCCS has a strong value of building partnerships with their neighboring districts to meet their hiring needs. In doing so, they have built several dual endorsement programs. The inclusive elementary program provides candidates the opportunity to earn the early childhood and early childhood special education endorsement. The inclusive elementary program earns the elementary and culturally linguistically diverse endorsement, with the option to add the special education endorsement.

In preparation of the site visit, program endorsement matrices aligned to state standards, syllabi and accompanying documentation were submitted to CDE during the fall of 2021. CDE had all materials peer reviewed fall/winter 2021/2022. This peer review process helped the state site team members prepare for the site visit to learn more from stakeholder conversations as well as providing feedback for the institution. As a result of the peer reviews, most of University of Colorado Colorado Springs' endorsements were found to be aligned to and meeting state standards, but several required further exploration during the site visit.

CDE's commitment to ensuring quality preparation for reading instruction, as well as the feedback from the peer reviews, resulted in a revision to the site visit schedule. An additional focus for review of elementary, early childhood, special education, and early childhood special education reading courses and instruction were added to the site visit schedule. In addition to the seven site team members, there were two specialists from CDE included with the team to support additional review of curricular materials from identified reading courses and discussions with reading faculty, current and past candidates. During those stakeholder conversations, members of the state review team asked intentional questions to gauge depth and quality of readiness for candidates in the area of scientifically based reading instruction.

Evidence gathered from reading stakeholder meetings show alignment with state standards on scientifically based instruction has happened in the last couple years as the university revised courses and resources. Current candidates and alumni could speak to knowledge of the science of reading and how that applies to teaching foundational reading to students. Candidates have access to depth and breadth of instructional strategies and resources aligned with state standards. The candidates could speak to the content and resources in their reading courses and how to embed them into their classroom instruction. Candidates shared that the program emphasis was on explicit, direct and systematic instruction. They demonstrated understanding that all students should receive this instruction. Candidates had an understanding of assessments including universal screeners and acknowledged the importance of early intervention. Lastly, candidates could articulate the importance of and their role in the Colorado READ Act and drafting of READ Act plans.

During the site visit the adjunct reading faculty noted their desire to continue aligning to high quality reading instruction. They talked about adding the book Assessing Reading Multiple Measures which would complement the coursework and use of the Teaching Reading Sourcebook. Current special education candidates and recent graduates expressed a need for additional instruction in disability categories. After the deep review it was found that there is no specific course dedicated to special education literacy intervention. How does UCCS ensure special education candidates receive content on both universal instruction and depth of knowledge around interventions for students with disabilities related to reading?

Adjunct faculty staff indicated they have begun mapping the content across courses; however, were not able to provide evidence of mapping. The IECE 4010 syllabi remains incomplete and does not include a current course calendar or schedule with specific topics and course content sequence. Although incomplete syllabi did not interfere with candidate knowledge in articulation of scientifically based reading strategies, the lack of consistency around quality syllabus could lead to inconsistent outcomes from future adjunct faculty members.

Through all of this deep dive process, it also led to identifying strengths found within UCCS' programs and endorsement pathways.

- Faculty is passionate about reading and ensuring candidates can teach reading for the benefit of the students in the classroom.
- The desire to continue to work on deepening the alignment around the science of reading.

- Candidates spoke highly of their program experiences and the faculty.
- The program has made the initial shift to the science of reading.
- The Literacy Faculty is knowledgeable about the science of reading and early reading instruction.
- They have an excellent linguistics course.
- There is an intent to hire a full-time literacy faculty member.
- UCCS leadership have agreed to collaborate with the CDE as they continue to implement the recommendations named below.

Based on comprehensive discussions with leadership, faculty, current and former elementary, early childhood, early childhood special education and special education candidates, the reauthorization team finds the elementary, early childhood, early childhood special education and special education teacher preparation programs at University of Colorado Colorado Springs have met the state requirements on reading instruction, clinical practice opportunities, and preparedness of candidates in those programs around the science of reading skills.

In addition to the reading stakeholder meetings, state team members had the opportunity to hear and learn from current candidates, recent graduates, and district partners. These conversations confirmed the findings in the peer review process, which was rigor and relevance embedded in their licensure pathways. Regardless of the licensure area (initial licensure pathways, added endorsements, leadership endorsement areas) candidates and recent graduates found value in their coursework as they learned theory and put it into practice. District partners are pleased with how the program is preparing aspiring educators in all credentialing areas. Alumni are committed to UCCS and often return to further their education in a second licensure area.

2-2 Dispositional and professional candidate qualities are embedded and woven throughout the program.

Multiple forms of dispositional analysis and education of candidates exist within the various programs offered through the UCCS College of Education. This begins with structures in the syllabi and assignments for individual courses, a strategy that approaches these needed skills through modeling of proper ways to address student needs and concerns. Dispositions are also a part of conversations during clinical field experiences between candidates, mentors, and supervisors, allowing room for feedback in safe spaces where guidance can be provided and plans for improvement crafted. Candidates are also evaluated through an evidence-based disposition assessment during their Professional Year. This tool, which includes nine different criteria, provides a chance for candidate improvement through a scale of proficiency.

Different dispositional screeners are used based on each program: school counselors utilize the Developmental Assessment Matrix (DAM), principal and district leaders are measured against the Educational Leadership Disposition Assessment (EDLDA), and teacher candidates are screened against the Educator Disposition Assessments (EDA).

Educator knowledge and competency recommendations:

- Prioritize filling full time literacy faculty member position to oversee reading course content and consistency of instruction with adjunct faculty.
 - Continue intentional mapping of course sequencing and curricular conversations to ensure all standards are covered and detailed in course syllabus. Current faculty, including adjunct, are ensuring the content is covered but intentional mapping across programs will ensure continued success in content delivery.
 - Consider review and course placement of additional literacy areas such as writing, syntax, morphology, advanced decoding, and intensive interventions to content.
- Consider adoption of this linguistics course in the inclusive early childhood and special education generalist pathways.
- Consider additional course inclusions for:
 - special education - include focus on literacy intervention across multiple disability categories and additional information on Tier 2 and 3 instruction for the science of reading
 - early childhood education - include additional readings or course time on emergent literacy strategies beyond oral language

Educator knowledge and competency areas for improvement: None

Clinical Experience	Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation. Candidates experience, observe and use the practices that they are learning about and modeled in their coursework and in their field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge.
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Clinical experience summary findings:

3-1 All candidates have opportunities for intentional, diverse clinical experiences throughout their preparation experience

Every program provides multiple opportunities over for candidates to experience time in classrooms and learn more about their practice. All initial licensure programs require at least 800 clinical hours with some programs over 1000. Placements are arranged intentionally to be in partner schools with diverse student populations and incorporate alignment with the Colorado Teacher Quality Standards (CTQS). Candidates expressed their satisfaction at the chance to have experiences across grade levels. Secondary candidates

appreciated sharing time between middle school and high school settings, while elementary candidates stated that they had purposeful experiences that gave them a variety of classrooms in which to learn.

The Professional Year model that is incorporated in UCCS programs is quite strong. The professional year allows for candidates to have an extensive classroom experience and follow a co-teaching model to grow all of their essential skills and competencies under the direct supervision of a mentor teacher for support and coaching. Program alumni shared that they felt immensely prepared for the classroom after having been through the rigorous program to include their Professional Year.

The advanced licensure programs also have clinical experiences embedded that meet the state required number of hours. Current candidates and alumni report that not all of their time was spent in clinical practice, but rather additional duties that supervisors may have assigned. Additionally, though mentors report that UCCS contacts are always quick to respond to requests for information or assistance, there are not standard and expected ways to communicate regarding candidates progress.

3-2 All candidates have opportunities for clinical experiences throughout their preparation experience that align to educator licensure and state standards.

Every program affords its candidates the opportunity for clinical experiences, even advanced programs in which candidates are often already working education professionals. These experiences were cited by numerous program staff and candidates as being very valuable to educator development.

As mentioned previously, the Colorado Teacher Quality Standards are deliberately and explicitly aligned to as are other national standards sets which are program dependent. UCCS has developed a crosswalk that combines the CTQS with those other sets, which include NAECY (Early Childhood), Danielson, CLASS, and CEC (SPED).

Current and former candidates in the elementary/early childhood programs talked highly about the variety of placements they have around different age groups as well as different settings such as community-based centers or schools. Candidates in the inclusive program are placed in inclusive settings. Inclusive elementary candidates have placements and observations in elementary and in middle school settings.

School counseling candidates mentioned that it would be helpful to have more time with teacher candidates, roles with whom they will collaborate in the field.

Clinical experience recommendations:

- For all licensure areas, document clear expectations for candidates and mentors regarding what is, and is not an appropriate use of clinical/internship experience hours.

Clinical experience areas for improvement:

- Create clear systems of support for all program candidates, faculty, staff, and school partners to understand expectations and outcomes for the Professional Year, including roles and responsibilities of each party, observation protocols, dispositions, mentor responsibilities, and candidate program requirements.
 - By January 30th, 2023, please provide evidence that this AFI has been met.

- Develop systems to ensure university supervisors are observing, supervising, and providing feedback to school counseling candidates and mentors to ensure both receive the support needed.
 - By January 30th, 2023, please provide evidence that this AFI has been met.

Program Impact & Continuous Improvement	Preparation programs establish goals and ways to measure those goals, engaging in continuous evidence-based cycles of self-reflection and reviewing the impact of their programs to improve their work. These cycles include data on current candidates throughout the program and available data on program completers.
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Program impact and continuous improvement summary findings:

4-1 Program regularly engages in processes to evaluate their strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection.

Members of the administration, faculty, and staff participate in regular meetings with stakeholders which are generally hosted by the Dean. These meetings and groups include the Dean's Circle of Engagement involving regional leaders, a Partnership Breakfast for partner school districts, an in-house Academic Leadership Team which meets and posts their minutes weekly, and the Academic Assessment and Quality Improvement Standing Committee (AAQI). The College of Education also engages employers and alumni in focus groups to elicit feedback on experiences and growth in skills and competencies in the field.

4-2 Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners and others.

The UCCS College of Education employs multiple forms of data and feedback to inform its decision making and continuous improvement processes. Among these are information from the state Student Unit Record System (SURDS); Title II data; information regarding enrollment, census data, and diversity through the UCCS Office of Institutional Research; educator disposition assessments; Praxis and edTPA results; University Supervisor observations; candidate/completer surveys; and the aforementioned focus groups.

Program Impact and Continuous Improvement Recommendations:

- Consider revising mechanisms for reporting out the use of data and how the results are put into action within the College of Education for communications to faculty, candidates, stakeholders, etc.
- When conducting evaluations and reflecting on data about candidates created by the myriad of assessments they complete, especially during the last year and semester of their programs, consider a holistic view of the value of this rich collection of evidence versus the exhaustion and stress it creates within candidates.
- Ensure that all candidate work within the Canvas system remains accessible in subsequent years of the program as some students indicated this was a barrier to the timely and thorough completion of their portfolios.

- With edTPA serving a vital role in the evaluation of candidates' pedagogical competencies, consider introducing its concepts of planning, teaching, assessing, and reflecting in earlier courses so that its completion during the Professional Year does not create undue stresses and so these best practices can be implemented early and often throughout the candidates' experience.

Program Impact and Continuous Improvement Areas for improvement: NA

Conclusion

Rejoinder

The institution shall note any errors of fact in the report and respond in a rejoinder with any supplemental information within 30 days.

Rebuttal

An institution may submit a rebuttal to the findings or, if necessary, request a second visit to address the findings of the review team. A final report of the on-site review will be made available reflecting necessary revisions, corrections, areas for improvement, and the results of any second visit.

Reauthorization Outcomes

Upon final review, programs can be: 1) fully reauthorized, 2) conditionally reauthorized, 3) placed on probation, or 4) recommended for termination. Programs that are fully reauthorized will receive a confirmation letter from CDE and CDHE. Programs that are conditionally reauthorized may continue to admit students and will be re-assessed as determined by the CDHE/CDE. Programs that are placed on probation may not enroll new students into the program and will be re-assessed as determined by CDHE/CDE. Programs recommended for termination will be notified by CDHE regarding next steps.

Appeal

Within 30 days of the Colorado Commission on Higher Education's action, an institution's governing board may appeal a recommendation of conditional authorization, probation, or termination of an educator preparation program or unit.

The reauthorization team thanks the UCCS administration, faculty, staff and candidates for participating in the reauthorization review and site visit. We look forward to working with the university to address the needs of educator preparation programs now and in the future.

DTOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF
EDUCATOR PREPARATION PROGRAMS AT UNIVERSITY OF
COLORADO DENVER

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

I. SUMMARY

This consent item recommends approval of reauthorization of the following Educator Preparation Programs at **University of Colorado Denver (UCD)**:

- Early Childhood Special Education, Early Childhood Special Education Specialist (ages birth-8)
- Culturally and Linguistically Diverse Education, Culturally and Linguistically Diverse Education Specialist, Teacher Librarian, Mentor Teacher, World Languages (grades K-12)
- English Language Arts, Mathematics, Science, Social Studies (grades 7-12)
- Middle School Mathematics (grades 6-8)
- Principal, Administrator (grades K-12)
- School Counselor, School Psychologist (ages birth-21)

And recommends conditional reauthorization of:

- Early Childhood Education (ages birth-8)
- Special Education Generalist (ages 5-21)
- Elementary Education (grades K-6)
- Reading Teacher (grades K-12)

II. BACKGROUND

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education.

The process for reauthorization of educator preparation programs is as follows:

- The Colorado Department of Education (CDE) conducts a review of course content of the endorsement programs to ensure alignment with the requirements for licensure pursuant to C.R.S. §22-2-109
- CDHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- The Colorado Department of Higher Education (CDHE) reviews the unit and its programs for alignment to the statutorily required performance-based standards. [C.R.S. §23-1-121(2)].

- CDE makes a recommendation to the State Board of Education (SBE) for consideration and then forwards the board's decision to CDHE.
- CDHE incorporates the decision alongside staff analysis in the recommendation to CCHE.

III. STAFF ANALYSIS

The Colorado State Board of Education considered the content of UCD's Educator Preparation Programs at its August 16, 2022, meeting and CDE staff transmitted its decision to the department.

Department staff analyzed the proposed programs, according to the statutory performance-based standards set forth in C.R.S. §23-1-121(2) and confirmed they meets the criteria for Domains 1, 3, and 4. Upon examination by peer reviewers and a specific examination by CDE staff during the institutional site visit, it was determined that four programs did not fully align to the reading standards and therefore the State Board of Education placed the following endorsement areas on conditional reauthorization: early childhood education (ages birth-8), elementary education (grades K-6), special education generalist (ages 5-21) and reading teacher (grades K-12) programs, pending a successful resubmission early spring 2023 semester and a follow-up visit by May 31st, 2023. The following evidence is summarized from the institution's reauthorization report:

1. **Program Design:** The educator preparation programs at UCD are built on a foundational commitment to urban education, inquiry, social justice, and increasing access to the profession for historically marginalized groups. There is also a conscious framework with candidates and students at the center situated within the contexts of families, schools, and the communities in which they reside. Programs are specialized and organized with local district partners with their needs in mind.
2. **Educator Knowledge and Competencies:** Candidates and alumni articulated the role and alignment of student academic standards, Teacher Quality Standards, and specific endorsement standards as appropriate, and often cited culturally responsive teaching practices in support of equity, inclusion, and diversity as strong foundations for their learning throughout programs. Candidate progression is strongly rooted in the coaching and guidance received from university faculty and mentors alike.
3. **Clinical Experiences:** UCD candidates engage in thorough and deep clinical experiences across multiple programs and pathways. Those experiences allow them to engage with diverse learners, teach in local contexts, and carry over learned theory and pedagogy into real-world opportunities. There is distinct alignment of clinical experiences to state standards and a clear body of evidence which includes rubrics for evaluating candidate performance in their field experiences and coursework, and the intentional sequencing of those experiences that bolsters candidate competencies with continuous assessment.
4. **Program Impact and Continuous Improvement:** There are significant structures in place to engage in meaningful and multifaceted conversations about data, program evaluation, and continuous improvement within the UCD community. Leadership and programmatic stakeholders from UCD and its partners engage in this evaluative process multiple times over the academic year to identify and focus on areas of opportunity for change. These procedures, along with recently created and refined data dashboards, provide essential indicators that help guide innovations in program structure and content.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff find the proposed program is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. Upon the Commission's approval, reauthorized programs will be reevaluated during the institutions next regularly scheduled reauthorization, and the four conditionally reauthorized programs will be reconsidered for reauthorization spring 2023.

IV. STAFF RECOMMENDATION

Staff recommend full reauthorization of the following educator preparation programs at the University of Colorado Denver.

- **Early Childhood Special Education, Early Childhood Special Education Specialist (ages birth-8)**
- **Culturally and Linguistically Diverse Education, Culturally and Linguistically Diverse Education Specialist, Teacher Librarian, Mentor Teacher, World Languages (grades K-12)**
- **English Language Arts, Mathematics, Science, Social Studies (grades 7-12)**
- **Middle School Mathematics (grades 6-8)**
- **Principal, Administrator (grades K-12)**
- **School Counselor, School Psychologist (ages birth-21)**

Staff recommends conditional reauthorization of the following programs at the University of Colorado Denver.

- **Early Childhood Education (ages birth-8)**
- **Special Education Generalist (ages 5-21)**
- **Elementary Education (grades K-6) and**
- **Reading Teacher (grades K-12) programs.**

V. STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education.



COLORADO

Department of Education

Department of Higher Education

Report by the reauthorization team of educator preparation for the
University of Colorado Denver

Submitted May 16, 2022

University of Colorado Denver response added (Appendix B) June 22, 2022

Introduction

Colorado educator preparation programs (EPPs) provide a pathway for preparing educators in Colorado. The Colorado Department of Higher Education (CDHE) and Colorado Department of Education (CDE) have joint authority in the authorization and reauthorization of traditional EPPs at Institutions of Higher Education (IHE). This report summarizes the findings of the state reauthorization team for the educator preparation programs at the University of Colorado, Denver (UCD) by CDHE and CDE.

The goals of state review of EPPs

- ✓ Evaluate alignment of educator preparation programs to statutory performance standards
- ✓ Evaluate alignment of educator preparation program content to the CDE Rules and Regulations
- ✓ Provide opportunities for reflection about the educator preparation program and support a process of continuous improvement

Core principles of high-quality educator preparation programs

Principle 1: Teacher preparation programs foster candidates' deep understanding of content knowledge, content knowledge for teaching, and general pedagogical knowledge.

Principle 2: Teacher preparation programs foster candidates' deep understanding of P-12 learners, including their cognitive and socio-emotional development.

Principle 3: Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.

Principle 4: Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine best steps with candidates.

Principle 5: Teacher preparation programs engage in robust, continuous improvement efforts.

It was from these principles that the performance-based standards for the evaluation of EPPs were derived and codified in Colorado Revised Statutes §23-1-121 (SB20-158).

Domains

The performance-based standards are captured in four domains used to review state-approved educator preparation programs.

Domain	Definition
Program Design	Education is a profession requiring specialized knowledge and skills. Preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners and educating across coursework and clinical experiences – tied to a shared vision of candidate proficiency and professionalism. This

	evidence (information) shows why the program is designed the way it is and the context and the decisions for program choices.
Educator Knowledge & Competencies	Educator candidates' knowledge and competencies include deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful. Educator preparation programs map, plan, develop, assess, and support candidate development of these competencies.
Clinical Experience	Through clinical experiences, candidates experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework and field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation.
Program Impact & Continuous Improvement	Preparation program impact is determined by goals and measures established by the program. Continuous improvement is driven by the program engaging in ongoing cycles of self-reflection and reviewing program impact to improve their work. These cycles include data on current candidates throughout the program and available data on program completers.

Prior review

Pursuant to Colorado Revised Statutes §23-1-121, institutions of higher education with approved educator preparation programs are evaluated not more frequently than once every five years. UCD was previously reauthorized in April of 2014 following a visit conducted currently with its national program accreditor: National Council for the Accreditation of Teacher Education (NCATE). National accreditation is not required in Colorado.

Reauthorization Site Team Members

The reauthorization site review team consisted of representatives from CDHE, CDE, peer institutions of higher education, and representatives from a local school district. The members included:

- Brittany Lane, Ph.D, Director of Educator Preparation, Colorado Department of Higher Education
- Sam Fogleman, Educator Preparation Pathways Specialist, Colorado Department of Higher Education
- Mary Bivens, Executive Director of Educator Workforce Development, Colorado Department of Education
- Jen Kral, Educator Preparation Specialist, Colorado Department of Education
- Trena Speirs, Director of Literacy, Adams 12 Five Star Schools
- Daniel G. DeCelles, Ph.D., Director of Teacher Education, University of Colorado Colorado Springs
- Ashley D. Cartun, Ph.D., Director of Teacher Education, University of Colorado Boulder
- Ellen Hunter, Literacy Specialist, Colorado Department of Education
- Tammy Yetter, READ Act Implementation Manager, Colorado Department of Education

Reauthorization Protocol

The educator preparation unit and programs at UCD were reviewed for reauthorization in the fall of

2021/early spring of 2022. UCD delivered the required context setting presentation January 10th, 2022, and the site visit was conducted online and in person February 14th - 23rd. Content review materials, the institution's self-study and supporting evidence, and a wide range of data to include that which are required per C.R.S. 22-2-112(1)(q) and 23-1-121(6)(a) are examined prior to, over the course of, and subsequent to the site visit.

During the site visit, the team met with:

Dr. Barbara Seidl Co-Interim Dean/Associate Dean for Teacher Education and Undergraduate Studies

- Dr. Scott Bauer Co-Interim Dean/Associate Dean for Advanced Education and Doctoral Programs
- Dr. Cindy Gutierrez Director, Clinical Teacher Education and Partnerships
- Dr. Valerie Sherman Director, T-PREP
- Jody Barker Coordinator, Clinical Teacher Education
- Rachel Cornelius Manager, Office of Partnerships and Teacher Education

Additionally, the state team spoke with stakeholder groups of faculty, current students, alumni district mentor teachers, supervisors, and hiring staff regarding their experience with the educator preparation programs at UCD. Information resulting from their comments and feedback has been incorporated into this report.

Reauthorization Findings

The reauthorization team was impressed overall with:

- *Commitment to equity.* From university administrators to professors to new students, all are devoted to UCD's goal of inclusive and just education for all.
- *Clinical experiences in professional development schools (PDS).* Clinical practice opportunities in PDSs contribute to k-12 student success, mentor teacher support and development, and deep meaningful candidate experiences.
- *Web of supports.* Teacher candidates are surrounded with professionals to support their development to include mentors, site professors, and site coordinators.
- *Responding to the needs of the field.* Recent additions of middle school mathematics, mentor teacher endorsement, and early childhood special education, and the request of authorization of the Director of Special Education endorsement, illustrate efforts to be responsive to local and community needs.

Recommendation

CDE/CDHE recommends full reauthorization of the following educator preparation endorsement programs at UCD:

Administrator (6.08)	Mentor Teacher (4.24)
CLD Bilingual Ed Specialist (4.23)	Principal (3.03)
Culturally and Linguistically Diverse (4.22)	School Counselor (7.09)
Early Childhood Special Education (5.09)	School Psychologist (7.06)

Early Childhood Special Education, Specialist (5.05)	Science (4.17)
English Language Arts (4.09)	Social Studies (4.18)
Mathematics (4.14)	Teacher Librarian (6.02)
Mathematics - Middle School (4.24)	World Language (4.10)

CDE/CDHE recommend conditional reauthorization of the following educator preparation programs at UCD as outlined in the areas for improvement in Domain two:

Early Childhood Education (4.01)	Reading Teacher (6.03)
Elementary Education (4.02)	Special Education, Generalist (5.08)

Review by State Team

1. Program Design	Education is a profession requiring specialized knowledge and skills. Preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners and educating across coursework and clinical experiences – tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is and the context and the decisions for program choices.
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Program design summary findings

1-1 Program has a shared vision and values reflected in program design

Shared vision and values are strengths of the educator preparation programs at UCD. Not only are these apparent when speaking with students, staff, and faculty, but they were often cited as the reason candidates choose to enroll at UCD. All stakeholder groups spoke sincerely and specifically about the programs' intentional commitment to urban education, inquiry, social justice, and increasing access to the profession for historically marginalized groups. From policies and recruitment to course design and program implementation these commitments are evidenced in concrete ways to include UCD's diverse faculty and staff; the expansion of programs into targeted rural and urban areas; and SEHD faculty's significant contribution to the institution's 2030 Strategic Plan. This system-wide commitment results in UCD completers entering the field of education with the passion and skills to address inequities in their teaching communities and contexts.

1-2 Program design demonstrates developmental sequence and progression across all program pathways

The developmental nature of teacher preparation is both consistent across pathways and tailored to specific pathways. Integral to the design of initial licensure programs is UCD's conceptual framework - placing candidates, and in turn their students, at the center - situated within the contexts of families, schools, and the communities in which they reside. From there, candidates experience rigorous theory and relevant practice both as learners through faculty modeling of instructional practices, and as novice teachers themselves. The framework is revisited through four essential questions guiding candidates to think deeply about their learning and their students. The integration of theory and practice allows

candidates to develop what UCD refers to as six “anchor competencies” central to effective teaching. The conceptual framework, essential questions, and anchor competencies create a structure that guides the alignment of coursework, field experiences, and assessments, ensuring cohesion among all teaching pathways (traditional/on-campus, NxtGen, T-PREP).

The principal preparation, school psychologist, and counselor programs also follow their own developmental progressions. The principal program has recently undergone a redesign to expand leadership in equitable access and school improvement. External stakeholders recognized and appreciated the re-focus on mental health and clinical skills in the counseling program. Such changes allow candidates to meet the increasing needs of K-12 students in this area and prepare candidates to be eligible for professional counselor licensure (LPC).

1-3 Program identifies candidate thresholds or developmental benchmarks to track candidates’ development and progression across learning experiences, including critical checkpoints and aligned evidence

Clear benchmarks or “gates” that mark program candidates’ progression to the next developmental level are clearly identified for initial teacher licensure candidates. Consistent with the developmental progression of the program, benchmark assessments are used to measure candidate preparedness for the next sequence. Stakeholders draw on central guiding documents to support and evaluate candidate progress and related processes. Additionally, candidates prepare a body of evidence gathered around clinical experiences that allows faculty, mentors, and candidates themselves to see their developmental growth.

Consistently, participants spoke about the amount and variety of “support” provided by SEHD. One student noted “you get all kinds of support from everyone.” Numerous candidates spoke highly of the level of faculty communication and flexibility. Moreover, there is a clear system of reporting, documenting, and goal setting for candidates who are struggling. Continuous monitoring and accountability such as this helps candidates understand their own effectiveness and provides documentation should a candidate need to be counseled out of a program.

The developmental nature of the program is clearly outlined for initial teacher licensure and could use some finer articulation in the added endorsement and school counseling programs. Making this structure more specific will help candidates understand their own developmental progression, and for faculty and mentors to better understand points at which candidates need more support.

1-4 Program includes intentional partnerships with a clear purpose and structure that benefits the candidates, the program, and the local education agency, including attending to local, regional, or state needs

Partnerships are central to the preparation of educators at UCD. Teacher candidates are only placed in schools with whom SEHD has deep relationships, some of which have been established and strengthened over decades. UCD SEHD has collaborated with four Denver metro districts to co-develop Professional Development Schools (PDS) that create high-quality clinical experiences for candidates and high-quality education experiences for K-12 students. The PDSs are mutually beneficial as they meet the needs of both

the institution and partner schools to ensure that both university and school-based faculty are using a shared language and vision for the development of novice teachers. School partners have a pipeline of candidates that have been deeply immersed in the culture of their school and district and already know all the ways to access resources for themselves and their students. District partners report that having cohorts of candidates raises the professional practice of the entire school. For example, in-service teachers are learning strategies for working with culturally and linguistically diverse students from their candidates, and candidates are experiencing the integration of theory and practice in real time with a network of experienced educators.

UCD has also developed partnerships with schools/districts to address specific needs of their communities. NxtGEN was specifically developed to address recruitment and retention of nontraditional and historically marginalized candidates. T-PREP involves partnerships with rural districts and community colleges to provide a 2+2 pathway in which local candidates can remain in their communities while pursuing their degrees and preparing as elementary and early childhood education teachers. District partners are so impressed with NxtGEN, they have requested a comparable program for current para-educators as well.

The professional development of those who support candidates throughout these experiences is generally seen as well established. Site coordinators are trained through readings, workshops, and one-on-one coaching. They also participate in the Collaborative Council, allowing them to provide direct feedback to SEHD partners. To ensure their work is calibrated to the language and practices used at UCD, site coordinators reference their Handbook for seminar questions, rubrics, and assessments. They also referred to the “anchor competencies” in structuring seminars, and how these consistent routines “build the reflective muscle.”

Stakeholders including district and community partners, alumni, and current students remarked how well-prepared school counseling students are to lead difficult discussions regarding diversity, equity, and inclusion, and to advocate for marginalized individuals. Partners are eager to expand SSP programs to meet the needs of their schools and communities. Expanding these high-need programs ensures a pipeline of strong school psychology and counseling candidates and helps UCD advance their goal to respond to societal challenges.

Program design recommendations:

- The shared vision and values are observed in the developmental arc of teacher licensure candidates as they progress through programs. Examine ways to make this more explicit for added endorsement and SSP programs as well.
- Document and communicate the roles and responsibilities of mentors/clinical teachers, site coordinators, site professors and others as relevant so that all stakeholders (including candidates) are using the same language and understand expectations for all.
- Explore ways to engage school support personnel and principal candidates in clinical sites that already have teacher candidates. This benefits the districts by having multiple types of candidates in the pipeline that are familiar with the district’s environment, procedures, and processes; but also allows candidates to learn how to navigate each other’s roles and work together.

- Consider a program comparable to the NxtGEN program for in-service paras to complete a degree and earn licensure.

Program design areas for improvement: **None**

2. Educator Knowledge & Competencies	Educator preparation programs map, plan, develop, assess and support candidate proficiencies including candidates' deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful.
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Educator knowledge and competencies summary findings:

2-1 Systems and procedures are in place to ensure alignment of content and pedagogy with state standards (educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth.

In recent years, UCD has added additional programming to offer the middle school mathematics endorsement and mentor teacher endorsement. The SEHD is currently seeking authorization for the Director of Special Education endorsement.

For program reauthorization, endorsement matrices aligned to state standards, syllabi and accompanying documentation were submitted to CDE during the fall/winter 2021/2022. CDE had all materials peer reviewed by January 2022. This peer review process helped the state site team members be prepared for the site visit, to learn more from various stakeholder conversations as well as providing feedback for the institution. As a result of the peer reviews, most of UCD's endorsements were found to be aligned to and meeting state standards, but several required further explorations during the site visit. Those areas that were identified for deeper review were Elementary, Early Childhood, Reading Teacher, Special Education, and Early Childhood Special Education Specialist endorsements.

During the peer review process, reviewers also had questions around how the Culturally and Linguistically Diverse (CLD) endorsement program was aligned to the standards, as it was not clearly called out in the syllabi. Through conversations with leadership, current candidates, past program candidates, and faculty, these wonderings regarding CLD were clarified, and the state team was able to confirm the pathway alignment to the standards.

Current principal candidates and past candidates spoke highly of their experience in the program. A few assignments specific to policy review were noted as exceptional activities based on their relevance and immediate applicability. There was high praise for the opportunity the mentor endorsement provides to partner schools and districts.

CDE's commitment to ensuring quality preparation for reading instruction, as well as the feedback from the peer reviews, resulted in a revision to the site visit schedule. An additional focus for review of Elementary, Early Childhood, Reading Teacher, Special Education, and Early Childhood Special Education Specialist's reading courses and instruction were added to the site visit schedule. In addition to the six site

team members, there were two specialists from CDE included with the team to support additional review of curricular materials from identified reading courses and discussions with reading faculty members, current candidates, and past candidates. During visits with stakeholders, members of the state review team asked intentional questions to gauge depth and quality of readiness for candidates in the area of scientifically based reading instruction.

Faculty and leadership confirmed that over time one reading course had been redesigned to better align to the reading standards. This was a math/reading course, where the math content was removed and replaced with additional reading content. Faculty members mentioned some additional resources were added and adopted in summer/fall of 2021 including a new primary text; however, PDF chapters were used as the book was not available for purchase. Faculty who teach these reading courses shared they are currently furthering their knowledge around the science of reading. Evidence gathered from the stakeholder meetings support the initial peer review of course content and it was found that there was a limited shift in course content or resources at UCD to align to the state reading endorsement standards. Feedback from elementary, early childhood, and special education stakeholders suggested that candidates are not prepared enough prior to their clinical placements and noted that the burden fell to districts to deepen their knowledge to participate in their clinical placements as required. Additional evidence can be found in Appendix A of this report.

As the state team engaged with secondary and K-12 stakeholder groups, it was confirmed that candidates could reference and articulate the role and alignment of student academic standards, Teacher Quality Standards, and specific accreditation standards (i.e., school psychology), as appropriate. Multiple stakeholder groups, most notably current teachers, specifically cited culturally responsive teaching practices in support of equity, inclusion, and diversity. These are embedded throughout the coursework and are the bedrock of the teacher preparation programming at UCD.

2-2 Dispositional and professional candidate qualities are embedded and woven throughout the program

The program has been working to collect performance and perception data and is taking steps to overcome some limitations of the data. They have identified areas for opportunity such as using meaningful comparable metrics and collecting external performance benchmarks.

Faculty share they have opportunities to evaluate candidates prior to their professional year and candidates who might not be fit for licensure still have a degree completion pathway.

Faculty and mentors referenced the disposition of reflective practitioners as an outcome and focus for their students; students were able to clearly articulate how the coaching and feedback they received moved them toward higher levels of reflection in their practices.

Some positive unintended opportunities surfaced as a result of the COVID-19 pandemic. The increase in collaboration and system building around tracking candidate readiness led to some innovative ideas across departments. Faculty are continuing to build upon this work as they examine evidence to support candidate progression in the program. There was also a shift in who 'owns' the learning. Faculty felt it was

burdensome in the past but new assessment tools used to collect data have streamlined this process and shifted the ownership of the work on to the candidate. Lastly, they have implemented transition meetings to support candidates as they progress throughout the program.

Educator knowledge and competency recommendations:

- Engage with Early Childhood Special Education faculty to leverage knowledge and course content of scientifically based reading instruction to meet endorsement standards. Candidates in this program have depth and breadth around state reading standards from a different set of core reading courses than the elementary, early childhood, special education and reading teacher candidates.

Educator knowledge and competency areas for improvement:

- Reading faculty complete their identified professional development around the Colorado READ Act requirements and reading instruction that aligns to state standards to increase their capacity and understanding about the importance of and skills to teach scientifically based reading strategies as core instructional practices, not just intervention strategies, or as one part of a balanced approach to reading instruction.
 - Submit faculty professional development plan that ensures current and future work around alignment to the state reading licensure program requirements
- Make intentional content revisions to elementary, early childhood, reading teacher and special education generalist courses, including:
 - Ensure primary texts, reading assignments and course instruction align with state endorsements standards focusing on scientifically based reading instruction as the foundational approach to teaching early reading instruction for all students
 - Ensure course content does not contradict the state standards around reading instruction to ensure candidates' clarity and learning
 - Increase the time for, and depth of, teaching scientifically based reading instruction as the way to teach emergent reading
 - Embed state standards around scientifically based reading instruction across courses and clinical practice opportunities to engage theory into practice throughout the endorsement program including course sequencing for each program and pathway showing how this content is introduced, built upon and embedded throughout different courses
 - Resubmit by January 31, 2023, all elementary, early childhood, reading teacher, and special education generalist matrices, courses, program sequencing schedules for each pathway, all syllabi with primary texts, and additional documentation that University of Colorado Denver leaders and faculty would like to share with the state for review and consideration as part of the follow-up visit that will occur no later than May 31, 2023.

University of Colorado Denver's reauthorization of their elementary, early childhood, reading teacher, and special education generalist endorsements are contingent upon implementation of the areas for

improvement which will be assessed at a follow-up reauthorization site visit occurring no later than May 31, 2023.

3. Clinical Experience	Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation. Candidates experience, observe and use the practices that they are learning about and modeled in their coursework and in their field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge.
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Clinical experience summary findings:

3-1 All candidates have opportunities for intentional, diverse clinical experiences throughout their preparation experience

The institution's intentionality in providing rich, sustained, and meaningful clinical experiences is evident, as it touches multiple programs and pathways. Candidates and alumni expressed that they had numerous opportunities to explore the nuances of serving the needs of diverse learners. The longtime use of the PDS model for initial teacher licensure ensures that candidates receive real-world preparation in partner schools and districts that are invested in their formation as qualified educators and ready to collaborate in that preparation. The T-Prep program is an innovative approach that considers the real challenges of learning to teach in rural contexts and provides strong clinical experiences and related support. NxtGen purposefully provides paid experiences in the field with concurrent learning in content areas and pedagogy. This approach serves a population of candidates who are passionate about becoming fully licensed by providing opportunities they need in community settings which bring their learning into classroom-based experiences. Also of note was the Student Success Center, whose services, originally developed for candidates in NxtGEN, have expanded to candidates across multiple programs, emphasizing the centrality of supports that are authentic, culturally sustaining, and focused on practice.

It is particularly evident that UCD's thinking about preparation across multiple programs is not just for initial licensure, but also in preparing candidates for multiple roles or dual licensing - to the benefit of their professional development as well as Colorado students as a whole. School support programs especially have taken on this viewpoint, preparing candidates for such roles as school and mental health counselors and school and licensed psychologists.

3-2 All candidates have opportunities for clinical experiences throughout their preparation experience that align to educator licensure and state standards.

All interactions across programs, along with the numerous self-reflective materials, indicate that this is an area of strength and commendation. There is distinct alignment of clinical experiences to state standards and a clear body of evidence which includes rubrics for evaluating candidate performance in their field experiences and coursework, and the intentional sequencing of those experiences that bolsters candidate competencies with continuous assessment. Furthermore, across the board, participants spoke to the relevance and applicability of coursework, and the recursive connections between theory and practice. Current and past principal candidates noted their appreciation of the principal endorsement program.

They spoke highly of assignments around policy review and how course assignments were readily applicable in their school settings.

Clinical experience recommendations:

- Take time to clarify roles, titles, and terminology for site-based staff. Intentional design of these roles and articulation of such designations would clarify responsibilities for everyone involved.
- The expansion of the support offered by the Student Success Center from NxtGEN to other programs is evidence of strategic thinking about how to support candidates. Similar exploration around such supports that are currently in specific programs (P-TEACH, T-Prep, NxtGEN) and the ways that they can be adapted to traditional tracks, would benefit all candidates.
- Reconsider the feedback process that takes place at the end of a candidate's field experience. Currently, candidates meet with Site Professors and Cooperating Teachers, share informal feedback, and take a survey about their supervisors' efficacy. The development of consistent and concrete measures to ensure quality across roles would provide the program with more actionable data toward improvement. This would also assist with the development of commensurate tools for recruitment, evaluation, retention, promotion, and counseling purposes for individuals serving in those roles.
- Ensuring that mentors all have equal access to professional development tools offered throughout programs in service to candidates would help keep such supportive personnel within the institutional pipeline and provide equity in mentoring for all candidates.
- Build deliberate clinical placement opportunities for endorsement programs aligned to reading standards that ensure candidates are prepared to practice and teach scientifically based reading instruction, as outlined in state standards.

Clinical experience areas for improvement: **None**

4. Program Impact & Continuous Improvement	Preparation programs establish goals and ways to measure those goals, engaging in continuous evidence-based cycles of self-reflection and reviewing the impact of their programs to improve their work. These cycles include data on current candidates throughout the program and available data on program completers.
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Program impact and continuous improvement summary findings:

4-1 Program regularly engages in processes to evaluate their strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection.

This reauthorization process has revealed that there are significant structures in place to engage in meaningful and multifaceted conversations about data, program evaluation, and continuous improvement. Leadership and programmatic stakeholders from UCD and its partners engage in this

evaluative process multiple times over the academic year to identify and focus on areas of opportunity for change. These groups include the Teacher Education Leadership Team and the Collaborative Council.

One testament to the thoroughness of this evaluative structure is its pairing with the robust data collection processes in which the institution engages. The internal dashboards, which can disaggregate data down to the program level, provide essential indicators that help guide innovations in program structure and serve as a model other institutions could emulate to their own benefit.

4-2 Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners, and others.

Here as well, there are significant efforts in place to gather various data with which to measure program impact. These efforts have resulted in positive feedback from stakeholders, who feel that their voices matter and are duly considered when the SEHD takes steps to make timely adjustments to programs.

Program Impact and Continuous Improvement Recommendations

- Educator preparation providers often cite challenges with poor response rates from alumni and their employers. Increase efforts with consistent and direct stakeholder communication.

Program Impact and Continuous Improvement Areas for improvement: None

Conclusion

Rejoinder

The institution shall note any errors of fact in the report and respond in a rejoinder with any supplemental information within 30 days.

Rebuttal

An institution may submit a rebuttal to the findings or, if necessary, request a second visit to address the findings of the review team. A final report of the on-site review will be made available reflecting necessary revisions, corrections, areas for improvement, and the results of any second visit.

Reauthorization Outcomes

Upon final review, programs can be: 1) fully reauthorized, 2) conditionally reauthorized, 3) placed on probation, or 4) recommended for termination. Programs that are fully reauthorized will receive a confirmation letter from CDE and CDHE. Programs that are conditionally reauthorized may continue to admit students and will be re-assessed as determined by the CDHE/CDE. Programs that are placed on probation may not enroll new students into the program and will be re-assessed as determined by CDHE/CDE. Programs recommended for termination will be notified by CDHE regarding next steps.

Appeal

Within 30 days of the Colorado Commission on Higher Education's action, an institution's governing board may appeal a recommendation of conditional authorization, probation, or termination of an educator preparation program or unit.

The reauthorization team thanks the University of Colorado Denver administration, faculty, staff, and candidates for participating in the reauthorization review and site visit. We look forward to working with the university to address the needs of educator preparation programs now and in the future.

Appendix A

Reading Program Summary Findings

The following findings are aligned to Domain 2 for all endorsement pathways that must align to state reading endorsement standards (elementary, early childhood, special education generalist, reading teacher and early childhood special education.) These details and examples were compiled after the Colorado Department of Education conducted the review of all submitted syllabi, course schedules, and accompanying material provided by UCD prior to and during the February 2022 site visit. It also contains findings from stakeholder conversations with teacher candidates, district leaders, program faculty and leadership, including an additional site visit schedule managed by the Colorado Department of Education specifically focused on reading course content. The site visit took place from February 14 - 16, 2022 with additional stakeholder conversations and state review time needed through February 25, 2022. The following details and examples are derived from the peer review process and the reading review findings as affirmed by Colorado Department of Education staff.

Strengths:

- Reading faculty are passionate about literacy.
- Early Childhood Special Education (ECSE) pathway candidates were well versed in language and literacy development and instruction that aligns to state reading standards.
- Diverse faculty with a variety of educational backgrounds and experiences
- Appreciation for theory to practice
- Core courses LCRT 4/5710, LCRT 4/5000, and UEDU 4/5040 are required across multiple pathways. Elementary, early childhood and special education undergraduates take these three courses.
- Early Childhood Special Education (ECSE) faculty shared that through their preparation for the reauthorization process, they realized that the ECED 6010 course which included math and literacy content did not go in-depth enough. They eliminated ECED 6010 and replaced it with LCRT 5000 starting in the spring 2022 semester with a full focus on literacy content.

The remaining findings are categorized in three sections: content, faculty knowledge, and candidate knowledge. The details and examples illustrate trends, not exceptions or outlier data, from the review of submitted materials, course observations and stakeholder conversations.

Course content and resources aligned to state reading endorsement standards:

- Syllabi lacked specificity regarding the content that was being taught and topics not aligned to the state reading standards were found in syllabi such as the vestibular system, miscue analysis, and word perception.
- For the elementary, early childhood, reading teacher and special education generalist endorsement pathway courses, several areas of concern were identified by state reviewers:
 - Identified primary texts often align to balanced literacy with a few sources for the scientifically based reading research called for in state standards

- Limited reference around the Colorado READ Act in any course that would allude to exposure to this statute, nor the depth of what teachers need to understand or demonstrate for instruction of Colorado students
- Lack of time dedicated in courses specifically to reading instruction across all grade levels, with a specific emphasis on emergent reading strategies
- LCRT 4000/5000 is the course identified by reviewers to represent the most significant revisions by program and faculty to address state reading standards for preparation and licensure. When asked about what content had been adjusted during this course revision, faculty responses indicated that content was “moved around” and they only had to make some additions to “fill gaps.” “Taking on the Reading Rope has been significant. Now we are giving information about phonological awareness and phonics.” It was also stated from faculty that they are providing more information about the READ Act in courses.
- Syllabus for LCRT 4710 included Spanish phonemes, but explicit instruction in, and practice with, English phonemes was not found in the syllabus or course readings.
- Textbooks are not consistently aligned with the science of reading and offer conflicting information that leads to misinformation and confusion amongst candidates. For example, Reading Teacher endorsement text includes focus on three-cueing and running records (Miscue Analysis Made Easy, by Wilde).
- Primary text across three courses: Templeton & Gehsmann. (2014). Teaching Reading & Writing: The Developmental Approach PK-8.
 - Text does not clearly and concisely provide information on the five components of reading in a way that makes them easily identifiable in the context of the chapters and included references to the three-cueing system and a portion focused on miscue analysis.
 - Chapters are organized by developmental stages identified by the authors and lead to lack of understanding of scientifically based reading strategies and when and how to teach students to read. Faculty stated they chose the Templeton book a couple of years ago because its sequence aligns to the courses they teach.
- Assessing Reading Multiple Measures is used to provide students with access to “dynamic” assessments. While these assessments are informal and formative, criterion-referenced assessments, they are not consistent with the definition of dynamic assessment.
- Dyslexia is not mentioned in syllabi for core courses. ESCE candidates could identify indicators of dyslexia; however other candidates could not. Faculty discussed dyslexia as a medical diagnosis. Faculty stated, “Schools do not diagnose dyslexia, it’s considered a learning disability.” It was suggested that identification of dyslexia is driven by more socioeconomically advantaged parents. There is no evidence that they introduce teacher candidates to the *Colorado Dyslexia Handbook* or any other dyslexia resources that outline possible indicators of dyslexia that classroom teachers should be aware of as they work with students.
- Content emphasis is placed on understanding the whole child, creating a love of reading, and knowing the child’s identity as a reader rather than ensuring depth of state reading standards.
- Phonics as an essential component of reading is not taught systematically to all teacher candidates, so they can effectively teach the structure of the English language and phonics to all students. Based on content review, phonics appears to be taught as an intervention strategy to be

used with individual students. Through a stakeholder meeting with candidates, it was found that phonics is needed by some students who are not reading on grade level and often taught by other educators rather than the grade level teacher.

- Assignments and practice activities appear to align to an approach to phonics that is not comprehensive. Phonics is included in multiple courses; however, the scope and sequence of phonics skills taught in each course was not evident. Faculty acknowledged that they do not have a scope and sequence and do not introduce a scope and sequence. Phonics instruction does not appear to be presented to teacher candidates as an essential component of a comprehensive literacy program. This aspect of the structure of the English language appears to be missing in the syllabi. A limited number of sessions are devoted to the structure of the English language and the teaching of phonics across courses.
- There is limited instruction in effective morphology instruction, and the content is presented as morphology can/should be used to help struggling students. It is unclear where teacher candidates get the information to effectively teach morphological awareness and morphology in course syllabi.
- Teacher candidates are not provided with adequate instruction in how to teach spelling and written expression in core courses. Spelling and written expression as components of literacy are not adequately addressed in the core course sequence for Early Childhood, Elementary, Reading Teacher Endorsement or Special Education. This is critical considering students who exhibit difficulties in written expression and spelling in addition to reading.
- Teacher candidates take a writing course (LCRT 3720) during the same semester as they are enrolled in LCRT 4710. The writing course syllabi does not address how to teach reading or what written language skills should be taught to elementary students. Instead, the course focus is on the candidate's own writing skills.

Faculty knowledge:

- Course sequence charts lack specificity of the sequence of skills taught across courses within each of the five components of reading.
- In course sequence charts, there is some evidence of confusion between phonological awareness and phonics. Phonological awareness tasks are included in the Phonics section of the chart in LCRT 4/5710 and 4/5000.
- A limited repertoire of reading experts, reading research, and reading resources are used within the courses. International Literacy Association publications are referenced frequently. International Dyslexia Association resources around scientifically based reading are limited to the Scarborough's Reading Rope.
 - There is no reference to resources such as the Reading League, Barksdale Institute, Florida Center for Reading Research (FCRR), Aims Institute, and PATTAN or researchers such as Seidenberg, Pugh, Gillis, Brady, and Berringer. Faculty mentioned Kilpatrick, Moats, Ehri; however, none of these researchers' publications appear in any syllabi. Special Education faculty noted additional researchers, such as O'Connor, Juel, Vaughn, and Adams.

- Faculty are beginning to implement the science of reading with the five components of reading; however, courses continue to provide balanced literacy/whole language practices including cuing, running records, miscue analysis as evidenced in textbooks for courses. Not all faculty could provide a clear or concise definition of the science of reading. It was described as “brain science” and phonological awareness and phonics by some while others mentioned a body of evidence grounded in research on how children learn to read.
- Scarborough’s Reading Rope is the schema model referenced across all courses. The Simple View of Reading is not evident in course syllabi, resources, or in class observations. Faculty confusion or misalignment in understanding of the instructional implications of the Reading Rope was observed.
- Faculty stated, “There is no one right way to teach reading.” They stated there are varied perspectives and different sciences. Regarding how they assure these varied perspectives are not confusing to teacher candidates, faculty responses were incomplete and unclear leaving the impression that candidates receive conflicting information on reading instruction.
- Faculty lack of alignment to state reading standards outlined in statute can impact the overall readiness of candidates and ability to meet state licensure requirements.
- Faculty mentioned that teacher candidates are given a toolbox of evidence-based practices to have a repertoire of practice, not grounded in one right way to teach reading. This does not align to state standards and was evident during student conversations that they could not speak to the five components of reading and how to instruct around those components. The exception to this was the Early Childhood Special Education candidates.
- Faculty stated they have modified assignments specifically around the “new standards” (standards were updated in 2016) and have added quick checks for understanding from the Teaching Reading Sourcebook. State review team members were unable to see evidence of the quick checks for understanding or the knowledge of them by candidates.
- There appears to be an overreliance on staff at clinical placements to provide direct instruction in such areas as the READ Act process, administration, and interpretation of READ Act assessments, preparation of READ plans, essential components of a READ plan, understanding a phonics scope and sequence, and use of a core curriculum. One faculty member commented, “There is always a team in the school to help them figure it out”.
- Faculty is taking the CDE online course “Building a Strong Foundation: Developing Early Literacy Skills” and noted that they are using some handouts and YouTube videos they have gotten from the course. Evidence of the integration of the content from this course is not evident in syllabi or course observations.

Candidate understanding and knowledge:

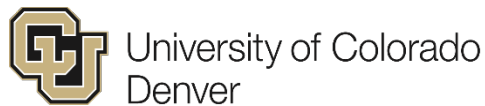
The Early Childhood, Elementary, and Special Education Generalist candidates were not well-versed in language and literacy development and instruction.

- During stakeholder meetings with candidates they were unable to name all five components of reading and could not talk about what the science of reading means.
- Current candidates and December 2021 graduates were guessing components and asking state review team members if their guesses were correct. When state review team members provided one or more of the five components for the candidates, it did not increase their

ability to name the others or speak to their learning or understanding on how to assess or provide instruction to students based on those components.

- Early Childhood Special Education (ECSE) candidates were the exception and could name the five components of reading, speak to the meaning of the science of reading and detail quality reading instructional strategies for students.
- Teacher candidates did not learn about administration and interpretation of data from the READ Act assessments in the coursework but spoke of learning about these requirements once placed in their clinical placements. In some pathways, miscue analysis and running records are taught as assessment practices.
- Candidates' responses to questions about reading instruction were focused on equity and who students are as readers with little to no ability to discuss direct and explicit reading instruction.
- Candidates expressed their understanding and value in several different approaches to teaching reading with the state. Reviewers often heard confusion from current candidates and recent graduates regarding scientifically based reading strategies and how to teach them as universal instruction. When asked directly about their learning and preparedness to teach specifically to any content area, candidates expressed they didn't feel completely competent when it came to reading concepts.
- Some partner districts expressed concerns that some candidates are not prepared to teach reading, specifically in the areas of science of reading pedagogy. When asked about candidates' competency for reading instruction, some partner school principals, mentors, and coordinators noted that while cultural and linguistic pedagogy is important, there needs to be more explicit instruction on teaching reading.

Appendix B



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University of Colorado Denver (CU Denver) Response to State Reauthorization Report

The CU Denver School of Education and Human Development (SEHD) has provided this memorandum as a response to the *Report by the reauthorization team of educator preparation for the University of Colorado Denver* provided to CU Denver on May 16th, 2022. The response includes detailed clarifications regarding Reading Standards and comments in Appendix A.

Response on Reading Areas for Improvement

Our reading faculty are experts in a range of perspectives, and all share a significant expertise in supporting the literacy development of diverse learners. They have always embraced the National Reading Panel's report that emphasized the five essential components of reading and reading instruction. In 2019, faculty began deepening their work in a study of the science of reading to ensure alignment to state reading standards and to preparing candidates to support literacy development for all learners, including those who were learning English. Toward these ends, faculty engaged in significant professional development that included a review of What Works Clearinghouse evidence-based reading instruction, shared readings in the science of reading, and webinars (a full table of professional activities was submitted as part of the self-study). This led to the adoption of a new core text in spring 2021, *Teaching Reading & Writing: The Developmental Approach PK-8* by Templeton & Gehsmann (2014) which was recommended by the National Council on Teacher Quality. Below is their review of the book

*This comprehensive text is based on the developmental spelling and word recognition stages of Words Their Way (Bear, Templeton, et. al). It guides teachers through a well-designed assessment and helps teachers plan instruction for a systematic, skill-based word study process. The authors place a good deal of emphasis on phoneme articulation and morphology. This text also includes the recently updated fluency norms. There are some very minor inaccuracies in word examples (i.e. using "bar" as an example of a CVC word despite it containing an r-controlled vowel). The text clearly defines and provides examples of running records as a basic assessment of decoding and fluency, **though it is critical to note that it does not encourage the disproven cueing system**. Overall, this is an excellent text that will support teachers as they learn to assess readers and plan systematic instruction. Rank Order of Popularity: #28 out of 1420 textbooks*

This core text is used across three of the reading courses (LCRT 4/5710, 4/5000 and 4/5001). As CDE guidance became more specific, faculty engaged with CDE READ Act modules and resources offered on the website, leading to additional texts being adopted in fall 2021

including *The Reading Sourcebook* and *Assessing Reading: Multiple Measures*. Specific attention was given to ensuring that experiences around the 5 essential elements of reading were embedded across courses and that emphasis was placed on the explicit and systematic teaching of phonological and phonemic awareness and phonics.

This description is provided to communicate the strong intention the reading faculty had to align curriculum to the state reading standards. However, even with all this effort, it appears that there is work to do. As we move forward, we continue to be committed to aligning our reading instruction curriculum with state standards and the state's definition of the science of reading and have already established meetings with reading staff at CDE and with CDE recommended experts in the field.

Below we provide a response on a limited number of statements found within the appendix of the report with the goal of offering context and clarification.

Comment in Report - Assignments and practice activities appear to align to an approach to phonics that is not comprehensive. Phonics is included in multiple courses; however, the scope and sequence of phonics skills taught in each course was not evident. Faculty acknowledged that they do not have a scope and sequence and do not introduce a scope and sequence. Phonics instruction does not appear to be presented to teacher candidates as an essential component of a comprehensive literacy program. This aspect of the structure of the English language appears to be missing in the syllabi. A limited number of sessions are devoted to the structure of the English language and the teaching of phonics across courses.

Response – Students learn about the basic principles of effective phonics instruction and the scope and sequence of phonics skills presented in the *Teaching Reading Sourcebook*, Ch. 6 *Phonics*, which is read and discussed in all 4 reading courses (This was laid out in the reading course sequence chart provided during the site visit).

Comment in Report - A limited repertoire of reading experts, reading research, and reading resources are used within the courses. International Literacy Association publications are referenced frequently. International Dyslexia Association resources around scientifically based reading are limited to the Scarborough's Reading Rope. There is no reference to resources such as the Reading League, Barksdale Institute, Florida Center for Reading Research (FCRR), Aims Institute, and PATTAN or researchers such as Seidenberg, Pugh, Gillis, Brady, and Berringer. Faculty mentioned Kilpatrick, Moats, Ehri; however, none of these researchers' publications appear in any syllabi. Special Education faculty noted additional researchers, such as O'Connor, Juel, Vaughn, and Adams.

Response - These researchers' publications are not listed individually in course syllabi; however, they are widely cited in materials used from the *Teaching Reading Sourcebook* (e.g., Adams, Ehri, Moats, O'Connor, Vaughn).

Comment in Report - Faculty stated they have modified assignments specifically around the “new standards” (standards were updated in 2016) and have added quick checks for understanding from the Teaching Reading Sourcebook. State review team members were unable to see evidence of the quick checks for understanding or the knowledge of them by candidates.

Response - Quick checks for understanding were included in the literacy courses that use the Reading Teacher Sourcebook as a required text: LCRT 4/5710, 4/5000, and 4/5001. These quick checks for understanding are based on the Study Guide for the Teaching Reading Sourcebook provided in the CORE website: <http://www.corelearn.com/wp-content/uploads/2019/05/teaching-reading-sourcebook-study-guided-3rd-edition.pdf> and in the Quick Quizzes from the Teaching Reading Sourcebook website: <https://www.teachingreadingsourcebook.com/>

Comment in Report - There appears to be an overreliance on staff at clinical placements to provide direct instruction in such areas as the READ Act process, administration, and interpretation of READ Act assessments, preparation of READ plans, essential components of a READ plan, understanding a phonics scope and sequence, and use of a core curriculum. One faculty member commented, “There is always a team in the school to help them figure it out”.

Response – We would like to provide some context for this statement. We do not rely on partner schools for explicit teaching in these areas. Candidates receive explicit instruction in courses on the science of reading, the five components of reading, and reading assessment practices. But our deep partnerships and coordinated clinical experiences throughout the program ensure candidates have an opportunity to receive guided support and feedback from numerous individuals (mentor teachers, literacy coaches, site professor, site coordinator) as they develop and implement reading instruction for the learners in the field and practice assessments.

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF
EDUCATOR PREPARATION PROGRAMS AT COLORADO STATE
UNIVERSITY GLOBAL

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

I. SUMMARY

This consent item recommends conditional reauthorization of the Educator Preparation Programs at **Colorado State University Global (CSUG)**.

II. BACKGROUND

This item recommends approval for reauthorization of the following Educator Preparation Programs at Colorado State University (CSUG):

- Principal (K-12)

III. STAFF ANALYSIS

The Colorado State Board of Education conditionally approved the content of CSUG's Educator Preparation Program at its August 16, 2022, meeting and CDE staff transmitted its affirmative recommendations to the department.

Department staff analyzed the proposed program, according to the statutory performance-based standards set forth in C.R.S. §23-1-121(2) and determined that areas for improvement should be addressed prior to reconsideration for full reauthorization spring 2023. The following evidence is summarized from the institution's reauthorization report:

1. **Program Design:** Program structure is dedicated to the integration of aligned standards across all courses by ensuring that cyclical learning and application of concepts occurs in each course. Candidates are challenged to revisit and relearn concepts during subsequent courses in their program and are guided by faculty and mentors to apply that learning to their practices in real-world experiences. There are also developmental benchmarks included in the program's design which include dispositional leadership qualities that candidates assess along with their mentors and in the application of the Principal Quality Standards.
2. **Educator Knowledge and Competencies:** In the Principal program, candidates participate in on-site experiential learning and application of standards, leadership, and dispositional proficiency. Each course contains critical teaching assignments, and mentors and candidates work together to determine what real-world experiences best support that learning. Syllabi and matrices show alignment to Principal Quality Standards throughout the depth of the program.
3. **Clinical Experiences:** Field mentors serve as the main conduit through which CSUG principal candidates apply their learning and receive feedback on personal performance and progression.

Internship hours are often completed in schools in which the candidates are currently working, allowing them to apply knowledge gained through coursework with community students, faculty, and staff.

4. **Program Impact and Continuous Improvement:** Program staff currently review a variety of data twice a year to drive continuous program improvement. Those efforts include candidate perception data about their preparation, faculty meetings and surveys, and enrollment and retention data through the program's progression. With new leadership, even more data collection plans are underway and will be used in future discussions of program efficacy and areas of opportunity.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), staff find the proposed program is consistent with the institution's statutory role and mission. Upon the Commission's approval, the principal preparation (K-12) will be reconsidered for reauthorization spring 2023 pending demonstrated improvement in the areas identified in the report.

IV. STAFF RECOMMENDATION

Staff recommends conditional reauthorization the educator preparation program at Colorado State University Global.

V. STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education.



COLORADO

Department of Education

Department of Higher Education

Report by the reauthorization team of educator preparation for the
Colorado State University Global

Submitted June 30, 2022

Introduction

Colorado educator preparation programs (EPPs) provide a pathway for preparing educators in Colorado. The Colorado Department of Higher Education (CDHE) and Colorado Department of Education (CDE) have joint authority in the authorization and reauthorization of traditional EPPs at Institutions of Higher Education (IHE). This report summarizes the findings of the state reauthorization team for the principal preparation programs at the Colorado State University Global (CSU Global) by CDHE and CDE.

The goals of state review of EPPs

- ✓ Evaluate alignment of educator preparation programs to statutory performance standards
- ✓ Evaluate alignment of educator preparation program content to the CDE Rules and Regulations.
- ✓ Provide opportunities for reflection about the educator preparation program and support a process of continuous improvement

Core principles of high-quality educator preparation programs

Principle 1: Teacher preparation programs foster candidates' deep understanding of content knowledge, content knowledge for teaching, and general pedagogical knowledge.

Principle 2: Teacher preparation programs foster candidates' deep understanding of P-12 learners, including their cognitive and socio-emotional development.

Principle 3: Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.

Principle 4: Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine best steps with candidates.

Principle 5: Teacher preparation programs engage in robust, continuous improvement efforts.

It was from these principles that the performance-based standards for the evaluation of EPPs were derived and codified in Colorado Revised Statute §23-1-121 (SB20-158).

Domains

The performance-based standards are captured in the following categories or domains used to review EPPs.

Domain	Definition
Program Design	Education is a profession requiring specialized knowledge and skills. Preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners and educating across coursework and clinical experiences – tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is and the context and the decisions for program choices.
Educator Knowledge & Competencies	Educator candidates' knowledge and competencies include deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful. Educator preparation programs map, plan, develop, assess, and support candidate development of these competencies.
Clinical Experience	Through clinical experiences, candidates experience, observe, reflect on, and implement the practices that they are learning about and that are modeled in their coursework and field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation.
Program Impact & Continuous Improvement	Preparation program impact is determined by goals and measures established by the program. Continuous improvement is driven by the program engaging in ongoing cycles of self-reflection and reviewing program impact to improve their work. These cycles include data on current candidates throughout the program and available data on program completers.

Prior review

Pursuant to Colorado Revised Statute §23-1-121, institutions of higher education with approved educator preparation programs are evaluated not more frequently than once every five years. CSU Global was authorized April 11, 2014.

Reauthorization Site Team Members

The reauthorization site review team consisted of representatives from CDHE and CDE. The members included:

- Brittany Lane, Ph.D, Director of Educator Preparation, Colorado Department of Higher Education
- Sam Fogleman, Educator Preparation Pathway Specialist, Colorado Department of Higher Education
- Jen Kral, Educator Preparation Specialist, Colorado Department of Education
- Jennifer Burgess, Educator Workforce Development Manager, Colorado Department of Education

Reauthorization Protocol

The educator preparation unit and programs at CSU Global were reviewed for reauthorization in November 2021. CSU Global delivered the required context setting presentation on March 31, 2022, and

the site visit was conducted online April 28th - May 9th, 2022. Content review materials, the institution's self-study and supporting evidence, and a wide range of data to include that required per C.R.S. § 22-2-112(1)(q) and 23-1-121(6)(a) are examined prior to, over the course of, and after the site visit.

During the site visit, the team met with:

- AnnMarie Marlier, Dean of Academic Programs
- Christina Agvent, Program Director, MS Teaching and Learning/Educational Leadership
- Dr. Paul Savory, Provost

Additionally, the state team talked with several stakeholder groups to include faculty, current students, and alumni; and district mentor teachers, supervisors, and hiring staff regarding their experience within the educator preparation programs at IHE. Information resulting from their comments and feedback have been incorporated into this report.

Reauthorization Findings

The reauthorization team was impressed overall with:

- *Faculty and Staff Cohesion:* Through conversations with various groups of faculty and staff, it was evident that those who are a part of the CSU Global principal program are dedicated to their work and each other, a striking fact considering that they are largely separate geographically. This even includes staff who are not strictly part of this specific program.
- *Excitement and Support of New Leadership:* The arrival and initial year of Dr. Christina Agvent as Program Director has buoyed the spirits of many who are involved in the program, including faculty, staff, candidates, and partners. Her leadership was effusively praised by many and that feeling was shared unprompted with the review team on multiple occasions.

Recommendation

CDE/CDHE recommend conditional reauthorization of the Principal (3.03) preparation program at CSU Global. Conditional reauthorization is granted to the following endorsement areas pending further review of the AFIs identified to be addressed by a follow-up site visit no later than August 1, 2023, except for that noted under Domain 4.

Review by State Team

1. Program Design

Education is a profession requiring specialized knowledge and skills. Preparation programs establish the foundation for candidates as emerging professionals. Program design includes decisions about partnerships (both informal and formal as well as internal and external to the program), the integration of curricula, learners and educating across coursework and clinical experiences – tied to a shared vision of candidate proficiency and professionalism. This evidence (information) shows why the program is designed the way it is. The context and the decisions for program choices.

Program design summary findings

1-1 Program has a shared vision and values reflected in program design

During the context setting meeting there was mention of embracing a global vision within the program - hence why some systems have been built to support international learners. When asked about growth opportunities during the context setting meeting, program leadership named mission, vision, learning outcomes, partnership, collaboration, assignments, and rubrics as opportunities for growth. However, university leadership was unable to articulate a clear vision for this program and deferred to the program director for a timeline of implementation of vision/mission. Further, faculty, alumni and current students were not able to describe a vision core to the program curricula or candidate experiences. However, university values of entrepreneurial, dedicated, tenacious, agile, and engaged candidates are articulated in the report provided to the team. Faculty also mentioned the need for a clear vision of where the program is going. In the self-study report, the program named vision and mission as gaps, and they believe that once these two statements are more fully developed it will allow the program to have a clearer understanding of our goals, objectives, and outcomes.

1-2 Program design demonstrates developmental sequence and progression across all program pathways

The Principal program is designed with eight courses that focus on educational leadership, include opportunities to apply learning in real-world responsibilities through internship, and encourage actionable research practices. There is intentional alignment with the Colorado Principal Quality Standards and the Colorado English Learner Standards. There is limited evidence to support how the program embeds the science of reading and preparing aspiring principals to know and understand the Colorado READ Act. CSU Global's self-study also references alignment to the Interstate School Leadership Licensure Consortium Standards (ISLLC), though those standards have been updated and renamed in recent years to the Professional Standards for Educational Leaders (PSEL).

Program structure is dedicated to the integration of aligned standards across all courses by ensuring that cyclical learning and application of concepts occurs during each. Candidates are challenged to revisit and relearn concepts during subsequent courses in their program and are guided by faculty and mentors to apply those things to their practices in real-world experiences.

Candidate experience in the program is not consistent from cohort to cohort or even within the cohort. If a candidate is in a partner school district, their experience is different as some of these partner school districts add additional cohort time with candidates to prepare them for the principal role. In the context of

that district. District partners noted a need for increased communication, so they know and understand what to expect in the coursework sequence. It is not clear to K-12 partners what the performance-based tasks are and when they are to be completed. They would like to see more collaboration and shared goal setting from program faculty and staff, so they know what their aspiring principals are covering in coursework and field experiences in order to support candidates further with supplemental instruction and practice.

During the data presentation it was noted that there is a very high level of acceptance rate into the program and the completion rate is closely aligned with that number. When asked about the number of candidates who don't complete the program or are counseled out, program leadership and faculty shared that there are few, if any, instances. They also shared that candidates who have other life events or considerations that become barriers to finishing often "pause" their continuation until such time as they can re-engage.

1-3 Program identifies candidate thresholds or developmental benchmarks to track candidates' development and progression across learning experiences, including critical checkpoints and aligned evidence

There are two levels of developmental benchmarks that are evident in the design of CSU Global's Principal Program. The first is the inclusion of dispositional leadership qualities that candidates must meet through their work and that are assessed by their mentor and themselves in each of the eight courses. Conversations with various groups did not reveal much about this set of assessments nor the tools through which such dispositions are rated. The Principal Internship Guidebook likewise does not shed any light on this practice within the program. The program's self-study indicates that "candidates identify the disposition goals on which they will focus for each course and review their goals with their mentor. Principal Mentors approve the candidates' goals via signature and the forms are uploaded into the course where they are evaluated by the instructor. At the end of the course, the candidates reflect on their progress towards their stated goals, solicit feedback from their Principal Mentor, and provide a written summary to the course instructor." Candidates and mentors indicated in stakeholder conversations that this practice is helpful in identifying short-term goals for each course and that they can find applicable ways to exercise such skills through practice during the internship.

The second set of benchmarks is in the use and application of the Principal Quality Standards. Candidates are oriented to the standards during the first week of each course and mentors are also guided to a better understanding of those standards and how candidates should be generating understanding and performance. Different sets of standards are the focus of each course. Candidates and their mentors review how each standard can be practically applied at the beginning of each course, then compile and review artifacts at the end to come to a concluding assessment of the candidate's rating in those areas. This provides an opportunity to discuss proficiency in that space and/or opportunities for growth.

Program leadership report that they do not need to counsel candidates out of the program that do not demonstrate a good fit for the profession. Leadership stated that all CSU Global candidates are driven and making progress in the coursework and performing well. Of their roughly 200 enrollees all but a small few have not completed the program. Program leadership spoke highly of the high retention rates from term to term as candidates progressed through the program.

1-4 Program includes intentional partnerships with a clear purpose and structure that benefits the candidates, the program, and the local education agency, including attending to local, regional, or state needs

There is no evidence of official partnerships between CSU Global and LEAs in which program candidates work. The only memorandum of understanding whose existence was shared with the review team is between CSU Global and the Turnaround Leadership Program, a state-approved vendor that recruits cohorts of candidates into introductory administrative coursework and then directs them to CSU Global for possible continuance of their learning and completion of the Principal program. Though CSU Global is aware of the overall needs for principals in the state, formalized partnerships developed to address specific LEA needs have not been fully developed.

Program leadership identified 7 schools and districts as district and charter school partners. Due to turnover, however, leadership is still working to determine the extent of the partnerships that had been identified. It was a challenge for CSU Global to find current and recent candidates, as well as district partners to participate in the site visit.

Program design recommendations:

None

Program design areas for improvement:

Define a clear vision/mission for the program to include a definition of what success will look like at designated intervals (one year, three years, etc...). This mission statement and vision statement should capture goals and objectives that the program has and should be interwoven throughout the program and align with that of the institution.

Build a system to track and support struggling candidates or for those for whom the principalship is not a good fit.

Implement a more intentional system of focused partnerships with Colorado districts with administrative leadership needs, focusing on creating mutually beneficial agreements that address local and statewide needs. Additionally, ensure that partnerships are structured to ensure regular collaboration and communication across key partners so that common goals are clear and that continuous improvement processes meet those collective goals.

2. Educator Knowledge & Competencies	Educator preparation programs map, plan, develop, assess and support candidate proficiencies including candidates' deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositional and professional qualities necessary to be successful.
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Educator knowledge and competencies summary findings:

2-1 Systems and procedures are in place to ensure alignment of content and pedagogy with state standards (educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth.

Prior to the site visit the program submitted syllabi, the course sequence schedule, and the principal quality matrix to show alignment in how the standards are being addressed in the program. This submission was reviewed by peers.

Candidates are provided with goal setting forms and opportunities for them and their mentors to evaluate their progress toward proficiency in the Principal Quality Standards, leadership, and disposition goals.

Conversations with candidate mentors revealed that program depth occurs through experiential learning in the internship hours. Each course contains critical teaching assignments and mentors and candidates determine what experiences will be used to complete those. Program leadership mentioned that some assignments need more clarification and better rubrics with which to assess them and that CSU Global beginning that work.

With the assistance of the recently hired program leader, a program assessment was completed in fall 2021. This assessment confirmed how the courses are mapped to the Colorado Principal Quality Standards.

Partners from one school district noted that they offer additional cohort time as an extension of what candidates receive in the CSU Global program. This is to ensure that candidates are prepared and ready for their first principal position in that specific district.

There are opportunities to build into the program tools to assess how candidates are progressing in meeting the principal quality standards at a proficient level. In the self-study the program self-identified gaps that exist in rubrics and assignments; candidates provided feedback through surveys that called out a need for clarity for several critical thinking assignments. Candidates need the connection between theory and practice to be more explicit to be able to connect what they have read or experienced in class and the practical application in assignments. To improve in this area, faculty are working to revise rubrics and other tools to ensure clarity and in turn, candidate competency.

Current candidates and recent graduates expressed a desire for more “cohort” time and opportunity to engage and learn from others. Additionally, candidates felt that the small cohort size in some of the tracks impacted their ability to fully be engaged and learn from others as well as to fully reap the benefits of a comprehensive program.

2-2 Dispositional and professional candidate qualities are embedded and woven throughout the program.

As previously mentioned in domain one, dispositional qualities and standards are a distinct part of the makeup of the CSU Global Principal Program. The sixteen identified dispositions, much like the Principal Quality Standards, are identified and discussed between candidates and their mentors at the beginning of each course, then assessed throughout.

It is unclear exactly what tools are provided to candidates and mentors in order to review and assess dispositions. Conversations with both groups revealed that the dispositional qualities are certainly part of their discussions over the course of the program, but neither the self-study nor the internship guidebook mentions their practical application or any artifacts that are created as a result.

Candidates, mentors, and faculty all value the dispositions and professional competencies found in excellent principals. However, it is not clear what systems are in place to ensure such qualities are intentionally woven throughout coursework and experiences, and how mentors and faculty work together to ensure they are developed in candidates. What's more, there does not appear to be a process to work with candidates who may be struggling and how that is documented in case there would be a need to direct the student out of the program

Educator knowledge and competency recommendations:

Engage internally with all relevant staff to create a documentable system of assessment for the dispositional qualities to be woven throughout the program. This would include providing training to mentors, adding information to the guidebook, and creating artifacts that can be shared with program administration for continuous improvement procedures.

Educator knowledge and competency areas for improvement:

Build partnerships with schools and districts to stay connected and get feedback from them regarding candidate preparedness data. Analyze and triangulate complete data, feedback from districts on preparedness of candidates, and hiring data to ensure candidate knowledge and competency.

3. Clinical Experience	Educator preparation programs provide multiple, intentional clinical experiences that happen early on and throughout preparation. Candidates experience, observe and use the practices that they are learning about and modeled in their coursework and in their field settings. Clinical experiences are aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge.
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Clinical experience summary findings:

3-1 All candidates have opportunities for intentional, diverse clinical experiences throughout their preparation experience

Candidates are charged with locating and arranging for their own clinical experiences. This arrangement does not allow for input on the part of the institution or its staff on the quality or diversity of the clinical experiences and often results in candidates serving in their already familiar school or district with a mentor they know.

Mentors indicated they need more communication regarding their responsibilities. Mentor orientation includes an introductory email and an opportunity to attend a virtual meeting for more information. If mentors are unable to attend the session, it is recorded for mentors to view on their own. There is also a

mentor handbook. Mentors indicated in stakeholder conversations that they did not have a point person within the CSU Global program whom they would contact with any issues or concerns should any arise.

3-2 All candidates have opportunities for clinical experiences throughout their preparation experience that align to educator licensure and state standards.

The program is designed in such a way that candidates typically identify their own mentors and complete hours in the schools where they are currently working. The internship is embedded throughout the program where candidates can apply knowledge on-site each week which coincides with their coursework.

Once candidates have met criteria through internal admissions, there is a brief internship application process where instructors approve candidates for their internship placements and mentors.

Clinical experience recommendations:

None

Clinical experience areas for improvement:

Establish and document a clear line of communication to someone in program leadership that mentors and candidates can easily contact as needed. Additionally, construct orientation materials that are directly shared with all parties and a way to document they have been received/reviewed. Consider mandatory training to ensure that there is shared understanding of the roles, responsibilities, and language used to mentor principal candidates. Prioritize clear, frequent, and consistent communication between program staff and mentors.

Develop systems to include documented criteria for internship hours including experience at different grade levels, in diverse settings, and with diverse populations.

4. Program Impact & Continuous Improvement	Preparation programs establish goals and ways to measure those goals, engaging in continuous evidence-based cycles of self-reflection and reviewing the impact of their programs to improve their work. These cycles include data on current candidates throughout the program and available data on program completers.
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Program impact and continuous improvement summary findings:

4-1 Program regularly engages in processes to evaluate their strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection.

Program leadership shared what they identified as some next steps with data collection. CSU Global is committed to engaging in data driven dialogue and tracking student and completer performance to use in program improvement. They are considering adding a graduation survey, another survey to connect with alumni once they are out of the program a few years, and are institutionally engaging in a review on academic data every three years. In this review they would collect feedback from various stakeholders such as mentors, current alumni, faculty, and the industry.

The program noted in the self-study that there are protocols in place to ensure ongoing improvement and impact. Creating a clear vision for the program and some long-term goals will help the program identify data needs as they continue to align the program in its design model as well as alignment with the standards and best practices framework.

CSU Global introduced a new process to review academic programs. Moving forward, this process will examine courses and assessments from the fall and spring cohorts to identify strengths and areas for improvement. During their internal course review process, CSU Global identified opportunities to go deeper around alignment to standards and how the program tracks student progress towards mastering the standards over time.

Licensure trend data suggests that less than 10% percent of candidates who complete the program move from initial licensure to their professional Principal license. An estimated 200 candidates have completed the program in recent years, yet to find these candidates or partner districts posed a challenge for the program and only a small percentage of these candidates are leading schools. This program impact data could be used to further conversations around continuous improvement.

4-2 Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff, partners and others.

Currently the program looks at data twice a year. The program collects a variety of data including course perception data from candidates, informal meetings with faculty, faculty surveys, enrollment by term and retention data from course to course. Previously, CSU-G collected, analyzed, and used candidate data from course learning objectives.

Program Impact and Continuous Improvement Recommendations:

Develop a system to engage with alumni post program completion. This will aid in gathering stakeholder feedback. for ongoing program improvement and supporting partner pipelines.

Program Impact and Continuous Improvement Areas for improvement:

Establish a system to track candidate progress through program completion using disposition and course data to include competency on the principal quality standards.

Establish a system to obtain regular feedback from all stakeholders regarding completer performance and program impact on schools and districts across Colorado and develop a detailed plan for using that data to make program improvements on a regular basis.

As coursework is evaluated and revised, ensure that the internal process maintains alignment to state standards.

Shift the narrative regarding program efficacy from course retention rate to completers and impact on school and student performance.

By August 1, 2022, develop a document process for tracking, verifying, and reporting candidate enrollment and completion to ensure an accurate submission of the 2021-22AY Educator Preparation File in the Student Unit Record Data System (SURDS). This data collection is statutorily required and is used to prepare a mandatory report to the House and Senate Education Committees on educator preparation

programs in Colorado and to link Colorado educators to the preparation program from which they graduated as part of the Educator Identifier System.

Conclusion

Rejoinder

The institution shall note any errors of fact in the report and respond in a rejoinder with any supplemental information within 30 days.

Rebuttal

An institution may submit a rebuttal to the findings or, if necessary, request a second visit to address the findings of the review team. A final report of the on-site review will be made available reflecting necessary revisions, corrections, areas for improvement, and the results of any second visit.

Reauthorization Outcomes

Upon final review, programs can be: 1) fully reauthorized, 2) conditionally reauthorized, 3) placed on probation, or 4) recommended for termination. Programs that are fully reauthorized will receive a confirmation letter from CDE and CDHE. Programs that are conditionally reauthorized may continue to admit students and will be re-assessed as determined by the CDHE/CDE. Programs that are placed on probation may not enroll new students into the program and will be re-assessed as determined by CDHE/CDE. Programs recommended for termination will be notified by CDHE regarding next steps.

Appeal

Within 30 days of the Colorado Commission on Higher Education's action, an institution's governing board may appeal a recommendation of conditional authorization, probation, or termination of an educator preparation program or unit.

The reauthorization team thanks the Colorado State University Global administration, faculty, staff and candidates for participating in the reauthorization review and site visit. We look forward to working with the university to address the needs of educator preparation programs now and in the future.

TOPIC: RECOMMENDATION OF APPROVAL OF FISCAL YEAR 2023-24
STATE-FUNDED CAPITAL PROJECTS AND PRIORITY LISTS

PREPARED BY: KENNEDY EVANS, LEAD FINANCE ANALYST

I. SUMMARY

This action item seeks approval of the FY 2023-24 State-Funded Capital Construction and Renewal Priority List and the FY 2023-24 State-Funded Capital IT Priority List pursuant to C.R.S. 23-1-106(7)(a)(b), as recommended by the Commission's Finance, Performance and Accountability (FPA) Committee. Approval of new or revised program plans or exemptions for all submitted projects will be sought at the October meeting, pursuant to C.R.S. 23-1-106(3).

II. BACKGROUND

C.R.S. 23-1-106(7)(a) requires the Colorado Commission on Higher Education (CCHE) to annually submit by November 1st a recommended capital construction priority list to the Office of State Planning and Budgeting (OSPB), the Office of the State Architect (OSA), the Capital Development Committee (CDC), and the Joint Budget Committee (JBC).

Colorado Department of Higher Education (CDHE) staff reviewed a total of 30 state-funded capital construction and renewal requests for FY 2023-24. Of these 30 projects, five are previously funded continuation projects and 25 are new projects. Of the 25 new projects, 22 are capital construction, and three are capital renewal. These requests totaled \$578,335,837 in state funds and \$138,231,806 in institutional cash funds. Separately, staff reviewed a total of 11 capital IT projects. Of these 11 projects, four are previously funded continuation projects and seven are new projects. These requests totaled \$29,225,255 in state funds and \$3,450,152 in institutional cash funds.

On July 15, 2022, staff presented initial scoring and justification to the Finance, Performance, and Accountability Committee (FPA). Scores were then sent to institutions with three-weeks to submit appeals. In scoring explanations, staff provided guidance on additional information needed to receive additional points in their appeals.

During the appeals period, staff received 15 capital construction/renewal appeals, 10 of which were at least partially granted. The most common area of appeal was the reduction of deferred maintenance criterion where original back-up provided was insufficient. CDHE also received five capital IT appeals, all of which were at least partially granted.

On August 19, 2022, staff presented revised scores to FPA. The committee requested additional information prior to making a recommendation to the full CCHE. By August 26, 2022, staff will provide FPA with a summary of appeals made and justification for whether they were granted or not. Further, staff will provide revised scoring detail. FPA will review these documents and come

prepared to make recommendations to the full CCHE on September 1, 2022. Revised lists will be provided for the Commission to vote on prior to the official meeting.

Upon CCHE approval, staff will forward the state-funded capital construction/renewal and capital IT prioritized lists to the Governor's Office of State Planning and Budgeting (OSPB) for consideration in the Governor's budget request. On November 1, staff will forward the state-funded capital construction/renewal prioritized list to the Capital Development Committee (CDC) and Joint Budget Committee (JBC). Similarly, on November 1, staff will forward the state-funded capital IT prioritized list to the Joint Technology Committee (JTC) and the JBC.

III. STAFF ANALYSIS

Capital construction and renewal requests. For FY 2023-24, staff received and reviewed 30 state-funded capital construction and renewal requests. Of the 30, five were continuation projects, and 25 were new projects. The total funding amount requested by higher education institutions for capital construction and renewal is \$716,812,768, which includes \$583,335,837 in new state funding and \$138,231,806 in institutional cash funding.

Staff developed the priority list per the CCHE-approved capital construction/renewal criteria. Criteria provide an objective and analytical review of higher education's capital construction and renewal needs. The CCHE-approved capital construction/renewal criteria are as follows:

- Health, Life Safety, and Code Issues (10 points)
- Reduction of Deferred Maintenance (5 points)
- Other Fund Sources (8 points)
- Space Needs Analysis (10 points)
- Achieves Goals (5 points)
- Governing Board Priority (20 points)

Capital IT requests. For FY 2023-24, CDHE staff received and reviewed 11 state-funded capital IT requests. Of the 11, four were continuation projects, and seven were new projects. The total funding amount requested by higher education institutions for capital IT is \$32,675,507, including \$29,225,255 in state funding and \$3,450,152 in institutional cash funding.

Staff developed the priority list per the FPA-approved capital IT criteria. Criteria provide an objective and analytical review of higher education's capital IT needs. The approved capital IT criteria are as follows:

- IT Health, Security, and Industry Standards (10 points)
- Other Fund Sources (8 points)
- Quality of Planning/Proposal (10 points)
- Achieves Goals (5 points)
- Governing Board Priority (20 points)

Draft prioritized lists were developed by staff and shared with the FPA Committee and institutions on July 15, 2022. After reviewing preliminary scoring, institutions submitted proposed scoring changes along with supporting documentation. Staff analyzed the submissions and made applicable scoring changes that were well supported through the additional documentation. On August 19, 2022, the FPA Committee reviewed revised prioritized lists and requested additional information, which will be provided to the committee no later than August 26, 2022. FPA Committee members agreed to make recommendations to the full CCHE at the September 1, 2022 meeting. Staff will bring revised lists to this meeting for a vote.

IV. STAFF RECOMMENDATION

Staff recommends the following:

- 1. Approval of the FY 2023-24 capital construction and renewal priority list and its prompt forwarding to the Office of State Planning and Budgeting with copies to the Capital Development Committee and Joint Budget Committee on November 1, 2022.**
- 2. Approval of the FY 2023-24 capital IT priority list and its prompt forwarding to the Office of State Planning and Budgeting immediately with copies to the Joint Technology Committee and Joint Budget Committee on November 1, 2022.**

V. STATUTORY AUTHORITY

C.R.S. §23-1-106 Duties and powers of the commission with respect to capital construction and long-range planning.

- (1) Except as permitted by subsection (9) of this section, it is declared to be the policy of the general assembly not to authorize any activity requiring capital construction or capital renewal for state institutions of higher education unless approved by the commission.
- (2) The commission shall, after consultation with the appropriate governing boards of the state institutions of higher education and the appropriate state agencies, have authority to prescribe uniform policies, procedures, and standards of space utilization for the development and approval of capital construction or capital renewal programs by institutions.
- (3) The commission shall review and approve facility master plans for all state institutions of higher education on land owned or controlled by the state or an institution and capital construction or capital renewal program plans for projects other than those projects described in subsection (9) of this section. The commission shall forward the approved facility master plans to the office of the state architect. Except for those projects described

in subsection (9) of this section, no capital construction or capital renewal shall commence except in accordance with an approved facility master plan and program plan.

- (4) The commission shall ensure conformity of facilities master planning with approved educational master plans and facility program plans with approved facilities master plans.
- (5) (a) The commission shall approve plans for any capital construction or capital renewal project at any state institution of higher education regardless of the source of funds; except that the commission need not approve plans for any capital construction or capital renewal project at a local district college or area technical college or for any capital construction or capital renewal project described in subsection (9) of this section.
- (b) The commission may except from the requirements for program and physical planning any project that requires two million dollars or less if the capital construction project is for new construction and funded solely from cash funds held by the institution or the project is funded through the higher education revenue bond intercept program established pursuant to section 23-5-139, or ten million dollars or less if the project is not for new construction and is funded solely from cash funds held by the institution.
- (6) (a) The commission shall request annually from each governing board of each state institution of higher education a five-year projection of capital construction or capital renewal projects to be constructed but not including those projects described in subsection (9) of this section. The projection must include the estimated cost, the method of funding, a schedule for project completion, and the governing board-approved priority for each project. The commission shall determine whether a proposed project is consistent with the role and mission and master planning of the institution and conforms to standards recommended by the commission.
- (b) The commission shall request annually from the governing board of each state institution of higher education a two-year projection of capital construction projects to be undertaken pursuant to subsection (9) of this section and estimated to require total project expenditures exceeding two million dollars if the capital construction project is for new acquisitions of real property or new construction and funded solely from cash funds held by the institution or the project is funded through the higher education revenue bond intercept program established pursuant to section 23-5-139, or exceeding ten million dollars if the project is not for new acquisitions of real property or new construction and is funded solely from cash funds held by the institution. The projection must include the estimated cost, the method of funding, and a schedule for project completion for each project. A state

institution of higher education shall amend the projection prior to commencing a project that is not included in the institution's most recent projection.

- (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. Notwithstanding section 24-1-136 (11)(a)(I), 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.
- (b) Except as provided in subsections (5) and (15) of this section, it is the policy of the general assembly to appropriate funds only for capital construction or capital renewal projects approved by the commission.
- (c) (I) (A) The commission annually shall prepare a unified, two-year report for capital construction or capital renewal projects described in subsection (9) of this section that are not for new acquisitions of real property or new construction and are estimated to require total project expenditures exceeding ten million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.
- (B) The commission annually shall prepare a unified, two-year report for capital construction projects for new acquisitions of real property or for new construction, described in subsection (10) of this section, estimated to require total project expenditures exceeding two million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.
- (II) (A) The commission shall submit the two-year projections prepared by each state institution of higher education for each two-year period to the office of state planning and budgeting and the capital development committee. The capital development committee shall conduct a hearing in each regular legislative session on the projections and either approve the projections or return the projections to the state institution of higher education for

modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each projection.

- (B) A state institution of higher education may submit to the staff of the capital development committee, the commission, and the office of state planning and budgeting an amendment to its approved two-year projection. The capital development committee shall conduct a hearing on the amendment within thirty days after submission during a regular legislative session of the general assembly or within forty-five days after submission during any period that the general assembly is not in regular legislative session. The capital development committee shall either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

ATTACHMENTS:

Final prioritized lists will be distributed prior to the meeting.

TOPIC: STRATEGIC PLAN REVISION/DEVELOPMENT
PREPARED BY: DR. BENNETT BOGGS, DEPUTY DIRECTOR

I. SUMMARY

The Colorado Commission on Higher Education (CCHE) began a process in February 2022 to review and update its Strategic Plan. This discussion item provides an opportunity for updates about recent activities, developments and progress, and input pertaining to the Strategic Plan.

II. BACKGROUND

See Agenda Item IV.B. of the February 4, 2022, CCHE meeting for background on the Strategic Plan update and revision process.

The Strategic Plan Working Group comprises five commissioners (Vice Chair Sarah Hughes, Berrick Abramson, Josh Scott, Eric Tucker, and Jim Wilson); Executive Director Angie Paccione and other department staff; and Inta Morris (consultant). The Working Group is driving the process and serves as a liaison between the full Commission, the Department, and stakeholders.

The Working Group has held weekly meetings on Wednesdays at 10:30. The Working Group is seeking to have a complete final draft prepared for the Commission's October meeting.

III. STAFF ANALYSIS

The handout provided to Commissioners and available on the CDHE website provides the most recent work by the Working Group.

IV. STAFF RECOMMENDATIONS

This is a discussion item. No formal action required.

V. STATUTORY AUTHORITY

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

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

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

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

COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

- 1.1 Organization: Pursuant to C.R.S. §23-1-102, the Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 Officers: Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.
- 1.3 All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director. Any member may nominate themselves or another member to be chair or vice-chair. Members will vote on each position; if there is more than one nomination the vote will be conducted by private ballot to be counted by the Secretary. Officers shall be limited to two consecutive terms, unless an exception is approved by a vote of more than 60 percent of the Commission. When possible, a Commissioner is encouraged to serve as vice-chair prior to becoming chair.
- 1.4 Regular Meetings of the Commission: The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following calendar year.
- 1.3 Notice of Meetings: Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202 and on the Colorado Department of Higher Education website. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.
- 1.4 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office and on the website of the Colorado

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

- 1.5 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.6 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.7 Preparation of Agenda: Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.8 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.
- 1.9 Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

Section 2. Duties and Responsibilities of Officers

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance.
- 2.2 Vice Chair of the Commission: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director of the Commission: In addition to performing those duties established by law, the Executive Director of the Commission and Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the General Assembly on matters pertaining to the

Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

3.1 There is hereby established an advisory committee pursuant to C.R.S. §23-1- 103).

Advisory Committee Members: The advisory committee shall consist of not less than thirteen members, to be designated as follows:

(a) Six members shall be appointed from the General Assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate and one of who shall be from the minority party appointed by the Minority Leader of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives and one of who shall be from the minority party appointed by the Minority Leader of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members;

(b) One member shall be selected and designated by the Commission, as recommended by the Colorado Faculty Advisory Council, to represent the faculty in the state;

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

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

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

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

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

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

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

- 3.2 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.3 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined in Section 1.5 Notice of Meetings. Bylaw changes must be approved by a majority of the Commission.

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



COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

Sarah Kendall Hughes, Chair
Josh Scott, Vice-Chair
Berrick Abramson
Lisandra Gonzalez
Aaron Harber
Teresa Kostenbauer
Steven Meyer
Ana Temu Otting
Eric Tucker
Jennifer Walmer
Jim Wilson

COLORADO COMMISSION ON HIGHER EDUCATION

- Chair Sarah Kendall Hughes (D-3rd Congressional District) 1st term ends July 2023
- Vice Chair Josh Scott (D-1st Congressional District) 1st term ends July 2025
- Commissioner Paul Berrick Abramson (*U-7th Congressional District*) 1st term ends July 2023
- Commissioner Lisandra Gonzalez (*U-8th Congressional District*) 1st term ends July 2023
- Commissioner Aaron Harber (*D-2nd Congressional District*) 1st term ends July 2025
- Commissioner Teresa Kostenbauer (*U-4th Congressional District*) 1st term ends July 2024
- Commissioner Steven Meyer (*U-3rd Congressional District*) 1st term ends July 2024
- Commissioner Ana Temu Otting (*D-2nd Congressional District*) 1st term ends July 2025
- Commissioner Eric Tucker (*U-5th Congressional District*) 1st term ends July 2023
- Commissioner Jennifer Walmer (*D-6th Congressionsl District*) 1st term ends July 2026
- Commissioner Jim Wilson (*R-5th Congressional District*) 1st term ends July 2025

ADVISORY COMMITTEE

Legislative Advisors

- Representative Julie McCluskie, *House Majority Appointment*
- Representative Cathy Kipp, *House Majority Appointment*
- Representative Tonya Van Beber, *House Minority Appointment*
- Senator Rachel Zenzinger, *Senate Majority Appointment*
- Senator Tammy Story, *Senate Majority Appointment*
- Senator Kevin Priola, *Senate Minority Appointment*

Subject Matter Advisors

- Mr. Steve Schwartz, *Institutional Finance Representative*
- Mr. Federico Chavez, *Student Representative*
- Mr. Mark Cavanaugh, *IHEC Representative*
- Ms. Donnis Hurd, *Parent Representative*
- Ms. Colleen O'Neil, *K-12 Representative*
- Dr. Melinda Piket-May, *Faculty Representative*
- Dr. Landon Pirius, *Academic Council 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	David Tandberg, Interim President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Joe Garcia, Chancellor	Denver
Arapahoe CC	President Dr. Stephanie Fujii,	Littleton
Colorado Northwestern CC	President Dr. Lisa Jones	Rangely
CC of Aurora	President Mordecai Brownlee,	Aurora
CC of Denver	President Marielena DeSanctis	Denver
Front Range CC	President Andy Dorsey	Westminster
Lamar CC	President Dr. Linda Lujan	Lamar
Morgan CC	President Dr. Curt Freed	Ft. Morgan
Northeastern JC	President Michael White	Sterling
Otero JC	President Dr. Timothy Alvarez	La Junta
Pikes Peak CC	President Dr. Lance Bolton	Colorado Springs
Pueblo CC	President Dr. Patty Erjavec	Pueblo
Red Rocks CC	President Dr. Michele Haney	Lakewood
Trinidad State JC	President Dr. Rhonda Epper	Trinidad
Colorado Mesa University	President John Marshall	Grand Junction
Colorado Mountain College	President Dr. Carrie Besnette Hauser	Glenwood Springs
Colorado School of Mines	President Paul Johnson	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
CSU-Ft Collins	Interim President Rick Miranda	Fort Collins
CSU-Pueblo	President Dr. Timothy Mottet	Pueblo
CSU-Global Campus	President Pamela Toney	Aurora
CU System	Interim President Todd Saliman	Denver
CU – Boulder	Chancellor Dr. Philip DiStefano	Boulder
UCCS	Chancellor Dr. Venkat Reddy	Colorado Springs
UCD	Chancellor Dr. Michelle Marks	Denver
UC-Anschutz	Chancellor Don Elliman	Aurora
Emily Griffith Technical College	Randy Johnson, Executive Director	Denver
Ft. Lewis College	President Dr. Tom Stritikus	Durango
Metropolitan State University of Denver	President Janine Davidson	Denver



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