



COLORADO

Colorado Commission on Higher Education

Department of Higher Education

CCHE AGENDA

June 4, 2020

**Colorado Department of Higher Education ZOOM
Video Conference**

<https://us02web.zoom.us/j/86052135085>

Meeting ID: 860 5213 5085

COMMISSIONER & ADVISOR WORK

SESSION 11:30am – 1:00pm

BUSINESS MEETING

1:00pm – 4:30pm

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

Tom McGimpsey, Chair
Vanecia Kerr, Vice-Chair
Paul Berrick Abramson
Mary Beth Buescher
Luis Colón
Cassie Gannett
Sarah Kendall Hughes
Charlotte Olena
Brittany Stich
Steven Trujillo
Eric Tucker

Colorado Commission on Higher Education

June 4, 2020

Colorado Department of Higher Education

ZOOM Teleconference Only

Denver, Colorado

11:30am -1:00pm

COMMISSIONER & ADVISOR WORK SESSION *(working lunch)*

TOPICS: Boundless Potential: Considerations for Colorado Higher Education

Facilitated by *Alison Griffin, Whiteboard Advisors*

1:00 – 4:30pm

BUSINESS MEETING

I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the May 1, 2020 Commission Meeting
- C. Reports
 - i. Chair
 - ii. Vice-Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisors
- D. Executive Director Report
- E. Public Comment

II. Discussion Items

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

III. Consent Items

- A. Recommend Approval of Reauthorization of School Counselor Endorsement Preparation at Denver Seminary– *Dr. Karen Lowenstein*
- B. Recommend Approval of Mentor Teacher Endorsement Preparation Program at Colorado Mountain College – *Dr. Karen Lowenstein*
- C. Recommend Approval of Mentor Teacher Endorsement Preparation Program at Western Colorado University – *Dr. Karen Lowenstein*
- D. Recommend Approval of Mentor Teacher Endorsement Preparation Program at the University of Colorado Denver – *Dr. Karen Lowenstein*



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

IV. Action Items

- A. Fiscal Year 2020-21 Financial Aid Allocations – *Emily Burns*
- B. Approval of 1331 Supplemental for Colorado School of Mines Subsurface Frontiers Building – *Lauren Gilliland*

V. Commission Initiatives

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

VI. Special Presentations

- A. Policy Fellows Program – *Katie Zaback*
- B. Recognition of Commissioners – *Chair McGimpsey*



**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Via ZOOM Teleconference
May 1, 2020**

BUSINESS MEETING

Chair Tom McGimpsey called the business meeting to order at 1:01 p.m.

I. Opening Business

A. Attendance

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

Advisors attending: Rep. Kipp, Sen. Lundeen, Sen. Todd, Wayne Artis, Mark Cavanaugh, David Olguin, Brad Baca, Rick Miranda, Christina Powell, Misti Ruthven

B. Minutes

Commissioner Buescher moved to approve the minutes for the April 3, 2020 Commission meeting. The motion was seconded by Commissioner Gannett and passed unanimously.

C. Election of Officers

Chair McGimpsey called for new nominations for Chair or Vice Chair. Chair McGimpsey and Vice Chair Kerr both consented to serving another term. Both were reappointed by unanimous vote.

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

Chair McGimpsey thanked Governor Polis for speaking to the Commission during the work session prior to this meeting. He challenged commissioners to think creatively about how student and institution needs can be addressed so a stronger system can be established online with masterplan and affordability goals in mind. Commissioner Abramson requested that several hours be dedicated to

discussing innovative ideas at the next meeting and subsequent meetings. Commissioner Hughes agreed with this request and asked that department staff help with ideas and brainstorming innovation. Chair McGimpsey requested a meeting with ED Paccione and Dr. Boggs to develop the agenda for the June meeting with these requests in mind.

Vice Chair Kerr thanked the commission for entrusting her with the vice chair role for the year ahead. She also thanked Dr. Paccione and Dr. Boggs for making arrangements for Dr. Paccione to participate in the College Track Regional Meeting last week. Vice Chair Kerr agrees that now is a great time for the commissioners to begin thinking about what happens next in higher ed. She encouraged commissioners to take what we have all experienced and what our institutions are going through and use this as an opportunity to develop learning around it and put together the right strategy going forward so that we can be more efficient and provide a better experience for our students, families and communities as we go forward.

Fiscal Affairs & Audit Committee – Commissioner Tucker reported that the April 12th meeting of the committee was an information update from Jason Schrock and the Finance team. There was discussion around potential “what ifs” for the state budget, trying to get greater understanding of the CARES Act and what that funding could be used for in higher education.

The third thread of conversation was a look at federal funding headed directly to the higher education institutions and how they might be able to allocate that to best maximize its usefulness for students and for institutions.

Student Success & Academic Affairs Committee – Commissioner Gannett reported that the committee had a conversation about the statewide articulation agreement which will be discussed in detail later today. They also spent the majority of time talking about COVID-19 and the impact on potential new college going students and current college going students. The commission can really take the opportunity during this crisis to think outside of the box and think about ways to support institutions, leverage what great things are going on out there and try to alleviate any of the stumbling that happened when this first came about and if it happens again.

Advisor Artis - The Colorado Faculty Advisory Council had its spring meeting and elected new officers. The council met with the chief of staff of HLC and one of his staffers to discuss faculty concerns with concurrent enrollment programs. They also discussed students’ needs and the prerequisite need for some on the ground quality control, the ability of high schools to change college grades or not and an instructor of record issue.



Representative Cathy Kipp thanked the commission for the work being done and for focusing on the opportunities presented by the current situation. She reviewed the challenges facing the state budget and the coming deficit and encouraged commissioners to consider ways to save money and to preserve programs that should not be cut.

Advisor Olguin reported that he is on several student panels and is hearing about food insecurity and making sure that students have access to food. We have campuses that are doing mobile donations, putting together packages and delivering them to students which is not the case on all campuses. There is definitely concern from the students that are graduating this semester and going into an economy that is not strong when looking for a job.

Advisor Baca reported that Western completed and posted an emergency grant application and within an hour had over 65 applications for over \$110,000. This is federal funding made available through the CARES Act.

Advisor Cavanaugh thanked Dr. Paccione and all those who have worked collaboratively in drafting the Title IX letter to the US DOE.

Executive Director Report – Dr. Paccione reported that the department is getting some funding for students in need from Single Stop. Single Stop is an organization that addresses things like food insecurity, housing insecurity, transportation challenges and access to federal benefits students might qualify for, but don't know about. The department staff are all working from home at this time. We have had great success with the No Lapse in Learning campaign that has secured over 650 laptops and delivered them throughout the state. The department continues to host weekly stakeholder convenings with the CEOs. We've also hosted weekly Chief Academic Officers as well as meetings with counselors and academic advisors. Dr. Paccione introduced the department's new IT director, Jimmy Rogers. She thanked the department deputy director, Inta Morris for her remarkable leadership as our representative on the COVID19 emergency team.

E. Public Comment – There was no public comment.

II. Consent Items

- A. Recommend Approval of Culturally and Linguistically Diverse Bilingual Education Specialist at Metropolitan State University of Denver – *Dr. Brittany Lane***

Commissioner Gannett moved to approve Consent Item A. The motion was seconded by Commissioner Buescher and passed unanimously.



III. Action Items

- A. Approve New Statewide Transfer Articulation Agreements in Computer Science, Dance, Journalism and Public Health – *Dr. Chris Rasmussen*

Dr. Chris Rasmussen, CDHE Director of Academic Affairs, provided context for the Department's work to develop Statewide Transfer Articulation Agreements, which are statutorily mandated agreements among public institutions for student transfer from an associate's to a bachelor's degree in the same academic discipline or programmatic area. Dr. Rasmussen outlined the process to develop four new agreements in computer science, dance, journalism, and public health, which would bring the total number of statewide transfer agreements to 38.

Commissioner Gannett moved to approve new Statewide Transfer Articulation Agreements in Computer Science, Dance, Journalism, and Public Health, pending the obtainment of signatures to the agreements from the chief academic officers of participating institutions and systems. Commissioner Colon seconded. The motion passed unanimously.

IV. Discussion Items

- A. Proposed Revisions to CCHE Policy Section I, Part L: Statewide Transfer and GT Pathways Policy (to facilitate statewide transfer agreements in engineering) – *Dr. Chris Rasmussen*

Dr. Chris Rasmussen, CDHE Director of Academic Affairs, described the minor changes to the policy that are required to move forward with a statewide transfer agreement in mechanical engineering. The proposed changes would allow for associate degrees with designation that go beyond 60 credits to facilitate transfer in certain disciplines or fields. This includes areas in which the associated bachelor's degree program has received a waiver from the 120-credit cap, or has received a waiver from GT Pathways curriculum requirements. The changes will accommodate the mechanical engineering transfer agreement in development, as well as future agreements in other engineering fields and other disciplines where the bachelor's degree requires more than 120 credits.

A motion was made by Commissioner Abramson to move the agenda item from discussion to action and seconded by Commissioner Buescher. The motion passed unanimously.

Commissioner Colon then moved to approve proposed revisions to CCHE Policy Section I, Part L, Statewide Transfer and GT Pathways Policy. Commissioner Stich seconded. The motion passed unanimously.

- B. Proposed Revisions to CCHE Policy I, Part E: Developmental Education and Repeal of CCHE Policy I, Part W: Supplemental Academic Instruction – *Dr. Chris Rasmussen and Katie Zaback*



Chris Rasmussen, CDHE Director of Academic Affairs, and Katie Zaback, CDHE Senior Policy Director, presented proposed revisions to the Commission's Developmental Education policy, which are in response to House Bill 19-1206 (Concerning Removing Equity Gaps in Higher Education by Ensuring More Students Have Access to Supplemental Academic Instruction). They also proposed repealing the Commission's policy on supplemental academic instruction, since the provisions of that policy either were rendered moot by HB 19-1206 or can be subsumed within the developmental education policy. They highlighted additional proposed revisions made since the March Commission meeting in light of dramatically changed circumstances due to COVID-19. Specifically, proposed additional revisions included removing the distinction between "primary" and "secondary" assessments, and eliminating the requirement that institutions use an assessment on a provided list (such as the SAT or the ACCUPLACER) in determining placement of students into gateway coursework or some form of developmental education.

A motion was made by Commissioner Hughes to move the agenda item from discussion to action and seconded by Commissioner Buescher. The motion passed unanimously.

Commissioner Abramson then moved to approve proposed changes to CCHE Policy Section I, Part E: Developmental Education, and to repeal CCHE Policy Section I, Part W: Supplemental Academic Instruction. Commissioner Hughes seconded. The motion passed unanimously.

V. Commission Initiatives

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

Legislative Update – Ms. Chloe Mugg, Legislative Liaison for the Department, reviewed possible timelines for the reconvening of the Joint Budget Committee (JBC) and General Assembly in the month of May to finalize the state budget. Ms. Mugg updated the Commission on the Department's legislative priorities for when the legislature reconvenes, which includes expanding the use of open educational resources, the revised higher education funding formula and HB20-1002.

State Budget Update – Mr. Jason Schrock, CDHE CFO, provided an update on the state budget situation and its implications for higher education funding. There will be a revised state revenue forecast on May 12, which is expected to show a budget shortfall of around \$3 billion, or about 20 percent. As a result, higher education operating funding from the state is likely to receive a reduction. Funding for higher education capital projects is also expected to be eliminated. The Joint Budget Committee (JBC) budget analyst for higher education has put forth numerous budget reduction options and recommendations



for the JBC. The analyst is recommending that higher education operating funding be reduced at the same amount as the overall state budget reduction, with lesser cuts to certain smaller, more vulnerable institutions. The analyst is also recommending state funding for some Department programs and initiatives be reduced or eliminated in the budget.

Higher education institutions face a substantial amount of uncertainty for their budgets in FY 2020-21. At this time, the amount of funding from the state is unknown, and student enrollment in the fall is highly uncertain. As a result, institutions are working with scenarios for their budget planning purposes. Mr. Schrock discussed a graph showing scenarios of possible budget gaps for the state's governing boards. Institutions are looking at a range of options to address their expected budget shortfalls, such as cuts in facility maintenance, consolidating and eliminating academic programs, reducing student support services, reducing financial aid, and compensation and workforce reductions. As a result of the significant budget challenges, higher education institutions across the country are advocating for additional federal funding assistance through another stimulus package.

VI. Written Reports

A. Update on Legislative Reports – *Katie Zaback and Michael Vente*

Katie Zaback and Michael Vente presented the initial findings of two upcoming reports. CDHE notified the legislature of a delay in releasing these reports due to the burden of COVID-19 response on school districts.

The Access and Success for Colorado's High School graduates report defined in C.R.S §23-1-113 will be released on May 15th. The 2020 report shows college-going rates continue to stay consistent, but students who do go to postsecondary are more likely to complete. It also includes a robust discussion of pathways into postsecondary education. The report is available here: <https://highered.colorado.gov/pathways-to-prosperity-postsecondary-access-and-success-for-colorados-high-school-graduates>

The Concurrent Enrollment Report is a joint report by CDE and CDHE and is defined in C.R.S. §22-35-112. This year's report shows that Concurrent Enrollment rates are continuing to increase for all student populations. A final release date for this report is forthcoming. The report will be available here: <https://highered.colorado.gov/concurrent-and-dual-enrollment>

The meeting was adjourned at 3:45pm.



**Agenda Item II A. will be
provided at the meeting.**

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF SCHOOL COUNSELOR ENDORSEMENT PREPARATION AT DENVER SEMINARY

PREPARED BY: DR. KAREN LOWENSTEIN, EDUCATOR PREPARATION SPECIALIST

I. SUMMARY

This item recommends reauthorization of the school counselor endorsement preparation program at Denver Seminary.

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, after receiving an affirmative recommendation from the State Board of Education. The process for reauthorization of educator preparation programs is as follows:

- Colorado Department of Education (CDE) conducts a review of the endorsement programs to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Department of Higher Education (DHE) reviews the unit and its programs for the following statutory performance criteria: admission system; ongoing advising and screening of educator candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].
- DHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs. Given the COVID-19 pandemic and state safety measures prohibiting face-to-face meetings at the time of DS' reauthorization, the "site-visit" occurred virtually for all stakeholders using Zoom technology.
- CDE makes a recommendation to the State Board of Education, which then makes a recommendation to DHE.
- Upon receiving an affirmative recommendation, DHE makes a recommendation to CCHE.

III. STAFF ANALYSIS

At its May 13, 2020 meeting, the Colorado State Board of Education approved the content of the school counselor endorsement preparation program at Denver Seminary (DS). CDE staff transmitted State Board of Education's approval of the following endorsement programs:

The reauthorization team noted strengths for Denver Seminary school counseling leaders, faculty and staff. Specifically, the review team was impressed with, among other things:

- The depth of program work on school counselor learning around mental health needs;

and

- A developmental approach to school counselor preparation across the scope and sequence of the program, with attention to knowledge, skills, and dispositions as well as to the student as a person and as an emerging professional.

IV. STAFF RECOMMENDATION

Staff recommends the reauthorization of the school counselor endorsement preparation program at Denver Seminary.

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 as provided in paragraph (b) of this subsection (4) and shall establish a schedule for review of each educator preparation program that ensures each program is reviewed as provided in this section not more frequently than once every five years.

TOPIC: RECOMMEND APPROVAL OF MENTOR TEACHER
ENDORSEMENT PREPARATION PROGRAM AT COLORADO
MOUNTAIN COLLEGE

PREPARED BY: DR. KAREN LOWENSTEIN, EDUCATOR PREPARATION
SPECIALIST

I. SUMMARY

This consent item recommends approval to offer the Mentor Teacher Endorsement (4.24) preparation program at Colorado Mountain College.

II. BACKGROUND

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

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

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

Approved during the 2019 legislative session, SB 19-190 created the mentor teacher endorsement. This is an added endorsement to an educators’ professional license. CDE staff, in accordance with SBE rule-making process and in collaboration with DHE staff, created a stakeholder group of experts who met from summer to late fall 2019 to draft rules for the endorsement. The group consisted of teachers, mentors, building and district leaders and educator preparation faculty

representing K-12 schools, districts and educator preparation programs from across the state. The SBE approved the rules for the mentor teacher endorsement in November of 2019.

III. STAFF ANALYSIS

The SBE approved the content of the mentor teacher endorsement program from Colorado Mountain College on May 13, 2020 and CDE staff transmitted its affirmative recommendation to the Department.

Department staff has analyzed the proposed program according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and found it sufficient with regards to the necessary documentation for initial program authorization.

Specific strengths of the program include:

- The year-long residency model of teacher preparation that aligns with the mentor endorsement requirement of practicing as a mentor for one year;
- The design of parallel and intersecting tracks of coursework and practice intended to give candidates the knowledge and skills to reach proficiency in mentor competencies; and
- The additional role of “lead mentor teacher” in a school district for supporting the development of novice mentors in their roles with novice teachers.

IV. STAFF RECOMMENDATION

Staff recommends approval of the mentor teacher endorsement (4.24) preparation program at Colorado Mountain College.

V. STATUTORY AUTHORITY

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

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

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

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

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

TOPIC: RECOMMEND APPROVAL OF MENTOR TEACHER
ENDORSEMENT PREPARATION PROGRAM AT WESTERN
COLORADO UNIVERSITY

PREPARED BY: DR. KAREN LOWENSTEIN, EDUCATOR PREPARATION
SPECIALIST

I. SUMMARY

This consent item recommends approval to offer the Mentor Teacher Endorsement (4.24) preparation program at Western Colorado University.

II. BACKGROUND

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

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

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

Approved during the 2019 legislative session, SB 19-190 created the mentor teacher endorsement. This is an added endorsement to an educators’ professional license. CDE staff, in accordance with SBE rule-making process and in collaboration with DHE staff, created a stakeholder group of experts who met from summer to late fall 2019 to draft rules for the endorsement. The group consisted of teachers, mentors, building and district leaders and educator preparation faculty

representing K-12 schools, districts and educator preparation programs from across the state. The SBE approved the rules for the mentor teacher endorsement in November of 2019.

III. STAFF ANALYSIS

The SBE approved the content of the mentor teacher endorsement program from Western Colorado University on May 13, 2020 and CDE staff transmitted its affirmative recommendation to the Department.

Department staff has analyzed the proposed program according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and found it sufficient with regards to the necessary documentation for initial program authorization.

Specific strengths of the program include:

- The year-long residency model of teacher preparation that aligns with the mentor endorsement requirement of practicing as a mentor for one year; and
- The design of parallel and intersecting tracks of coursework and practice intended to give candidates the knowledge and skills to reach proficiency in mentor competencies.

IV. STAFF RECOMMENDATION

Staff recommends approval of the mentor teacher endorsement (4.24) preparation program at Western Colorado University.

V. STATUTORY AUTHORITY

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

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

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

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described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

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

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

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

TOPIC: RECOMMEND APPROVAL OF MENTOR TEACHER
ENDORSEMENT PREPARATION PROGRAM AT THE UNIVERSITY
OF COLORADO DENVER

PREPARED BY: DR. KAREN LOWENSTEIN, EDUCATOR PREPARATION
SPECIALIST

I. SUMMARY

This consent item recommends approval to offer the Mentor Teacher Endorsement (4.24) preparation program at the University of Colorado Denver.

II. BACKGROUND

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

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

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- Following that review, CDE makes a recommendation to the State Board of Education for consideration.
- If the SBE approves the application, the approval is forwarded to DHE.
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representing K-12 schools, districts and educator preparation programs from across the state. The SBE approved the rules for the mentor teacher endorsement in November of 2019.

III. STAFF ANALYSIS

The SBE approved the content of the mentor teacher endorsement program from the University of Colorado Denver on May 13, 2020 and CDE staff transmitted its affirmative recommendation to the Department.

Department staff has analyzed the proposed program according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and found it sufficient with regards to the necessary documentation for initial program authorization.

Specific strengths of the program include:

- a collaboration among Teacher Education, Leadership for Educational Organization and Learning Design & Technology to design and operationalize the curriculum;
- a Professional Development School model for high-quality clinical preparation;
- flexible modules for building the knowledge and skills of mentor candidates while they mentor novice teachers; and
- consistent, clear and weekly expectations for mentor practice, including consistent opportunities for feedback and support from other mentors and colleagues.

IV. STAFF RECOMMENDATION

Staff recommends approval of the mentor teacher endorsement (4.24) preparation program at the University of Colorado Denver.

V. STATUTORY AUTHORITY

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

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

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

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

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

TOPIC: RECOMMEND APPROVAL OF MENTOR TEACHER
ENDORSEMENT PREPARATION PROGRAM AT THE UNIVERSITY
OF DENVER

PREPARED BY: DR. KAREN LOWENSTEIN, EDUCATOR PREPARATION
SPECIALIST

I. SUMMARY

This consent item recommends approval to offer the Mentor Teacher Endorsement (4.24) preparation program at the University of Denver.

II. BACKGROUND

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

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

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

Approved during the 2019 legislative session, SB 19-190 created the mentor teacher endorsement. This is an added endorsement to an educators’ professional license. CDE staff, in accordance with SBE rule-making process and in collaboration with DHE staff, created a stakeholder group of experts who met from summer to late fall 2019 to draft rules for the endorsement. The group consisted of teachers, mentors, building and district leaders and educator preparation faculty

representing K-12 schools, districts and educator preparation programs from across the state. The SBE approved the rules for the mentor teacher endorsement in November of 2019.

III. STAFF ANALYSIS

The SBE approved the content of the mentor teacher endorsement program from the University of Denver on May 13, 2020 and CDE staff transmitted its affirmative recommendation to the Department.

Department staff has analyzed the proposed program according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and found it sufficient with regards to the necessary documentation for initial program authorization.

Specific strengths of the program include:

- The collaboration between the Teacher Education Program and the Educational Leadership and Policy Studies departments on the design of the program;
- The design of parallel and intersecting tracks of coursework and practice intended to give candidates the knowledge and skills to reach proficiency in mentor competencies; and
- The thread of culturally responsive instruction and mentoring throughout the curriculum.

IV. STAFF RECOMMENDATION

Staff recommends approval of the mentor teacher endorsement (4.24) preparation program at DU.

V. STATUTORY AUTHORITY

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

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

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

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

(c) Course work and field-based training that integrates theory and practice and educates

candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to [section 22-7-406, C.R.S.](#), or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to [section 22-7-1005, C.R.S.](#);

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

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

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

TOPIC: RECOMMEND APPROVAL OF INSTRUCTIONAL TECHNOLOGY
SPECIALIST ENDORSEMENT AT ROCKY MOUNTAIN COLLEGE
OF ART AND DESIGN

PREPARED BY: DR. KAREN LOWENSTEIN, EDUCATOR PREPARATION
SPECIALIST

I. SUMMARY

This consent item recommends approval to offer the instructional technology specialist (6.07) added endorsement preparation program at Rocky Mountain College of Art and Design.

II. BACKGROUND

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

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

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

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of Rocky Mountain College of Art and Design's instructional technology endorsement program at its April 8, 2020 meeting and CDE staff transmitted its affirmative recommendations to the DHE.

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

Comprehensive admission system: The institution has developed admissions criteria that include: the criteria of the institution for entry into a graduate-level program as well as a professional teaching license (in order to add the endorsement to that license upon successful completion of the program). Candidates also meet with the program chair to discuss whether and how the program is a fit for the candidates' goals.

1. **Ongoing screening and advising:** All students in the program are assigned an advisor who supports students' trajectories. In addition, the instructors for this program have extensive teaching experience so they can advise students in meaningful and applied ways about their work throughout the program.
2. **Course work and field-based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Academic Standards:** Specifically, educator preparation programs are reviewed to ensure that:
 - a) An appropriate mix of general education, content knowledge and professional knowledge exists;
 - b) Teachers understand Teacher Quality Standards (Rule 5.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), that principals understand Principal Quality Standards (Rule 6.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), and Colorado Academic Standards; and
 - c) That educator preparation programs have a commitment to equity and excellence (C.R.S. §22-7-403), that teachers are able to prepare students to actively participate in democracy (C.R.S. §22-7-1002), and to ensure that K-12 students will be post-secondary and workforce ready (C.R.S. §22-7-1008).

A strength of this endorsement preparation program is that each course requires that students create tools and products that can immediately be used in their own classrooms.

This program also requires a supervised practicum where candidates have the chance to put their emergent knowledge into practice, as well as receive coaching.

3. **Candidate skills and content knowledge:** Various key assessments have been developed by the institution to evaluate student success and ability to serve as an educator with novice proficiency (or greater) upon their program completion. These assessments include:

A strength of this program is that each student creates artifacts for a digital portfolio that demonstrate proficiency on the requisite endorsement standards. These artifacts are responses to key assessments and provide evidence of the candidate's skills and knowledge.

4. Continual improvement:

The program has created formative and summative assessments within and across courses to support candidates' continual development of the knowledge base and skills for this endorsement.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. The degree complies with GT Pathways requirements and the 120 credit cap. The Rocky Mountain College of Art and Design Board of Directors approved the program at its regular meeting April 18, 2019.

IV. STAFF RECOMMENDATION

Staff recommends approval of the instructional technology specialist (6.07) educator preparation program at Rocky Mountain College of Art and Design.

V. STATUTORY AUTHORITY

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

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

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

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

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

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced

degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

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

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

TOPIC: RECOMMEND APPROVAL OF EARLY CHILDHOOD EDUCATION
ENDORSEMENT AT COLORADO MOUNTAIN COLLEGE

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

I. SUMMARY

This consent item recommends approval to offer Early Childhood Education at Colorado Mountain College (CMC).

II. BACKGROUND

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

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

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

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of CMC’s Early Childhood Education licensure program at its April 8th, 2020 meeting and CDE staff transmitted its affirmative recommendations to the CDHE.

CMC aims to address a chronic teacher shortage in Colorado, especially in the rural mountain school districts that the college serves by offering Early Childhood Education. Department staff has analyzed the proposed programs, according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** CMC has developed admissions criteria that include: a successful outreach to underserved populations, e.g. Latina/Latino students represent almost 30% of all students in the program.
2. **Ongoing screening and advising:** CMC student counselors and advisors engage students in outreach activities, provide academic counseling in concert with faculty advisors and the program director, and maintain a variety of mental health programs, disability services, etc. CMC provides free online and face-to-face tutoring, counseling and advising.
3. **Course work and field-based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Academic Standards:** Specifically, educator preparation programs are reviewed to ensure that:
 - a) An appropriate mix of general education, content knowledge and professional knowledge exists;
 - b) Teachers understand Teacher Quality Standards (Rule 5.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), that principals understand Principal Quality Standards (Rule 6.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), and Colorado Academic Standards; and
 - c) That educator preparation programs have a commitment to equity and excellence (C.R.S. §22-7-403), that teachers are able to prepare students to actively participate in democracy (C.R.S. §22-7-1002), and to ensure that K-12 students will be post-secondary and workforce ready (C.R.S. §22-7-1008).

FLC's early childhood education program is nationally accredited by the National Association for the Education of Young Children (NAEYC) and was accredited by NAEYC in 2019 and was found to have met the requirements to meet NAEYC standards as well. CMC integrates all of the required standards

4. **Candidate skills and content knowledge:** Various key assessments have been developed by the institution to evaluate student success and ability to serve as an educator with novice proficiency (or greater) upon their program completion. These assessments include: work samples, video of themselves teaching along with samples of their students' work and a reflection on their professional practice, PRAXIS completion (in both Early Childhood Education and Elementary Education), and panel interview.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator

preparation requirements in §23-1-121, C.R.S. The Colorado Mountain College's Curricular Council approved the program at its May 5, 2020 regular meeting.

IV. STAFF RECOMMENDATION

Staff recommends the approval the Early Childhood Education educator preparation program at Colorado Mountain College.

V. STATUTORY AUTHORITY

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

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

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

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

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

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

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

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

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

TOPIC: RECOMMEND APPROVAL OF PRINCIPAL ENDORSEMENT AT
FORT LEWIS COLLEGE

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

I. SUMMARY

This consent item recommends approval to offer the Principal endorsement at Fort Lewis College.

II. BACKGROUND

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

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

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

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of Fort Lewis College's Special Education Generalist endorsement program at its March 11, 2020 meeting and CDE staff transmitted its affirmative recommendations to the department.

This program supports the development of a high quality online and experiential licensure and Master of Arts in Education Principal Leadership degree program for aspiring educational leaders for rural and culturally diverse schools. Department staff has analyzed the proposed programs, according to the statutory performance criteria set forth in C.R.S. §23-1-121(2) and confirmed it meets the statutory performance criteria. The following evidence is summarized from the institution's proposal:

1. **Comprehensive admission system:** Admissions to this program requires confirmation of a Bachelor's degree from an accredited college; Colorado background check and three letters of recommendation that reference specific dispositions, knowledge, skills and experiences.
2. **Ongoing screening and advising:** Faculty will use data from mentor principals or internship supervisors to assess professional skills and competencies.
3. **Integration of theory and practice (aligned with Colorado Academic Standards) in coursework and field-based training:** An appropriate mix of general education, content knowledge and professional knowledge exists. This course is offered as a hybrid model with coursework online and face-to-face practicum hours included each semester.
4. **Supervised field-based experience:** A minimum of 300 hours of practicum are embedded in the coursework each semester to include special education classroom internship as well as administrative and professional development activities.
5. **Candidate skills and content knowledge:** Ongoing assessment will be conducted throughout the program, and upon completion students must take and pass the K-12 principal Colorado-approved content exam.
6. **Continual improvement:** The institution continues to review programs annually as part of their regular practice and preparation for reauthorization.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. Fort Lewis College's Provost approved the program ____.

IV. STAFF RECOMMENDATION

Staff recommends the approval of the Principal endorsement educator preparation program at Fort Lewis College.

V. STATUTORY AUTHORITY

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

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

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students

who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

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

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

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

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

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

TOPIC: RECOMMEND APPROVAL OF TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST AMENDMENT - COLORADO STATE UNIVERSITY - FORT COLLINS

PREPARED BY: LAUREN GILLILAND, LEAD FINANCE ANALYST

I. SUMMARY

This consent item amends the Two-Year Cash Funded Capital Program List for Colorado State University. The amended list reflects the addition of Banded Peaks Ranch Conservation Easement.

II. BACKGROUND

Under state law, C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must provide the legislative Capital Development Committee (CDC) with either their 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 10 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

Banded Peaks Ranch Conservation Easement:

Table 1 displays the cost of the Banded Peaks Ranch Conservation Easement project.

Table 1: Two-Year Cash Funded Capital Program, Banded Peaks Ranch Conservation Easement

| FY 2020-21 Through FY 2021-22 List | |
|------------------------------------|---------------------|
| Cash Funds | \$6,380,000 |
| Federal Funds | \$7,000,000 |
| Total Funds | \$13,380,000 |

Project Description: Colorado State University (CSU) is requesting \$13,380,000 in cash funds spending authority. The request is comprised of \$7,000,000 in funding from the United States Forest Service as part of the Forest Legacy Program and a \$6,380,000 cash match from the State of Colorado's Conservation Fund.

This project authorizes CSU to accept the title to a conservation easement on the Banded Peaks Ranch, 20 miles south of Pagosa Springs in Archuleta County. A conservation easement is a voluntary, legal

agreement that permanently limits uses of the land in order to protect its conservation values. This easement encompasses 16,723 acres and it will be granted in perpetuity. CSU's Board of Governors has been asked to hold the legal title to the conservation easement on behalf of the State of Colorado because the Colorado State Forest Service is part of the Colorado State University System. Acquisition of the conservation easement falls under the State's definition of capital construction because it acquires a limited right-of-use to the land.

The Banded Peak Ranch lies within the Headwaters of the San Juan & Navajo Rivers Priority Landscape identified in 2008 by the Colorado Conservation Partnership (CCP) as one of 25 priority areas for protection under the Keep It Colorado initiative. The CCP represents Colorado's five leading conservation organizations: The Nature Conservancy, Trust for Public Land, The Conservation Fund, Colorado Open Lands, and Colorado Cattlemen's Agricultural Land Trust. This landscape-level Keep It Colorado effort is critical to the people of Colorado, providing countless benefits to wildlife and the people who are reliant on the lands and water within the Navajo River Watershed.

The request included letters of support from both U.S. and Colorado senators and representatives, the Archuleta county commissioners, the President and other members of the Colorado State Forest Service, and other stakeholders.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of the amended Two-Year Cash Funded Capital Program List for Colorado State University, and the forwarding of it 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 State University

| Form CC-LCF | | | | | | | | | |
|---|----|----|---------------------------|--|--|---|--------------------------------------|--|--|
| Two-Year Capital Construction - List of Cash Funded Projects FY 2020-21 to FY 2021-22 Revised 5/7/2020 | | | | | | Prepared By: Shelly Carroll | | | |
| | | | | | | Phone: 970-491-0167 | | | |
| | | | | | | E-Mail: Shelly.Carroll@Colostate.edu | | | |
| Project Title: Banded Peaks Ranch Conservation Easement | | | | | | | | | |
| Funding Source | | | Total Project Cost | | Project Type: Acquisition | | Project Category: Academic | | |
| Cash Funds | CF | \$ | 6,380,000 | | Intercept Project: No | | Est. Start Date: July-20 | | |
| Federal Funds | FF | \$ | 7,000,000 | | DHE Approved Program Plan: N/A | | Est. Completion Date: July-20 | | |
| Total Funds | TF | \$ | 13,380,000 | | List Approval Date (month/year) | | Funding Method: Grant | | |

TOPIC: DEGREE AUTHORIZATION ACT: REQUEST FOR
AUTHORIZATION OF ASBURY THEOLOGICAL SEMINARY AS A
SEMINARY/RELIGIOUS TRAINING INSTITUTION

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY
EDUCATION

I. SUMMARY

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

II. BACKGROUND

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

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

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

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

1. Be a non-profit institution owned, controlled, operated, and maintained by a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
2. Limit the educational programs to the principles of that church or denomination and grant degrees or diplomas only in areas of study that contain on their face a reference to the theological or religious aspect of the degree's subject area. Institutions operating under this degree authorization shall not award degrees in any area of physical science or medicine; or degrees appropriate only for academic institutions; or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations.
3. Not market, offer, or grant degrees or diplomas which are represented as being linked to a church or denomination, but which actually are degrees in secular areas of study.
4. Have obtained exemption from property taxation under state law and shall have provided the Department a copy of the certificate of this exemption.

Asbury Theological Seminary is not proposing to offer full degree programs in Colorado. Rather, the proposal is to offer core courses rooted in religious intent that are required for all degree programs offered by ATS. Enrolled students will also need to take online courses and will receive their degree from either the Kentucky or Florida campuses.

Certificate Programs

- Christian Studies
- Christian Discipleship
- Christian Education
- Latino Ministry Formation
- Hispanic Ministry Formation
- Aging and Spirituality
- Youth and Family Ministry
- Pastoral Care
- Anglican Studies

Graduate Degree Programs

- Master of Arts in Divinity
- Master of Arts in Ministry
- Master of Arts in Biblical Studies
- Master of Arts in Theological Studies
- Master of Arts in Pastoral Counseling
- Master of Arts in Christian Ministries

Post-Graduate Degree Programs

- Doctor of Philosophy – Biblical Studies
- Master of Theology – Biblical Studies

II. STAFF ANALYSIS

Asbury Theological Seminary's main campus is located in Wilmore, Kentucky and is seeking to establish a presence in partnership with churches in Colorado Springs, Colorado. The instruction students will receive in Colorado will be in addition to online courses the students must take from either the Kentucky or Florida campuses.

DHE staff has worked with Asbury Theological Seminary on the application process. Staff has reviewed the documents submitted that meet the criteria for authorization as outlined in CCHE policy, Section I, Part J. Based on the institution's vision and mission and the proposed programs, staff determined that Asbury Theological Seminary meets the definition of bona fide religious postsecondary educational institution (C.R.S. §23-2-102 (4)).

As noted above, institutions seeking approval as a religious institution are required to provide to the Department evidence of a property tax exemption. Asbury Theological Seminary has applied for personal property tax exemption under the provisions of the Division of Taxation within the Department of Local Affairs, but does not yet have that exemption because it does not intend to purchase any property, rather it will utilize the local church's space for instruction. Until the application is processed, staff recommends authorization upon the condition of eventually receiving exemption. Religious training institutions are statutorily required to renew in 2021, giving ample time to comply fully with the exemption requirement.

Statute does not require accreditation for Seminary or Religious Training Institutions as they provide education and training for instruction within religious organizations or they meet a personal need of an interested party. However, Asbury Theological Seminary is both regionally and nationally accredited by U.S. Department of Education recognized accrediting agencies: Southern Association of Colleges and Schools (SACS); Association of Theological Schools (ATS); and specialized accrediting agencies specific to programmatic offerings. The State of Colorado does not recognize degrees issued by institutions authorized under this provision of statute. The Department's role for institutions authorized under this status is to ensure that the institution offering postsecondary education under the auspice of religion is truly a bona fide religious postsecondary educational institution.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission conditionally approve authorization for Asbury Theological Seminary as a Seminary or religious training institution under the Degree Authorization Act with the requirement that the institution provide confirmation to the Department when the institution receives its property tax exemption.

STATUTORY AUTHORITY

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

TOPIC: FISCAL YEAR 2020-2021 FINANCIAL AID ALLOCATIONS

PREPARED BY: EMILY BURNS, SENIOR FINANCE ANALYST

SUMMARY

This action item seeks approval of the Fiscal Year 2020-21 Financial Aid Allocations for the State's undergraduate need, graduate need, work-study and career and technical education financial aid programs.

BACKGROUND

Pursuant to Colorado Revised Statutes (C.R.S.) 23-3.3-102(2), each year the Colorado Commission on Higher Education (CCHE) allocates the state-funded, student financial aid appropriations to eligible higher education institutions. The CCHE's financial aid policy describes goals, aid programs and eligibility.

The financial aid policy is guided by the following three principles:

1. Maximize the amount of financial aid funds available to Colorado residents;
2. Direct state need-based dollars to students with the least ability to pay; and,
3. Recognize the student responsibility in financing higher education costs through working or earning scholarships.

In April, the Commission voted to approve need-based aid scenarios. Staff also presented a principled approach for how to prioritize financial aid, given a likely budget shortfall. Typically, the Commission would vote to approve final financial aid allocations once the Long Bill is signed. However, due to the unprecedented nature of the current situation, the General Assembly won't likely pass a long bill until mid-June. The General Assembly has reconvened as of May 26. The Joint Budget Committee (JBC) has been meeting since early May to hear JBC staff recommendations and prepare a balanced budget package for consideration of the full Legislature. On May 12th the JBC learned that the revenue shortfalls could range from \$2.4-4 billion. The JBC has already made the decisions with regard to state-funded financial aid:

- JBC eliminated Merit Aid, (\$5 million).
- JBC held-harmless increase to the Dependent Tuition Assistance (DTAP) line item by reappropriating \$284,000 from workstudy.
- JBC holding all other financial aid line item appropriations flat from FY 20 (except the \$284,000 decrease to work-study to offset caseload increase in DTAP).

III. STAFF ANALYSIS

The following discusses the types of state funded financial aid and their funding amounts approved by the JBC in the Long Bill.

Need-Based Aid - \$163,314,446

In January 2013, the Commission approved a new allocation method for the undergraduate need-based aid program, the Completion Incentive Grant, beginning in FY 2013-14. The allocation

method employed this year includes a guardrail provision which were set at plus 5 percent and minus 3 percent to provide institutions with some predictability while recognizing fluctuations in Pell-eligible student enrollment. The method for calculating graduate need-based aid remains unchanged from prior years. The undergraduate need-based allocation for FY 2020-21 is based on the mechanics approved by the CCHE at its April 3, 2020 meeting (see details below). The allocations were reviewed by the financial aid directors.

A. Completion Incentive Grant - \$150,581,228

The Completion Incentive Grant Program is awarded to undergraduate students with demonstrated need. Allocations are based on the number of Pell-eligible students (full-time equivalent) at each institution with differential allocations based on a student's grade level. Given the JBC decision to hold need-based aid flat, the mechanics of the Completion Incentive's Grant Model were part of the scenario package approved by the CCHE at its April meeting.

Pell-eligible students are those with an expected family contribution (EFC) between \$0 and \$5,576, the amount necessary to qualify for a Federal Pell Grant. Institutions are allocated an amount based on projected Pell-eligible FTE, with amounts increasing for each grade level. The incremental increase between grade levels was decreased from \$399 to \$340. The model has a guardrail provision and the Commission approved guardrails of -3 percent and +5 percent for FY 2020-21 that keeps institutions from gaining more than 5 percent or losing more than 3 percent of the previous year's allocation. The guardrail is designed to provide predictability for institutions while acknowledging enrollment shifts.

B. Critical Careers Funding for Graduate Students - \$11,638,477

This program allocates need-based financial aid for graduate students enrolled in critical career programs as identified by National Science and Mathematics Access to Retain Talent Program. Critical Career Grant allocations are based on the number of graduate students that meet Pell-eligibility requirements and are enrolled in the list of approved programs.

Work Study Financial Aid - \$23,129,178

For FY 2019-20, the General Assembly appropriated \$23,413,178 in the Long Bill. In FY 2020-21, this amount has been reduced by \$284,000 to \$23,129,178 in light of caseload and cost increases to the Dependent Tuition Assistance Program (DTAP), which is an entitlement program obligated to be fully funded before any other type of state-funded financial aid. Given the severe revenue constraints facing the JBC this year, JBC staff recommended, and the committee approved increasing the DTAP appropriation at the expense of the state work-study program. Statute requires 70 percent of the work-study appropriation go to students with demonstrated need; institutions can award the remainder of their allocation without regard to need. Given the need for stability and the very minor change in funding, there is no proposed change in the allocation method.

The Joint Budget Committee was supportive of the Commission's interest in allowing for a greater degree of flexibility among financial aid lines. CCHE and Department Staff have temporary increased authority to move up to 30% between each financial aid line in order to maximize resources available for institutional awards to students. This flexibility has been achieved through the Long Bill foot note process.

Merit Aid - \$0 (\$5 million reduction per JBC action on May 7)

The JBC voted to eliminate \$5 million in merit-based funding in the FY 2020-21 Long Bill. The allocation was based upon the eligible FTE at each campus.

Career and Technical Education - \$450,000

HB 15-1275 was part of the package of workforce bills that passed during the 2015 legislative session. It is intended to support career pathways for low-income residents through short-term certificate programs. Implementation of the program was challenging in the first two years due to unintended eligibility constraints in the original legislation. The eligibility requirements were changed by HB 17-1180, which allowed the Department and Commission to create new eligibility criteria. The General Assembly appropriated \$450,000 for the program in FY 2017-18. Given the new eligibility criteria, Department staff and eligible institutions intend to reexamine institutional allocations, however, given time constraints, staff believes that any updates to this allocation methodology will not be ready for Commission deliberation until early 2021. Staff believes that current allocations reasonably fit institutional needs. Thus, there is no change to the CTE Grant allocations for FY 2020-21.

Categorical Financial Aid – see Table 2 below

Categorical Financial Aid covers the Native American Tuition Assistance program at Fort Lewis College and Dependents Tuition Assistance Program (DTAP) grants, which are entitlements that go directly to eligible students. **Table 2** details the appropriations to these categorical financial aid appropriations by year. The Native American Tuition Assistance Program provides tuition for all eligible Native American students at Fort Lewis College under an agreement between the U.S. government and the State of Colorado. DTAP provides financial support for dependents of law enforcement, firefighters, and eligible military personnel who were injured in the line of duty. The program is authorized in state statute. The FY 2020-21 increase being provided to DTAP is coming at the expense of the state work-study program in light of ongoing caseload growth and statutory obligations to fund this program before any other state-funded financial aid program

Table 2: Summary of State Categorical Financial Aid Programs

| Fiscal Year | DTAP | Native American |
|--------------------|-------------|------------------------|
| 2018-19 | \$672,000 | \$17,024,859 |
| 2019-20 | \$672,000 | \$19,626,043 |
| 2020-21 | \$956,000 | \$21,790,595 |

IV. STAFF RECOMMENDATION

Staff recommends approval of the Fiscal Year 2020-21 Financial Aid Allocations provided in Attachment A.

V. STATUTORY AUTHORITY

C.R.S. 23-3.3-102(2): Assistance program authorized - procedure - audits.

(1) The general assembly hereby authorizes the commission to establish a program of financial assistance, to be operated during any school sessions, including summer sessions for students attending institutions.

(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

ATTACHMENTS

- Attachment A Agenda Item Cover Letter with additional context regarding timeline
- Attachment B Fiscal Year 2020-21 Financial Aid Allocations

Agenda Item Cover Letter

TOPIC: FISCAL YEAR 2020-2021 FINANCIAL AID ALLOCATIONS

PREPARED BY: EMILY BURNS, SENIOR FINANCE ANALYST

Typically, the Commission would approve final allocations to institutions of higher education after the Long Bill has been signed. Given the unprecedented nature of this year's legislative calendar no Long Bill has been passed at this time. The General Assembly recessed in March amid public health concerns and has reconvened as of May 26. The Joint Budget Committee (JBC) starting meeting in early May to balance the budget and prepare a Long Bill that is being deliberated by the full legislative body. The amounts reflected in the attached agenda item reflect JBC decisions as of May 26, 2020. These amounts do not carry the force of law because no Long Bill has yet been passed. Department staff believes that there is a high probability that the JBC decisions regarding state-funded financial aid will stand and eventually be enshrined in the Long Bill.

If the General Assembly were to pass a Long Bill with dramatic changes to previous JBC and Commission decisions, Department staff would require a special meeting of the Commission in order to finalize financial aid allocations for FY 2020-21. If the JBC decisions stand, no special meeting of the Commission will be necessary.

| | UG Need | Grad Need | Work-Study | Merit | CTE | Total |
|---|---------------|--------------|--------------|-------|-----------|--------------|
| Public Four-Year Institutions | | | | | | |
| Adams State University | \$2,192,023 | | \$451,522 | | | \$2,643,546 |
| Colorado Mesa University | \$8,107,383 | \$15,899 | \$981,736 | | \$4,648 | \$9,109,667 |
| Colorado School of Mines | \$1,664,050 | \$544,093 | \$509,691 | | | \$2,717,833 |
| Colorado State University | \$13,200,570 | \$1,427,453 | \$2,313,550 | | | \$16,941,573 |
| Colorado State University - Pueblo | \$4,441,666 | \$79,927 | \$869,832 | | | \$5,391,424 |
| Fort Lewis College | \$1,452,632 | | \$353,591 | | | \$1,806,224 |
| Metropolitan State University of Denver | \$20,958,120 | \$59,101 | \$2,708,394 | | | \$23,725,616 |
| University of Colorado Boulder | \$11,073,632 | \$711,616 | \$2,005,880 | | | \$13,791,127 |
| University of Colorado Colorado Springs | \$9,179,750 | \$241,917 | \$883,751 | | | \$10,305,417 |
| University of Colorado Denver | \$11,851,142 | \$6,415,826 | \$1,105,773 | | | \$19,372,741 |
| University of Northern Colorado | \$7,644,014 | \$364,884 | \$1,282,609 | | | \$9,291,507 |
| Western State Colorado University | \$1,270,889 | \$8,300 | \$281,161 | | | \$1,560,350 |
| | | | | | | |
| Public Two-Year Institutions | | | | | | |
| Arapahoe Community College | \$2,914,024 | | \$457,439 | | \$35,497 | \$3,406,960 |
| Colorado Northwestern Community College | \$462,181 | | \$88,647 | | \$2,536 | \$553,364 |
| Community College of Aurora | \$3,736,284 | | \$403,345 | | \$15,794 | \$4,155,423 |
| Community College of Denver | \$5,180,066 | | \$939,170 | | \$14,843 | \$6,134,079 |
| Front Range Community College | \$8,691,588 | | \$1,205,947 | | \$88,056 | \$9,985,591 |
| Lamar Community College | \$545,060 | | \$129,860 | | \$1,849 | \$676,769 |
| Morgan Community College | \$637,826 | | \$143,531 | | \$7,395 | \$788,753 |
| Northeastern Junior College | \$840,168 | | \$200,387 | | \$7,712 | \$1,048,268 |
| Otero Junior College | \$1,025,340 | | \$230,328 | | \$9,138 | \$1,264,806 |
| Pikes Peak Community College | \$10,244,700 | | \$1,161,612 | | \$50,657 | \$11,456,969 |
| Pueblo Community College | \$4,613,918 | | \$824,538 | | \$68,564 | \$5,507,021 |
| Red Rocks Community College | \$3,701,785 | \$64,401 | \$477,356 | | \$59,109 | \$4,302,651 |
| Trinidad State Junior College | \$1,158,710 | | \$372,722 | | \$8,927 | \$1,540,359 |
| | | | | | | |
| Local Districts | | | | | | |
| Aims Community College | \$3,802,342 | | \$405,166 | | \$20,865 | \$4,228,373 |
| Colorado Mountain College | \$2,150,720 | | \$189,928 | | \$16,639 | \$2,357,287 |
| | | | | | | \$0 |
| Non-Profit Private Institutions | | | | | | \$0 |
| Colorado Christian University | \$2,276,002 | \$8,825 | \$250,214 | | | \$2,535,041 |
| Colorado College | \$154,113 | | \$157,050 | | | \$311,163 |
| Naropa University | \$133,193 | | \$33,026 | | | \$166,219 |
| Regis University | \$2,337,903 | \$1,408,744 | \$541,133 | | | \$4,287,780 |
| University of Denver | \$1,513,060 | \$233,619 | \$539,077 | | | \$2,285,757 |
| | | | | | | |
| Technical Colleges | | | | | | |
| Technical College of the Rockies | \$146,517 | | \$5,862 | | \$9,719 | \$162,098 |
| Emily Griffith Technical College | \$753,876 | | \$60,895 | | \$12,096 | \$826,866 |
| Pickens Technical College | \$525,983 | | \$30,224 | | \$15,953 | \$572,159 |
| | | | | | | |
| Private For Profit Institutions | | | | | | |
| Colorado Technical Univ | \$226,373 | | | | | |
| ConCorde Career Inst | \$278,283 | | | | | |
| International Bty | \$71,825 | | | | | |
| IBMC | \$80,284 | | | | | |
| Rocky Mtn Col A&D | \$104,384 | | \$117,119 | | | |
| | \$151,342,376 | \$11,584,604 | \$22,712,068 | | \$449,997 | |

TOPIC: APPROVAL OF 1331 SUPPLEMENTAL FOR COLORADO SCHOOL OF MINES SUBSURFACE FRONTIERS BUILDING

PREPARED BY: LAUREN GILLILAND, LEAD FINANCE ANALYST

I. SUMMARY

This action item seeks approval of an emergency supplemental request (1331 supplemental) submitted by the Colorado School of Mines (CSM) for their capital project constructing the Subsurface Frontiers Building (SSF). The 194,292 square-foot interdisciplinary research facility would house both CSM and United States Geological Survey (USGS) programs. The project's current FY19-20 appropriation includes \$1.9 million in state funds and \$120 million in institutional cash funds. CSM submitted a FY20-21 budget request for \$18.1 million in state funds for the second and final phase of the project. Due to budget constraints, the project was not funded, and the project stalled out.

Fortunately, CSM and USGS recently found that the Federal Government is considering an Infrastructure Stimulus Bill. In conjunction with their congressional representatives, CSM and USGS are seeking funding from the Federal Government for the USGS project. The funding would cover the entire cost of the project beyond the \$1.9 million in state funding already appropriated. In order to receive the federal funding, CSM must be "shovel ready." Design of the building has already taken place, but the Federal Government will not consider CSM ready until they get the authority to spend federal funds in the amount of \$156,400,000. This supplemental removes the current institutional cash spending authority of \$120 million and adds federal funds spending authority of \$156.4 million. The gap between these two numbers represents the loss of Phase 2 state funding and an increase in building size.

II. BACKGROUND

Building on a history of successful collaboration, the Colorado School of Mines (Mines) and the United States Geological Survey (USGS) seek to revolutionize earth science in the 21st Century by partnering in a new interdisciplinary research facility entitled the Subsurface Frontiers Building. This academic and research focused building will serve as the home for both organizations' mineral exploration, subsurface mineral economics programs. The collocation will provide unique national resources fostering collaborative efforts in the application of geoscience to solve real-world problems including the discovery of sustainable sources of energy, an expansion of potential mineral supplies and strategies to balance energy, water and climate for a more sustainable future.

Colorado School of Mines intends to construct the facility on its Main Campus in Golden, Colorado. Once constructed, the land and building will be owned by the Federal Government for a specific period of time. Mines will operate the building but will not have to pay rent. USGS will relocate from existing outdated facilities at the Denver Federal Center.

Detailed programming efforts and design are complete, and research focuses, collaborative centers and shared laboratory facilities have been identified. The project is envisioned as a new stand-alone five story building of approximately 194,292 gross square feet. Occupancies include research laboratories, imaging labs, classrooms, conference rooms, offices and associated spaces.

The project is currently appropriated at \$121,856,741 with expenditures to date of approximately \$5 million in FY19-20. Approximately \$1.9 million of the current appropriation is state funding with the remainder being institutional cash funding. CSM had expected to receive an additional \$18.1 million in state funding for Phase 2 of the project in FY20-21, but budget constraints prevented that.

Given the loss of state funding and the onset of COVID-19, the project was put on hold. It was no longer certain that the USGS would be moved to the new facility. Then, shortly after the project was suspended, CSM learned that the Federal Government would be considering an Infrastructure Stimulus Bill. In conjunction with their congressional representatives, CSM is pursuing funding from the Federal Government for the project. A 1331 Supplemental is required to meet the timing of the project, which must be “shovel ready” at award. The normal supplemental schedule would not appropriate the funds in the time required for spending.

In addition, during the design process, Mines concluded that approximately 39,043 gross square feet of additional space is needed for additional programmatic requirements, increased cost for building systems, future growth, increased cost for site and ground water conditions, increased cost of interior finishes and redundancy for the high performance computing system. These factors increased cost estimates significantly. The estimated total cost of the project is now \$158,256,741.

This supplemental will convert CSM’s \$120 million in cash spending authority to federal fund spending authority and add an extra \$36.4 million on top of that to federal fund spending authority. The initial state investment of \$1.9 million will stand, and no additional state funds are requested.

Although the deadline for supplemental requests is January 1, occasionally an institution or state agency will come to the Joint Budget Committee (JBC) of the Legislature from July through December to seek additional funding as an emergency supplemental request. This occurs when an institution needs the additional funding earlier in the fiscal year. The requirements for approval of an emergency supplemental are laid out in C.R.S. 24-75-111. The requests must be urgent and meet one of four criteria. The criterion this request falls under is requesting funding due to data which was not available when the original appropriation was made.

For the State Controller to grant CSM the new cash spending authority requested, this supplemental must be approved by the Colorado Commission on Higher Education, the Office of State Planning and Budgeting, the Capital Development Committee, and the Joint Budget Committee.

III. STAFF ANALYSIS

Summary of Request:

Table 1 displays the summary of the supplemental cash adjustment.

Table 1:
Summary of Adjustment

| Fiscal Year to be Modified | Total Funds | Capital Construction Fund (CCF) | Cash Funds (CF) | Federal Funds (FF) |
|-----------------------------------|--------------------|--|------------------------|---------------------------|
| FY 2019-2020 | \$36,400,000 | \$0 | (\$120,000,000) | \$156,400,000 |

Analysis of Request: CSM’s request meets the criteria of an emergency supplemental budget request. This request impacts only their institutional cash spending authority and federal funds spending authority. It does not increase state funding. Approving this supplemental will reduce the financial burden of constructing the SSF Building on CSM and ultimately its students. It will allow CSM to accept \$156.4 million in federal funds, and cement CSM’s partnership with USGS.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the emergency “1331” supplemental request submitted by the Colorado School of Mines. Approval will be communicated to the Office of State Planning and Budgeting, the Capital Development Committee, and the Joint Budget Committee.

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.

C.R.S. § 24-75-111

(1) For fiscal years commencing on or after July 1, 1997, in addition to any overexpenditure allowed pursuant to section 24-75-109, the controller may allow any department, institution, or agency of the state, including any institution of higher education, to make an expenditure in excess of the amount authorized by an item of appropriation for such fiscal year if:

- (a) The overexpenditure is for any purpose of a department, institution, or agency of the state; and
- (b) The overexpenditure is necessary due to unforeseen circumstances arising while the general assembly is not meeting in regular or special session during which such overexpenditure can be legislatively addressed.

TOPIC: BUDGET AND LEGISLATIVE UPDATE

PREPARED BY: JASON SCHROCK, CHIEF FINANCIAL OFFICER
CHLOE MUGG, LEGISLATIVE LIAISON

I. SUMMARY

This discussion item provides a status update on the 2020 legislative session and state budget issues pertaining to higher education.

II. BACKGROUND

The 2020 legislature temporarily adjourned March 14 due to the COVID-19 pandemic and resumed its session on May 26. The Department is still advocating for the passage of certain legislation that it believes is important. Most of the current pending 2020 legislation that require expenditures will most likely not pass.

The Joint Budget Committee (JBC) finalized the FY 2020-21 budget package at the end of May for introduction to the full legislature. Based on the updated state revenue forecast released on May 12, the JBC addressed a budget shortfall of \$3.4 billion, which represents a shortfall of around 25 percent. The JBC implemented significant funding reductions to programs and other budget balancing measures. State funding for public higher education institutions' operating budgets was reduced 58 percent, or \$493.2 million. In addition, state funding for higher education capital construction projects was eliminated.

On May 18, the Governor issued an executive order that allocated \$450 million of the federal funding assistance to the state through the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the state's public higher education institutions. This money must be used for expenses associated with COVID-19-related public health measures and with the provision of economic support, including payments to help the economy by supporting Colorado's workforce through increased student retention and completions.

III. STAFF ANALYSIS

A status update of pending legislation impacting higher education, as well as information on higher education funding from the state will be shared and discussed at the meeting.

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

Not applicable.

TOPIC: CDHE HIGHER EDUCATION POLICY FELLOWS

PREPARED BY: KATIE ZABACK, SENIOR POLICY DIRECTOR

I. SUMMARY

In January 2020, Executive Director Paccione launched the CDHE Higher Education Policy Fellows Program. Department staff will provide an overview of the program and three Fellows will share their experiences and present on their policy projects.

II. BACKGROUND

The 2020 Higher Education Policy Fellows Program is a one-semester program offered by the Colorado Department of Higher Education to graduate students in the higher education and public policy fields. The purpose is to broaden perspectives of Colorado higher education policy issues and provide Fellows with a beneficial learning opportunities. This program is designed to complement university academic programs without compensation or academic credit.

The goals of the program are to:

- Promote opportunities for students to understand how higher education policy is developed and implemented by a state higher education coordinating organization.
- Develop Colorado's higher education public service talent.
- Increase engagement and deepen the connection between the Colorado Department of Higher Education and higher education and policy programs at institutions across the state.
- Allow for dialogue on new and emerging topics in higher education.

III. STAFF ANALYSIS

Approximately 20 fellows, students from higher education and policy graduate programs across the state, as well as a number of faculty members and administrators met five times between January and May. The first meeting was an opportunity for interested fellows to develop the structure and components of the program.

Each fellows meeting included a discussion led by CDHE staff with substantial participation from fellows. Additionally, members of the CDHE staff volunteered to serve as mentors. CDHE mentors helped fellows work in teams to identify and execute a project related to higher education policy that could be completed within the timeframe of the fellowship. Fellows Lluvia Garcia, Ashely Johnson, and Diana Zakhem will share their experience and discuss the outcomes of their team projects.

IV. STAFF RECOMMENDATIONS

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

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.

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| <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> |
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COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

Tom McGimpsey, Chair
Vanecia Kerr, Vice Chair
Paul Berrick Abramson
Mary Beth Buescher
Luis Colón
Cassie Gannett
Sarah Kendall Hughes
Charlotte Olena
Brittany Stich
Steven Trujillo
Eric Tucker

COLORADO COMMISSION ON HIGHER EDUCATION

- Chair Tom McGimpsey (*R-2nd Congressional District*) 1st term ends June 2021
- Vice Chair Vanecia Kerr (*D- 6th Congressional District*) 1st term ends June 2018
- Commissioner Paul Berrick Abramson (*U-7th Congressional District*) 1st term ends July 2023
- Commissioner Mary Beth Buescher (*D-3rd Congressional District*) 1st term ends June 2020
- Commissioner Luis Colón (*R-4th Congressional District*) 2nd term ends June 2021
- Commissioner Cassie Gannett (*U-5th Congressional District*) 1st term ends June 2020
- Commissioner Sarah Hughes (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Charlotte Olena (*D-1st Congressional District*) 1st term ends July 2023
- Commissioner Brittany Stich (*D-1st Congressional District*) 1st term ends July 2022
- Commissioner Steven Trujillo (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Eric Tucker (*U-5th Congressional District*) 1st term ends July 2023

ADVISORY COMMITTEE

Legislative Advisors

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

Subject Matter Advisors

- Mr. Wayne Artis, *Faculty Representative*
- Mark Cavanaugh, *IHEC Representative*
- Mr. Brad Baca, *Institutional Finance Representative*
- Dr. Rick Miranda, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Christina Powell, *Parent Representative*
- Mr. David Olguin, *Student Representative*

Governor Jared Polis Dr. Angie Paccione, Executive Director

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





INSTITUTION AND SYSTEM LEADERS

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



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

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

Admission Window - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

Concurrent Enrollment – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

Dually Enrolled - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

EFC - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

FAFSA - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

FAP – Financial Aid Plan (HESP specific)

FERPA - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FFS – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

Floor - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

FTE - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

GEARUP - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Guaranteed Transfer, GT Pathways - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

HB 1023 - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

HB 1024 - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

HB 1057 - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

HEAR - Higher Education Admission Requirements, 2008-2010.

Index, Index Score - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

IPEDS - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

Need - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

NCATE - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

NCLB - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

PSEO - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

PWR - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

QIS - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...”
Regional education providers focus their attention on a certain geographical area.

SB 3 – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

SB 212 - In most cases, refers to HB 08-212, the CAP4K legislation.

SBE - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

SFSF – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

SURDS - Student Unit Record Data System

WICHE - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WUE - Western Undergraduate Exchange Program, managed by WICHE