



COLORADO

Colorado Commission on Higher Education

Department of Higher Education

CCHE AGENDA

December 7, 2023

Virtual Meeting

BUSINESS MEETING

1:00pm - 4:00pm

Zoom Meeting

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

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



COLORADO

Colorado Commission on
Higher Education

Department of Higher Education

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

Colorado Commission on Higher Education

Thursday, December 7, 2023

Virtual

[ZOOM](#)

(Meeting ID: 818 9901 5337 / Passcode: 172515)

11:30 am – 1:00 pm

COMMISSIONER & ADVISOR WORK SESSION

11:30 am – 12:00 pm *Open Session for Q&A*

12:00 pm – 1:00 pm *Break for lunch*

1:00 – 4:00pm

BUSINESS MEETING

- I. **Opening Business (20 minutes)**
 - A. Attendance
 - B. Approval of the Minutes for the October 26, 2023 Commission Meeting
 - C. Reports
 1. Chair
 2. Vice-Chair
 3. Commission Standing Committees
 - a. Student Success & Workforce Alignment
 - b. Finance, Performance & Accountability
 - c. HB22-1349 Technical Workgroup Update
 4. Commissioners
 5. Advisors
 - D. Executive Director Report
 - E. Legislative Update
 - F. Public Comment
- II. **Consent Items (5 minutes)**
 - A. Approval of Proposed CCHE 2024 Meeting Dates – *Renee Patilla, Executive Assistant*
 - B. Approval of Cannabis-Related Certificate Programs at Metropolitan State University of Denver – *Dr. Chris Rasmussen, Senior Director of Academic Pathways and Innovation*



- C. Approval of Grants for SB23-005 (Forestry & Wildlife Mitigation Program Creation & Expansion) – *Dr. Kim Poast, Chief Student Success & Academic Affairs Officer*
- D. Approval of Supplemental for University of Northern Colorado Gray Hall Mechanical Systems Replacement – *Lauren Gilliland, Deputy Chief Financial Officer*
- E. Approval of FY2024-2025 Student Budget Parameters – *DeAnna Castañeda, Lead Finance Analyst*

III. Action Items (15 minutes)

- A. Approval of Stackable Credential Pathways Required by SB22-192 (Opportunities for Credential Attainment) – *Dr. Ruthanne Orihuela, Director of Credential Pathways & Prior Learning Initiatives*





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Minutes of the Colorado Commission on Higher Education (CCHE) Meeting Hybrid October 26, 2023

BUSINESS MEETING

Vice Chair Scott called the business meeting to order at 1:01 pm.

I. Opening Business

A. Attendance

Commissioners attending: Chair Hughes, Vice Chair Scott, Commissioners Abramson, Gonzales, Harber, Kostenbauer, Meyer, Tucker, Walmer, and Wilson, Executive Director Paccione

Advisors attending: Sen. Zenzinger, Mark Cavanaugh, Michael Lightner, Melinda Piket-May, Mark Superka, Colleen O'Neil, Jamie Viefhaus-Zak, Leilani Domingo

B. Approval of the Minutes for the September 7, 2023 Commission Meeting

Commissioner Kostenbauer moved to approve the September 7th minutes. Seconded by Commissioner Gonzales. The motion was approved.

C. Reports

1. Chair - Chair Hughes thanked everyone who participated in the recent session that CTN held, noting that many from this group participated and that the Governor spoke at the end. She mentioned a speaker shared about the role of trustees to incent for reforms and develop key relationships as a board with their presidents to move strategic visions. She also thanked Vice Chair Scott for facilitating the meeting.
2. Vice Chair - Vice Chair Scott thanked everyone who joined the working session and shared that he appreciates the opportunity to understand what's going on with members of the business community anticipating collaboration with our post-secondary institutions. He also appreciated the opportunities to help address the fundamental challenge that we have as a state which is how can we better educate our own homegrown talent, especially at the time when we see that our higher ed institutions are serving fewer and fewer Coloradoans.
3. Commission Standing Committees
 - a. Student Success & Workforce Alignment - Commissioner Abramson reported that this group has started the work on the ad hoc committee on credit transfer



and transfer credit acceptance. They held their first two meetings where they started doing some level setting on what the current environment is. The first meeting began with a presentation by Dr. Kim Poast on what the policy environment is. Their goal is to find out how much of it is a policy, how much of it is a practice and how much is it a knowledge and awareness. This group will be meeting a couple times a month through January, and they are looking forward to sharing that work back out with this group. Commissioner Abramson also reported on the SSWA committee. They had a brief meeting this week but unfortunately did not have a quorum so there are some things that they were not able to officially move to put on the agenda today. He mentioned that the Department staff has been doing some great work trying to find a balance and solution for two of our IHEs working together on a nursing program. This group is inclined to push the IHEs to find the solution, but this will be discussed as they go forward.

- b. Finance, Performance & Accountability - Commissioner Tucker reported that the FPA committee has met twice since the last CCHE meeting. In the September meeting, they discussed some of the timelines coming up on the funding formula updates, capital and financial aid. They also discussed a couple of cash spending authorities that are on the agenda today. He reported that this group spent the majority of their time looking at the funding formula presentation that Lauren is going to bring to the Commission today.
- c. HB22-1349 Technical Workgroup Update – Vice Chair Scott thanked Emily and the Education Strategy Group for their leadership and great work. He went on to thank everyone that participated in the monthly meetings and the check-ins that are held in between the meetings. This group is making strong progress and enjoying the collaboration that is producing thoughtful and improved approaches and results. He also highlighted that one of the great perspectives that emerged from some of the institution representation in the technical working group is to consider the counterfactual. They believe it is important that we recognize that each of our institutions across the state serves different populations and therefore having a singular counterfactual population for all our institutions may skew the results. They have done the additional work necessary to have distinct counterfactual populations that represent each of the respective institutions throughout the state. Vice Chair Scott also mentioned that the team at the Department has taken leadership on how we bring this group's work to life. They are putting together a robust roadmap for how that initial iteration gets shared with our institutions so it becomes actionable and leads to progress. Meanwhile, the technical working group is working on other measures that are important considerations in the robust set of measures that give us a sense of how our post-secondary ecosystem is performing. This group will continue these discussions into next year as well as the discussion on the longitudinal data system that's called for in House Bill 22-1349.

4. Commissioners.

- a. **Commissioner Gonzales** shared that she had the recent honor and privilege to travel to DC and participate on a higher education policy panel for the Institute of Higher Education Policy on behalf of Madam Chair Hughes. She was able to gain insights from other states that are also looking at value metrics on their end and share a little about the progress here in Colorado. She also reported that in Adams County the K-12 school districts have been gathering to discuss CTE



programming and they have a list of challenges from a policy and system perspective. They are looking for guidance and support on how to bring this information to decision makers so they are informed with what's happening on the ground with our educational leaders and students. Finally, she encouraged our agency and/or institutions to participate in the RFP. She is happy to share if anyone wants more information.

- b. **Commissioner Kostenbauer** shared that last month she was invited by the Women of Color Collective to a networking event on the MSU campus. She valued the opportunity to talk with the women and hear what their challenges are. She then mentioned the higher 30,000 initiative. She believes it is important to hear from those that are supporting our diverse learners. She was inspired and was able to gain more insight on how she can support them as a commissioner. She reported that she had the opportunity to participate in CDHE's lunch and learn with high school counselors and sports staff. It was just a great opportunity to see all of the folks who were engaged and that the Department is really offering strategic support for the CASPA changes that are coming.
- c. **Commissioner Wilson** shared that he has been a commissioner for a couple of years and his question to this group is "what are we doing as a commission?" He talked to the group about the many issues we have to tackle as a commission, and he does not see the work being done to make the changes. He believes this Commission can do better about making change happen for our students so they can be successful learners. He would like us to have a sense of urgency for changing academic programs that are not working to make them work! He used CU Football for an example to the group. They made major changes that were not easy to make a program that wasn't working work! He believes that if the IHEs put that type of emphasis on the academic programs, it could make a huge difference. Vice Chair Scott thanked the commissioner for his remarks and agreed that we can't keep doing the same thing and expect different results. He mentioned that as a Commission we are limited in the scope of what we are able to actually do so he encouraged the Commission to inspire change and call for change and not accept the situations that are creating the status quo that we are in today. Commissioner Harber also commented that he is in agreement with Commissioner Wilson. He encouraged Commissioner Wilson to consider putting issues on the table for the Commission. Commissioner Harber noted that given Commissioner Wilson's experience it would be wonderful to have him posit some of the key issues he thinks we should be discussing or looking at that we are not now.

5. Advisors

- a. **Advisor Cavanaugh** reported that last month they actually brought in their first Latino president at Regis, Dr. Salvador Aceves, who was the CFO there for the last 10 years and a terrific guy. He also celebrated that Regis University has become the first non-profit private school in Colorado to be designated as a Hispanic serving institution. The second announcement is around federal regulation. Every institution in America is going to have to report down to the six-digit zip code on certificates, undergraduate degrees and graduate degrees. He encouraged the Commission to look into this so that we know the good work that we are doing here in Colorado is in alignment with what the federal government has done by rule and regulation. He mentioned that he would be happy to go into detail with anyone who has questions offline. Vice Chair Scott thanked Advisor



Cavanaugh and let him know that our intention is to do a deep dive on gainful employment in a future work session. He invited the Advisor to participate in that conversation. Commissioner Harber asked “When you say dig in, what would you like to see us do?” Advisor Cavanaugh responded, with respect to things like reporting, if we can stay in alignment so that Colorado fits neatly within that framework and rubric that the federal government controls that is extremely helpful to all of us as institutions.

- b. **Advisor Picket-May** wanted to publicly thank Dr. Kim Poast for coming and giving a talk about higher education to the Colorado and Wyoming Network of Women Leaders. It was a fantastic talk and she really inspired folks about who are going to be the leaders in higher education.

D. Executive Director Report

Deputy Executive Director, Dr. Tricia Johnson reported on behalf of Dr. Paccione Executive Director Paccione sends her regards for not being here today. She is not here because there is a signing of a Bridge to Bachelor’s transfer agreement between Coppin State University which is a historically black college and university in Baltimore, Maryland with the Colorado Community College system.

Dr. Johnson announced our new Chief Educational Equity Officer, Dr. Gillian McKnight-Tutein who is also at the signing and not here with us. But Dr. G as she goes by, joined us on October 16th and comes with a broad background in higher ed on both the student affairs and the academic affairs side of the house along the Front Range but also out on the Western Slope. She brings a very unique perspective of having been in private industry and in higher education. Dr. G proudly shares that her home is the Island of Trinidad and her experiences on the island inform her approach to work, focusing on who she is serving and investing in communities and with this the Department senior staff is complete which we are very thrilled about.

Additionally, Dr. Johnson mentioned that the Governor’s budget is being released next Wednesday and so the Department will be having conversations with stakeholders around the impact of the budget.

She also mentioned that we just wrapped up the Colorado Free Application days and we are really looking forward to calculating those numbers and then providing information on the dollars that were saved by Coloradoans as they start their journey on higher education.

Finally, Dr. Johnson announced that Colorado was selected as one of four states recognized as an emerging site with a strong start to finish program. We were recognized alongside Louisiana, Michigan and Tennessee. And this is part of our ongoing work for the redevelopment or the redesign of developmental education. And really improving those forces for learners. Through a \$230,000 grant over 30 months CDHE will be evaluating our multiple measures and placement practices that are in place at institutions. The goal is to get students into those credit bearing classes as quickly as possible because we know for a fact zero level classes impacts students’ success rates drastically. The program is also focused on increasing capacity for corequisite courses at Hispanic serving institutions in the state.

E. Legislative Update –



Senator Zenzinger reported that the Governor's budget does go in on November 1st and the Joint Budget Committee will start meeting on November 16th. At that time we will have a passing of the gavel. Senator Zenzinger will become the Vice Chair and Representative Bird who is the current Vice Chair will become the Chair. The budget will start in the House this year and we will be off and running. The first two months in advance of the legislature we will be digging into the governor's budget requests. We will have nonpartisan staff that will give briefings on the different budget requests and the different departmental budget items. The departments will join the budget hearing in late December and early January and then we will take a big pause when the legislature comes into session. At that time, we will dig into supplemental budget requests. At the end of February, we will start crunching the numbers for next year's budget.

She also let the group know that Ms. Amanda Bickle, the JBC analyst for higher education is currently dealing with a personal tragedy. She has a brother who was involved in a very bad accident and is currently hospitalized in Grand Junction. Ms. Bickle will be out for the foreseeable future. She advised anyone who needs to get in touch with Ms. Bickle please do reach out to Craig Harper who is the new JBC director for the Joint Budget Committee. Mr. Harper was hired over the summer to fill Carolyn Cantman's position. Director Cantman retired this fall. Mr. Harper is putting together a plan for how we might deal with our higher education budget analysis in Amanda's absence.

F. Public Comment – No public comment

II. Consent Items

- A. Renewal of Full Authorization for Colorado Technical University – *Heather DeLange, Director of Office of Private Postsecondary Education*
- B. Renewal of Provisional Authorization for Grand Canyon University – *Heather DeLange, Director of Office of Private Postsecondary Education*
- C. Capital IT Supplemental Request for Colorado School of Mines Re-envisioning Mines ERP Project – *Lauren Gilliland, Deputy Chief Financial Officer/Budget Director*
- D. Cash Spending Authority for Community College of Denver Clear Creek Building Renovation Project – *Lauren Gilliland, Deputy Chief Financial Officer/Budget Director*
- E. Non-monetary Supplemental for Community College of Aurora Improving Student Access to Technology Project – *Lauren Gilliland, Deputy Chief Financial Officer/Budget Director*
- F. Program Plans for Fiscal Year 2024-25 Capital Submissions – *Crystal L. Collins, Chief Financial Officer*

Commissioner Harber moved to approve the consent items. Seconded by Commissioner Walmer. The motion was approved.

III. Action Items

- A. CCHE Funding Formula Recommendation – *Lauren Gilliland, Deputy Chief Financial Officer/Budget Director*

Lauren Gilliland, Deputy Chief Financial Officer for the Colorado Department of Higher Education, introduced the purpose of the action item as voting on a Commission recommendation on the Fiscal Year 2024-25 higher education funding formula. Ms. Gilliland began a PowerPoint



presentation providing context for commissioners. This included Colorado's position as the 7th lowest in the country in per student FTE funding, 6th highest in tuition as a percentage of total revenue, and a little higher than average state financial aid.

Ms. Gilliland displayed a graph tracking Colorado's per FTE funding versus the U.S. average over time, noting the two have generally kept similar patterns, and while still well below the U.S. average, Colorado has been making progress over the past five years. Senator Zenzinger, member of the Joint Budget Committee (JBC), noted that JBC has made significant investments in higher education in the previous three years, making some real progress. Vice Chair Scott stated that one of the things that helps us make progress on this chart is serving fewer Coloradans. Senator Zenzinger disagreed.

Ms. Gilliland displayed a graph of the state operating funding for the 10 public governing boards over the past six years, which shows significant growth. Ms. Gilliland displayed a chart showing the varying extent to which institutions rely on General Fund versus tuition revenue to cover education and general expenses. Vice Chair Scott noted the history that going back 20 years, two-thirds of funding came from the state and one-third came from tuition, and now that is flipped. Commissioner Harber asked whether the graphic included fees, which Ms. Gilliland replied it did not. Commissioners requested Ms. Gilliland send the tuition and fee report to the Commission when it is available this year.

Ms. Gilliland reviewed Fiscal Year 2024-25 core minimum cost calculations. She noted that the institutions have successfully lobbied using the argument that increasing their state funding by their core minimum cost increases amounts to a cut. She stated that this is the argument of the institutions, not necessarily the executive branch. Ms. Gilliland shared that the calculation, which totals \$140 million, includes a 3% salary increase consistent with COWINS across the board increase, a 5% increase in benefits, and a 4.7% inflationary increase in all other education and general costs. Ms. Gilliland speculated that the institutions will argue a higher figure which includes COWINS step increases for both classified and non-classified employees. Commissioner Harber asked if the Department has an idea of that number. Ms. Gilliland deferred to the Commission's institutional CFO advisor, Mark Superka of the Colorado Community College System. Mr. Superka stated that preliminary analysis points to a 12.8% increase for the classified employees at his institutions. He reiterated the importance of treating classified and non-classified employees equally to avoid negative consequences.

Commission Harber asked whether institutions usually get together with each other and make their own singular recommendation. Ms. Gilliland stated that the Department usually collaborates with the institutions on core minimum costs, though that disappointingly did not happen this year. She stated that the institutions always lobby individual and groups of legislators for additional funds than what is in the Governor's request.

Commissioner Harber noted that the Commission made a recommendation on funding two years ago, but not last year. He asked if the \$140 million was the formal recommendation, to which multiple commissioners replied it is not. He clarified he meant is it the Department's



recommendation. Ms. Gilliland stated that as an executive branch agency, the Department's recommendation is the same as the Governor's, which was confidential at that time. She reminded commissioners that two years ago, they wrote a strong letter of support for higher education funding but did not include a number. She noted that the letter did include reference to core minimum costs. Last year, there was no letter. Ms. Gilliland noted that the minimum statutory obligations of the Commission are to make a recommendation on the weightings of performance metrics in Step 2 of the formula, and the portion of funding going through Step 1, Step 2, and Step 3. No funding level recommendation or statements are required.

Vice Chair Scott stated that the Governor almost certainly does not use core minimum costs as a way to think about recommendations. Commissioner Walmer asked about what the other costs in the core minimum cost calculations are. Advisor Superka responded that they are any other operating costs other than personnel, including IT, office supplies, etc. Commissioner Walmer asked if the Department does an analysis of these other costs across institutions. Ms. Gilliland discussed the functional categories in the budget data books like instruction, academic support, operation of maintenance and plant, etc. She noted that the differentiation is more likely in non-education and general expenses like auxiliary.

Commissioner Harber asked if the core minimum cost was a collaboration with the Governor's Office. Ms. Gilliland stated that it is not, but that this information is requested by the Governor's Office of State Planning and Budgeting along with many other data requests like tuition and fees, enrollment, etc. Ms. Gilliland reiterated this is not the Department's recommendation. Commissioner Scott stated that the core minimum costs do not align with the Governor's recommendations in previous years but do align with what the institutions lobby. Ms. Gilliland noted that last year, the Governor's request was such that the increase in state operating funding plus the increase in tuition spending authority should cover core minimum costs.

Senator Zenzinger stated that this year is going to be different than other years because the COWINS agreement step system, the cost of which was not yet known and that this would be in addition to the ordinary core minimum cost increases. She shared that the preliminary discussions indicated to her that it will cost an additional \$139 million. Commissioner Tucker noted that core minimum cost calculations do not consider enrollment changes. Commissioner Harber stated that just because enrollment declines 10 percent, does not mean costs decrease 10 percent, because so many of an institution's costs are fixed. Chair Hughes stated that the core minimum cost calculation implies that such costs are stagnant or fixed. She also stated that she would like to see acknowledgment that there are adjustments institutions can make if their customers and revenue decline. She stated that she does not agree with the core minimum cost argument showing such a direct line between tuition increases and state funding without looking at other factors.

Advisor Kavanaugh added that core minimum cost was not a concept that was around ten years ago, and he applauded that the institutions have come up with a way to communicate their increases in costs and put themselves on a level playing field with other state agencies. He noted it was good to, at least, have that information out there for decision makers when higher education



is so often seen as a balancing tool. He stated that the idea of base funding is that an institution can do exactly what it was doing before.

Vice Chair Scott interceded with an independent slide show presentation. He reviewed the mission and vision of the Commission. He then showed a visual of the 18 percent enrollment loss at the public institutions of higher education from 2010-11 to 2021-22. The visual noted a 37 percent increase at the area technical colleges, a 15 percent increase at the local district colleges, a four percent increase across the University of Colorado, the Colorado School of Mines, Colorado Mesa University, and Western Colorado University, and a 29 percent reduction across all other governing boards. Next, he reviewed a chart showing an increase in inflation adjusted state funding per FTE of 35% over the same time period.

Vice Chair Scott stated he was not necessarily saying institutions are adequately funded but found the core minimum cost argument to be institution-centric rather than student-centric and subsidizing the status quo. He argued that the concept incentivizes institutions to serve fewer students. He voiced his support for funding for higher education if it comes from a student-centric lens.

Vice Chair Scott put a motion on the table to consider requesting the Department put aside their “core minimum costs” analysis and instead develop a new, learner-centric approach to guiding funding requests which flow into Step 1 or Step 2 of the existing funding formula which aligns overall IHE funding levels with meeting the needs of Colorado learners. Chair Hughes made the motion. Commissioner Harber seconded the motion. Commissioner Kostenbauer asked for an example of a student-centric lens. Vice Chair Scott stated that such a lens would be saying institutions can get more dollars for serving more students. He gave another example of focusing on student populations that require extra attention or intervention by rewarding the success of programs investing in these populations. Chair Hughes noted that when they met with the presidents, they affirmed that they didn’t speak on behalf of the entire Commission, but that there are lots of them who are aligned with wanting to advocate for more higher education funding, but in a way that advances the Strategic Plan.

Chad Marturano, Chief Financial Officer of University of Colorado System, was recognized. He shared the perspective that higher education has to deal with the same fixed costs that occur at every other state agency. He provided the example that when COWINS negotiates an increase in salary or there is an increase in health, life and dental insurance premiums, the state builds in increases for the other state agencies through the common policy process. He stated that it is not possible to build this in for institutions of higher education in the current Long Bill structure. Therefore, he argued that core minimum costs seek to convey the common policy costs for institutions of higher education to the legislature and decision makers. He stated that the \$140 million core minimum cost increase presented by the Department does not incorporate the step increases in COWINS, and their preliminary estimate is that will cost more than \$140 million itself. He noted that the institutions are working with DPA to come up with a final number.



Mr. Marturano asserted that institutions are inherently student-centric, and that every dollar the state invests in higher education helps keep tuition in check for Colorado resident students. He submitted that the way to frame this is that when institutions get state dollars, they are indeed targeting them directly toward affordability for Colorado resident students. He disagreed with the notion that the current concept is institution based rather than student based and stated that at the very least, any dollar the state advocates for helps keep college more affordable for Colorado residents, regardless of how the ultimate dollar amount is calculated.

Commissioner Harber noted that from a business perspective, he understood it is hard for the institutions to do multi-year budgetary planning. But he also thought there are issues in terms of effectiveness and efficiency of how state dollars are spent. He shared that he thinks the key point Vice Chair Scott and Chair Hughes are trying to make in the resolution is how do we create accountability and reward success as opposed to simply continuing the year to year status quo. He then reiterated the need for stability from a business perspective and recommends the institutions look into if there is a mechanism to be folded into the normal common policy increases. He returned to the motion, asserting that enrollment decreasing as the state population increases is unacceptable.

Vice Chair Scott called to see if there are any objections to the motion, heard none, and the motion passed. He noted that this motion is distinct from the overarching agenda item's purpose. He acknowledged that the motion represents what the Commission would like to see from the Department, and the Department has its own reporting structure.

Ms. Gilliland reviewed the statutory requirements of the Commission with regard to the Fiscal Year 2024-25 funding formula. This included recommending a weight structure for performance metrics in Step Two of the formula and recommending the proportion of the funding to go through Step One, Step Two and Step Three of the formula. She noted that the weighting of Step Two metrics has remained constant since the inception of the current funding formula excluding the first year when the formula was suspended due to COVID related budgetary considerations. She noted that recommending a funding level and/or drafting a statement was optional.

Commissioner Tucker noted that in the Finance, Performance and Accountability subcommittee meeting, the thought was to keep weightings in Step Two the same as in previous years since there has not been enough analysis on the impact of the current formula yet. Second, the subcommittee discussed putting all funding through Step Two in absence of more analysis on the impact of Step One funding. Further, he noted that without a different framework, the recommendation is for everything to go through Step Two until core minimum costs are met, then anything additional would go through Step One.

Vice Chair Scott motioned to keep the weightings of variables in Step Two of the formula consistent with previous years (10% Resident FTE Enrollment, 5% Credential Production, 20% Pell Eligible Enrollment, 20% Race/Ethnicity Enrollment, 20% Retention Rate, 10% Graduation Rate in 100% of Time, 10% Graduation Rate in 150% of Time, and 5% First Generation Enrollment), and



recommend all funding flow through Step Two of the formula. Commissioner Tucker seconded the motion. There were no objections and the motion passed unanimously.

Meeting adjourned at 2:50 pm.



Proposed CCHE 2024 Meeting Dates

No January Meeting

Friday, February 2nd

Friday, March 1st

Friday, April 5th

Friday, May 3rd

Thursday, June 6th

CCHE Retreat, July 24-26th

Thursday, September 5

Thursday, October 24th

Thursday, December 5th

TOPIC: _____ APPROVAL OF CANNABIS-RELATED CERTIFICATE PROGRAMS AT
METROPOLITAN STATE UNIVERSITY OF DENVER

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

I. SUMMARY

This item is for approval of two undergraduate certificate programs at Metropolitan State University of Denver (MSU Denver): a Cannabis Hospitality Specialist Certificate, and a Cannabis Hospitality Manager Certificate.

II. BACKGROUND

House Bill 19-1311, in creating the Institute of Cannabis Research (ICR) at Colorado State University-Pueblo, outlined requirements for institutions of higher education that seek to develop cannabis-related degrees or certificates. The bill amended §23-31.5-112, C.R.S., adding subsection (3)(d), which reads, “the [ICR] governing board shall advise any Colorado institution of higher education that seeks to develop a cannabis-specific curriculum. The Colorado commission on higher education shall seek input from the governing board before approving any cannabis-related degrees or certification.”

In response to HB19-1311, the Commission revised its policy on Creation, Modification or Discontinuance of Academic and Vocational Programs at Public Institutions of Higher Education ([Section I, Part V](#)) to outline required steps for institutions to seek advisement from the ICR governing board on any cannabis-related curriculum and to seek approval from the Commission of all cannabis-related degrees and certifications. As part of its due diligence, the staff engages the Academic Council as key stakeholders and subject matter experts on matters of academic policy and programs. (The Academic Council is an advisory body and not a decision-making one.) If the proposed degree program meets statutory requirements and complies with Commission policies, it is recommended for approval by the Commission. If the proposed degree program does not meet statutory requirements or comply with Commission policies, staff advises the institution to revise the program and proposal accordingly.

III. STAFF ANALYSIS

[Commission Policy Section I, Part V](#) stipulates that institutions seeking to develop cannabis-related degrees and certifications shall submit a proposal to the Department addressing the following criteria:

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

MSUD has complied with these requirements per the information provided in Attachments A through G. The program descriptions and proposal to the MSU Denver Board of Trustees are Attachments A, B,

and C. Confirmation of consultation with the Institute of Cannabis Research is included as Attachment D. MSU Denver voluntarily offered a rejoinder to the Institute of Cannabis Research in response to feedback, which is Attachment E. Confirmation of Board of Trustees action is provided in Attachments F and G.

Department staff opened a public comment period on the proposed programs on October 20, 2023, and closed the public comment period on November 22, 2023. The proposed program was placed on the Academic Council agenda on November 14, 2023, with representatives of MSU Denver available to answer questions.

Department staff have determined that MSU Denver has met the required statutory criteria and has complied with Commission policy, and sees no reason for the Commission to withhold approval.

IV. STAFF RECOMMENDATIONS

Staff recommend approval of two cannabis-related undergraduate certificate programs at Metropolitan State University of Denver: a Cannabis Hospitality Specialist Certificate, and a Cannabis Hospitality Manager Certificate.

V. STATUTORY AUTHORITY

C.R.S. §23-31.5-112

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

...

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

...

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

VI. ATTACHMENTS

Attachment A: MSU Denver Board of Trustees New Programs Submission

Attachment B: MSU Denver Cannabis Hospitality Specialist Certificate Submission

Attachment C: MSU Denver Cannabis Hospitality Manager Certificate Submission

Attachment D: Memo from the Institute of Cannabis Research Regarding Cannabis-Related Programs at MSU Denver

Attachment E: Rejoinder from MSU Denver to the Institute of Cannabis Research

Attachment F: MSU Denver Board of Trustees ASA Committee Agenda

Attachment G: MSU Denver Board of Trustees June 2, 2023 Meeting Minutes

AGENDA ITEM: **Approval of New Programs**

RECOMMENDATION:

The staff recommends that the Academic and Student Affairs Committee recommend to the Board of Trustees approval of the below identified new programs.

BACKGROUND:

Bar, Tap, and Tasting Room Manager Certificate, School of Hospitality

The restaurant and bar industry employs approximately 15.3 million people in the United States, making up 10% of the total US workforce. Food and beverage industry reports expect the market to grow by 7.2% by 2029, which will result in a demand for qualified professionals to manage the business and maintain its competitiveness in a crowded market (National Restaurant Association, 2019). Furthermore, the bar and beverage industry is undergoing a transformation in response to changing consumer demands and technological advancements, creating a need for skilled managers who can effectively manage operations, develop marketing and promotion strategies, and lead teams in this dynamic environment (Beverage Industry, 2021). No university in the state offers an analogous program.

Beverage Scholar Certificate, School of Hospitality

The beverage industry is a significant contributor to the GDP of Colorado, and the broader hospitality industry is one of the largest business groups and employment sectors in the state (Reynolds & Jones, 2019). There has been a consistent demand from industry partners, students, and the community for short program certificates in the food and beverage fields, particularly in beverage appreciation, production, and service training (Chathoth & Olsen, 2018). However, until the proposal of the Beverage Scholar Certificate, there was no certificate program that specifically focused on the wide range of beverage products and service. The Beverage Scholar Certificate provides opportunities to seek industry credentials offered through other organizations, and the ability to serve as a foundation of beverage products and services prior to taking the Bar, Tap, and Tasting Room Manager Certificate. No university in the state offers an analogous program.

Cannabis Hospitality Manager Certificate, School of Hospitality

The legal cannabis market has experienced significant growth worldwide, leading to a rising demand for professionals with specialized knowledge and skills to manage cannabis-related businesses, particularly in the hospitality sector (Grand View Research, 2021; Pine, 2020). As cannabis tourism emerges as a growing niche market, the need for highly trained professionals in cannabis-related hospitality management becomes more apparent (Williams et al., 2021). The proposed Cannabis Hospitality Manager Certificate program will provide the necessary training and education to meet the increasing demand for these professionals while ensuring that industry standards are upheld, and businesses operate within legal and regulatory frameworks (Lynch et al., 2020). The Community College of Denver offers programs in Cannabis, but their program is part of the business program. At MSU Denver, the program would be housed in the School of Hospitality, which focuses upon the "Hospitality Center," which is the dispensary, with related topics in cannabis knowledge, legal, ethical, and global economy of cannabis, and the role of employees and manager in assuring a quality guest/client experience, as well as the retail, merchandising and food product development.

Cannabis Hospitality Specialist Certificate, School of Hospitality

The cannabis industry has been growing rapidly due to increased global acceptance of cannabis for medical and recreational purposes. With projections to reach \$73.6 billion by 2027 (Grand View Research, 2020) and a significant contribution to Colorado's GDP at \$2.7 billion in sales for 2021

(Colorado Department of Revenue, 2021), there is a rising demand for professionals skilled in cannabis hospitality. The proposed Cannabis Hospitality Specialist Certificate program aims to address this demand, offering comprehensive education and training opportunities in various aspects of the field, such as cannabis awareness, production, retail operations, merchandising, and sales and service training. The Community College of Denver offers programs in Cannabis, but their program is part of the business program. At MSU Denver, the program would be housed in the School of Hospitality, which focuses upon the "Hospitality Center," which is the dispensary, with related topics in cannabis knowledge, legal, ethical, and global economy of cannabis, and the role of employees and manager in assuring a quality guest/client experience, as well as the retail, merchandising and food product development.

Culinary Arts Certificate, School of Hospitality

MSU Denver's School of Hospitality Leadership currently lacks an option for students to pursue advanced culinary arts training. However, a culinary arts certificate program would offer students the opportunity to learn a wide range of food preparation skills both inside and outside of a traditional university degree program. This program would provide students with a competitive edge in the resurging hospitality job market, especially after the pandemic. Previously, there were food and culinary oriented certificates at MSU Denver, but it was discontinued in 2020 due to changes in the curriculum. Since then, students and industry partners have expressed renewed interest in culinary arts training. This new certificate program includes existing classes that are part of the new Hospitality Leadership curriculum.

ANALYSIS:

Bar, Tap, and Tasting Room Manager Certificate, School of Hospitality

The Bar, Tap, and Tasting Room Manager Certificate program is poised to provide hospitality employees with the skills necessary to advance their careers to the supervisory and management level. The program's curriculum covers financial, operational, services management, marketing/promotion, and leadership skills that are essential for a thriving beverage business. O'Connell, Holmes, and O'Sullivan (2019) found that training programs focused on management development could improve employee engagement and increase job satisfaction, leading to improved business performance. By providing an accessible and affordable pathway for students to advance their careers, the program aligns with the demands of the industry and the community.

The Bar, Tap, and Tasting Room Manager Certificate program provides a timely and essential initiative that meets the growing demand for skilled managers in the bar and beverage industry. The program provides significant benefits to both the industry and the community, by addressing the demand for skilled managers and providing career advancement opportunities for non-degree seeking students. The world-class facilities at MSU Denver, and the School of Hospitality, including the Degree Restaurant and Bar, Tivoli Brewery and Tap house, and state-of-the-art classrooms, make it an ideal location for such a program.

The approval of The Bar, Tap, and Tasting Room Manager Certificate program is a necessary step to meet the demands of the growing bar and beverage industry and the need for formal education and recognition in beverage management. The program aligns with industry needs and will prepare students for successful careers in the bar and beverage industry. Additionally, the program will provide an accessible and affordable pathway for students from diverse backgrounds to enter the bar and beverage industry and succeed in their careers. Students must first complete the Beverage Scholar Certificate, assuring the foundational knowledge of global beverage styles and service, prior to advancing to Bar, Tap, and Tasting Room Manager Certificate program.

Beverage Scholar Certificate, School of Hospitality

The Beverage Scholar Certificate program provides students with the opportunity to learn about various beverage products, from alcoholic to non-alcoholic, and the necessary skills to provide high-quality service in a competitive marketplace (Chathoth & Olsen, 2018). The program offers opportunities to access additional credentials that are typically restricted to private organizations or self-study, such as the Certified Specialist of Wine, Certified Specialist of Spirits, Certified Beer Server, and Cicerone (Zang & Chang, 2018). The program aligns with the needs of the industry, prepares students for the workforce, and offers an affordable and supportive pathway for students to enter the beverage industry (Gentile et al., 2021).

MSU Denver and the School of Hospitality are uniquely positioned to offer this program, with experienced faculty and world-class facilities, such as the Beverage Analytics Laboratory, Culinary Demonstration Theater, and Pilot Brewery (Chathoth & Olsen, 2018). Additionally, the school has strong relationships with industry partners, such as the National Restaurant Association, Master Brewers Association, and the Cicerone Certification Program.

The approval of the Beverage Scholar Certificate program meets the demands of the growing beverage industry and the need for formal education and recognition in the field. The program aligns with industry needs and prepares students for successful careers in the beverage industry. The program also provides an accessible and affordable pathway for students from diverse backgrounds to enter the beverage industry and succeed in their careers.

Cannabis Hospitality Manager Certificate, School of Hospitality

The Cannabis Hospitality Manager Certificate program is designed to equip aspiring professionals with the knowledge, skills, and expertise needed to excel in the rapidly growing field of cannabis operations and hospitality. This program covers a wide range of topics, from regulatory compliance and safety to customer service, responsible vending, global economic impact, food preparation, and hospitality events, all tailored to the unique needs and challenges of the cannabis industry.

The Cannabis Hospitality Specialist Certificate is a pre-requisite and required prior to the award of the Cannabis Hospitality Manager Certificate. A minimum passing grade of C is required for all courses within the certificate. There are no elective courses required for the Cannabis Hospitality Manager Certificate.

By offering the Cannabis Hospitality Manager Certificate, the School of Hospitality is making a necessary and timely response to the rapid growth of the legal cannabis market, the rise of cannabis tourism, and the need for standardization and compliance within the industry (Statista, 2021; Pine, 2020). This certification will provide professionals with the specialized knowledge and skills required to succeed in this burgeoning field and ensure continued growth (Williams et al., 2021).

Approving the Cannabis Hospitality Manager Certificate program at MSU Denver is crucial for addressing the growing demand for skilled professionals in the rapidly expanding cannabis industry, particularly in the hospitality sector. The program aligns with workforce needs and prepares students for the industry's evolving demands (Grand View Research, 2021; Morgan & Heise, 2020). Moreover, the program offers an accessible and affordable alternative to traditional degree programs, enabling a greater number of students to pursue careers in cannabis hospitality management.

By approving the program, MSU Denver can contribute to the growth and success of the cannabis industry while equipping students with valuable skills and knowledge to excel in cannabis hospitality management careers (Lynch et al., 2020). MSU Denver is well-suited to offer this program, with experienced faculty and state-of-the-art facilities, as well as strong relationships with industry partners.

Cannabis Hospitality Specialist Certificate, School of Hospitality

The Cannabis Hospitality Specialist Certificate program is designed to meet the growing need for specialized services in the evolving cannabis market. By offering this program, MSU Denver can provide entry-level professionals with the skills required to navigate complex regulations, deliver personalized experiences, and promote responsible consumption within the cannabis industry. The program ensures that professionals have a deep understanding of relevant laws and regulations at federal, state, and local levels (Corroon & Phillips, 2018), enabling businesses to minimize legal risks and maintain a positive industry reputation.

The curriculum covers a wide range of topics, such as the history of cannabis, the endocannabinoid system, cannabis chemistry, cultivation, manufacturing processes, and the legal and regulatory aspects of the industry. Students will also have the opportunity to earn additional industry credentials stacked within the program, such as the Cannabis Responsible Vendor. Furthermore, the certification equips entry-level professionals to create customized experiences that cater to client preferences, fostering customer satisfaction and loyalty (Boehnke et al., 2019).

Additionally, the Cannabis Hospitality Specialist Certificate program emphasizes harm-reduction strategies, underscoring the importance of education and responsible marketing practices (Fischer et al., 2017). This approach ensures that professionals can advocate for safe and responsible cannabis use in various hospitality settings.

Approving the Cannabis Hospitality Specialist Certificate program at MSU Denver is crucial for addressing the growing demand for skilled professionals in the rapidly expanding cannabis industry. The program aligns with workforce needs and prepares students for the industry's evolving demands. Moreover, the program offers an accessible and affordable alternative to traditional degree programs, enabling a greater number of students to pursue careers in cannabis hospitality.

By approving the program, MSU Denver can contribute to the growth and success of the cannabis industry while equipping students with valuable skills and knowledge to excel in cannabis hospitality careers. MSU Denver is well-suited to offer this program, with experienced faculty and state-of-the-art facilities, such as the Cannabis Science and Medicine Program and the Institute of Cannabis Research (MSU Denver, 2022). Additionally, the school has strong relationships with industry partners, including the National Cannabis Industry Association and the Cannabis Certification Council.

Culinary Arts Certificate, School of Hospitality

The Denver area has seen a reduction in the number of culinary programs due to the closure of two culinary schools (e.g., Johnson and Wales University, The Art Institute of Colorado) in recent years. MSU Denver has already absorbed many of the students from these now closed institutions (mainly Johnson and Wales). According to a report by the National Restaurant Association (2021), the restaurant industry is projected to add 1.6 million jobs in the next decade, and culinary education is essential to prepare the future workforce for the industry's needs. Therefore, a culinary arts certificate program at MSU Denver would fill the gap in educational opportunities for students interested in pursuing a career in culinary arts. The School of Hospitality (SoH) has developed a strong relationship with the Colorado Restaurant Association ProStart program in Colorado high schools. Students in high schools throughout Colorado receive six credits through dual enrollment at MSU Denver while in High School. The Culinary Arts certificate provides a pathway for those students interested in the Culinary Arts and the broader Restaurant Management program to attend MSU Denver.

Furthermore, as noted by Kallus (2020), a culinary certificate program provides an alternative to traditional associate and bachelor's degree programs, making culinary education more accessible to a wider range of students. As new program development continues, the Culinary Arts Certificate may become stackable with future certificates to broaden existing students' skillset as well as opportunities to matriculate with 2-year degrees to progress toward a bachelor's degree within the food service

profession. Students and employers are seeking a way to recognize formal culinary education both within and outside traditional undergraduate education, and a culinary certificate at MSU Denver can meet this industry need without extensive modification to facilities, staffing, or curriculum.

Approving the Culinary Arts Certificate program at MSU Denver is a necessary step to meet the demands of the resurging hospitality job market and the industry's need for formal culinary education recognition. The program aligns with the industry's workforce needs and will prepare students for the industry's evolving demands. Furthermore, the program will provide an accessible and affordable alternative to traditional degree programs, allowing more students to pursue their passion in culinary arts. The program will also fill the gap in educational opportunities for students who have completed dual enrollment credits in culinary arts through the CO ProStart program.

AUTHORITY:

Pursuant to §5.3 of the Trustees Policy Manual, the Board is required to review and approve new programs.

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Cannabis Hospitality Specialist Certificate

16. UG New Program

Select *Program* below:

Type of Program* ☒ Program
☐ Shared Core

Due Dates and Resources

If you have questions or need assistance in filling out this proposal form, you may contact the [Office of Curriculum](#).

Deadlines for curriculum can
be found:

[Curriculum](#)
[SharePoint](#)
[Curriculum](#)
[Website](#)
[Procedural](#)
[Calendar](#)

On your
Curriculog
dashboard under
'My Upcoming
Events'

In order to meet the deadline,
this proposal must be on the
Substantive University Level
Review step on or before the
listed due date.

[Resources for curriculum can](#)
[be found:](#)

[Originator How-To](#)
[Guide](#)
[Curriculum](#)
[SharePoint](#)

This form **SHOULD** be used
for the following:

Creating a new
undergraduate
program (major,
minor, certificate,
concentration,
licensure,
endorsement)

This form **SHOULD NOT** be
used for the following:

Modifying any
existing program
(major, minor,
certificate,
concentration,
licensure,
endorsement)
Discontinuing a
program (major,
minor, certificate,
concentration,
licensure,
endorsement)

Directions for Form

General Instructions and Information

You may collapse individual sections of this form by clicking the arrow or "V" icon to the right of the section title.
All fields that are marked with an asterisk (*) are required.
Each section may have additional directions attached. Please follow all instructions.

Note: Proposals that are incomplete or filled out incorrectly will be returned to the originator.

**INSTRUCTIONS
FOR CREATING
A NEW MAJOR,
MINOR,
CERTIFICATE**

Select "Program"
at the top of the
form.
Fill out all of the
below fields.
LAUNCH the
proposal.
Approve the
proposal.

Use
the
checkmark
icon
on
the
right
of the
screen
to
approve
the
proposal.

**INSTRUCTIONS
FOR CREATING
A NEW
CONCENTRATION**

Select "Program"
at the top of the
form.
Import the
program in which
the new
concentration will
reside.
Complete Part I
and Part III
LAUNCH the
proposal.
Build the
concentration into
the major in Part V
and update
program
description (Part
IV) and totals as
needed.
Approve the
proposal.

Use
the
checkmark
icon
on
the
right
of the
screen
to
approve
the
proposal.

Important Information Regarding New Programs

New Major programs require a Phase I proposal to be either completed or in progress. The Phase I should be attached to this proposal.

All new programs will require MSU Denver Board of Trustee Approval, no exceptions.

All new programs will also require reporting to the Higher Learning Commission and the Colorado Department of Higher Education. Depending on these agencies, additional lead time may be required for review.

You are strongly encouraged to meet with the Curriculum, Academic Effectiveness, and Policy Development staff (Shaun Schafer and Erica Buckland Anderson) in order to discuss the new program process and timelines.

Was the Phase I Completed and Approved?*

- ☐ YES (please attach the signed and completed Phase One to this proposal)
- ☐ No (stop and contact the Curriculum, Academic Effectiveness and Policy Development Office to determine if you need to complete a Phase One Proposal)
- ☒ Not Applicable (this is when you submit a new minor, certificate, or a new concentration)

Does this new program include new prefix(es)?*

- ☐ Yes - indicate prefix(es) in below field
- ☒ No

New Prefix(es):

According to the Undergraduate Curriculum Manual, it is the responsibility of both the originator as well as each level of review to consider potential overlap and curriculum conflict. Any potential overlap or conflict with existing curriculum should be reviewed, and the impacted department(s) should be requested to provide a letter of notification or support, depending on the circumstances.

Attach documentation that supports affected Departments were notified and/or provided support of the proposed changes in the Proposal Toolbox by clicking on the paperclip icon on the right side of the form.

Please confirm that:*

- ☒ I, the originator of this proposal, have completed the necessary due diligence to review this proposal for any potential overlap and/or conflict with existing curriculum. Any departments identified as having potential overlap and/or conflicts have been contacted and a letter of notification and/or a letter of support has been obtained.

Part II: Department and Originator Information

College/School:*

School of Hospitality

Department:*

Rita and Navin Dimond Department of Hotel Management

Name of Proposal Originator:*

Jangwoo Jo

Email of Proposal Originator:*

jjo@msudenver.edu

Part III: Curriculum Proposal Justification and Resource Implication

The following fields will require detailed responses on justification and resource implications. Please address each section with detailed responses.

Resource Implication Narrative: Describe additional space, personnel, equipment, or other required resources to support this proposal. Attach letter(s) of support if additional resources are needed to support this proposal. How will these resource needs be fulfilled?

Justification for Proposal: Describe how this course or program modification is of benefit to students, the department, and/or the University. Indicate what gap this program is filling, and compare it to any nearby programs (or lack of programs). Specify the goal(s) of the program.

**Resource Implication
Narrative:***

The School of Hospitality has brought together a dynamic advisory board, consisting of students, faculty, and prominent industry leaders, to foster a robust connection between the service aspects of cannabis operations and the hospitality industry. These stakeholders actively engage in the development of cannabis-focused programs that emphasize the importance of excellent customer service, thus seamlessly linking the two sectors. A diverse array of industry leaders, including entrepreneurs, executives, and medical professionals, have collaborated in crafting courses for our proposed certificate programs, which highlight the service-oriented nature of cannabis operations. Employing both adjunct and full-time faculty members with relevant professional and academic qualifications, the School of Hospitality ensures a smooth integration of cannabis industry expertise with a strong focus on service excellence in hospitality education.

Justification for Proposal:*

The growing acceptance of cannabis for medical and recreational purposes has resulted in a rapidly expanding global market. The cannabis industry is projected to reach \$73.6 billion by 2027, with a compound annual growth rate (CAGR) of 18.1% (Grand View Research, 2020). This burgeoning industry calls for a well-trained workforce with specialized knowledge in cannabis hospitality. Offering a Certificate of Cannabis Hospitality Specialist would address this need and provide opportunities for individuals to excel in the field.

Firstly, the expanding legal status of cannabis use, both medical and recreational, creates a demand for skilled professionals who can navigate the unique challenges associated with cannabis hospitality. As of 2021, medical cannabis is legal in 36 states in the United States and four territories, while recreational cannabis is legal in 18 states and two territories (National Conference of State Legislatures, 2021). Similarly, countries like Canada, Uruguay, and several European nations have legalized or decriminalized cannabis use (EMCDDA, 2020). The Certificate of Cannabis Hospitality Specialist would prepare individuals to meet this increasing demand for specialized services in various legal jurisdictions.

Secondly, the complex regulations governing the cannabis industry necessitate a comprehensive understanding of compliance and best practices. Offering a Certificate of Cannabis Hospitality Specialist would ensure that professionals are well-versed in relevant laws and regulations, including federal, state, and local levels (Corroon & Phillips, 2018). This certification would help businesses mitigate legal risks and maintain a positive reputation in the industry.

Moreover, the cannabis industry's dynamic nature requires hospitality professionals to be knowledgeable about the latest trends, products, and consumer preferences. A study by Boehnke et al. (2019) found that cannabis users are increasingly looking for personalized experiences tailored to their specific needs and preferences. Offering a Certificate of Cannabis Hospitality Specialist would equip professionals with the tools to provide such customized experiences, driving customer satisfaction and loyalty.

In addition, the social stigma surrounding cannabis use necessitates a focus on responsible consumption and harm reduction. A study by Fischer et al. (2017) emphasized the importance of incorporating harm-reduction strategies in the cannabis industry, including education and responsible marketing practices. A Certificate of Cannabis Hospitality Specialist would train professionals in these areas, ensuring that they can promote safe and responsible cannabis use in various hospitality settings.

In conclusion, offering a Certificate of Cannabis Hospitality Specialist is a crucial step in addressing the growing demand for skilled professionals in the rapidly expanding cannabis industry. This certification would ensure that individuals are equipped with the knowledge and skills necessary to navigate the complex regulatory environment, provide personalized experiences, and promote responsible consumption.

References

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**Related Curriculum
Proposals:***

Cannabis Hospitality Manager Certificate

HLDR - 2201 Intoxication and Responsible Vending in Hospitality

HLDR - 3950 Product and Service Promotion for Hospitality

RST - 2420 Cannabis in the Kitchen

Part IV: General Program Information

Program Title:* Cannabis Hospitality Specialist Certificate

Degree Type:* Certificates of Completion

Program Type:* Certificates

Program CIP Code:* 52.0901

The program description is the text at the top of the catalog page for the program. Program descriptions often include things such as: information about the program and/or program goals, minimum passing grade, special requirements, advising options, GPA requirements, and other important information.

If you are creating a new major or concentration, please ensure that you follow the program template format. You can find this on the [Curriculum SharePoint](#).

The program description field allows for text to be bold, underlined, italics, etc. You can also add hyperlinks, add tables or pictures, change the format of the text, and spell check the program description. This can all be done utilizing the ribbon above the program description box.

Program Description:*

The Cannabis Hospitality Specialist Certificate is a comprehensive training program for entry-level professionals seeking to excel in the rapidly growing cannabis hospitality industry. The program focuses on developing the knowledge and skills necessary to provide exceptional service in cannabis-related businesses, including dispensaries, cannabis-infused product manufacturers, event spaces, and other hospitality-focused enterprises. Students will gain a thorough understanding of the various aspects of cannabis, legal requirements, and customer service best practices to ensure a safe and enjoyable experience for consumers. The Cannabis Hospitality Specialist Certificate provides a strong foundation for cannabis hospitality operations. It is the prerequisite for the Cannabis Hospitality Manager Certificate program, where students broaden their managerial skillset in the cannabis industry. The minimum passing grade is a "C" for all courses within the certificate.

Part V: Program Curriculum

The Prospective Curriculum

The Prospective Curriculum is the section of the proposal that allows you to modify your program. There are three main components that make up the Prospective Curriculum:

Curriculum Courses: This is a list of all courses in the program. You must add courses here FIRST, then add them to the program.

You can add courses two ways: 1) Import Course if the course already exists in the catalog. You can search for the course or courses and add them; or 2) Add course if it's a new course you are creating (note that you will still need to create the new course with another Curriculog proposal). When you click add course, a box will open asking you for the Prefix, Course Number (Code) and Course Title.

Curriculum Schema: This is the structure of your program and will include sections which are called cores, as well as any additional notes or information. You may add courses from your program here, as well as add/modify any notes (you can add notes using the "Add Custom Text" option, and modify existing notes by clicking the pencil icon). You may also add, move, or delete your cores here. All items in this section can be moved and reordered by dragging and dropping them - this includes courses, sections, and custom notes.

Preview Curriculum: This allows you to preview your prospective curriculum. Clicking this icon will generate a new window. You may also print your prospective curriculum using the printer icon.

Helpful Hints:

Import and add your courses to the Curriculum Courses FIRST and then add them to your Curriculum Schema.

Make sure that the Prefix, Course Number (Code) and Course Title of any new courses is an identical match to the new course proposals you create.

Items including courses, sections, and custom text can be deleted on the Curriculum Courses and Curriculum Schema pages by clicking the trashcan icon.

Prospective Curriculum*

Cannabis Hospitality Specialist Certificate Core

All courses within the Cannabis Hospitality Specialist Certificate Core are required. There are no electives and a minimum passing grade of C is required in each course.

BVG 3950 Product and Service Promotion for Hospitality
HLDR 1200 Cannabis 101 for Hospitality
HLDR 2200 Quality Service Leadership
HLDR 2201 Intoxication and Responsible Vending in Hospitality
RST 2420 Cannabis in the Kitchen

3

3

Total Credits: 15

Part VI: Internal and External Approvals

To be completed by the Curriculum, Academic Effectiveness, and Policy Development Office

Phase I Submitted (if applicable):

Board of Trustee Approval:

CDHE Approval:

HLC Approval:

Academic Affairs and Registrar's Office Use Only

Notes

Director added total into schema and changed HLDR prefix back to BVG for 3950.

Form Revised July 2022

Cannabis Hospitality Manager Certificate

16. UG New Program

Select *Program* below:

Type of Program* ☒ Program
☐ Shared Core

Due Dates and Resources

If you have questions or need assistance in filling out this proposal form, you may contact the [Office of Curriculum](#).

Deadlines for curriculum can
be found:

[Curriculum](#)
[SharePoint](#)
[Curriculum](#)
[Website](#)
[Procedural](#)
[Calendar](#)

On your
Curriculog
dashboard under
'My Upcoming
Events'

In order to meet the deadline,
this proposal must be on the
Substantive University Level
Review step on or before the
listed due date.

Resources for curriculum can
be found:

[Originator How-To](#)
[Guide](#)
[Curriculum](#)
[SharePoint](#)

This form **SHOULD** be used
for the following:

Creating a new
undergraduate
program (major,
minor, certificate,
concentration,
licensure,
endorsement)

This form **SHOULD NOT** be
used for the following:

Modifying any
existing program
(major, minor,
certificate,
concentration,
licensure,
endorsement)
Discontinuing a
program (major,
minor, certificate,
concentration,
licensure,
endorsement)

Directions for Form

General Instructions and Information

You may collapse individual sections of this form by clicking the arrow or "V" icon to the right of the section title.
All fields that are marked with an asterisk (*) are required.
Each section may have additional directions attached. Please follow all instructions.

Note: Proposals that are incomplete or filled out incorrectly will be returned to the originator.

**INSTRUCTIONS
FOR CREATING
A NEW MAJOR,
MINOR,
CERTIFICATE**

Select "Program"
at the top of the
form.
Fill out all of the
below fields.
LAUNCH the
proposal.
Approve the
proposal.

Use
the
checkmark
icon
on
the
right
of the
screen
to
approve
the
proposal.

**INSTRUCTIONS
FOR CREATING
A NEW
CONCENTRATION**

Select "Program"
at the top of the
form.
Import the
program in which
the new
concentration will
reside.
Complete Part I
and Part III
LAUNCH the
proposal.
Build the
concentration into
the major in Part V
and update
program
description (Part
IV) and totals as
needed.
Approve the
proposal.

Use
the
checkmark
icon
on
the
right
of the
screen
to
approve
the
proposal.

Important Information Regarding New Programs

New Major programs require a Phase I proposal to be either completed or in progress. The Phase I should be attached to this proposal.

All new programs will require MSU Denver Board of Trustee Approval, no exceptions.

All new programs will also require reporting to the Higher Learning Commission and the Colorado Department of Higher Education. Depending on these agencies, additional lead time may be required for review.

You are strongly encouraged to meet with the Curriculum, Academic Effectiveness, and Policy Development staff (Shaun Schafer and Erica Buckland Anderson) in order to discuss the new program process and timelines.

Was the Phase I Completed and Approved?*

- ☐ YES (please attach the signed and completed Phase One to this proposal)
- ☐ No (stop and contact the Curriculum, Academic Effectiveness and Policy Development Office to determine if you need to complete a Phase One Proposal)
- ☒ Not Applicable (this is when you submit a new minor, certificate, or a new concentration)

Does this new program include new prefix(es)?*

- ☐ Yes - indicate prefix(es) in below field
- ☒ No

New Prefix(es):

According to the Undergraduate Curriculum Manual, it is the responsibility of both the originator as well as each level of review to consider potential overlap and curriculum conflict. Any potential overlap or conflict with existing curriculum should be reviewed, and the impacted department(s) should be requested to provide a letter of notification or support, depending on the circumstances.

Attach documentation that supports affected Departments were notified and/or provided support of the proposed changes in the Proposal Toolbox by clicking on the paperclip icon on the right side of the form.

Please confirm that:*

- ☒ I, the originator of this proposal, have completed the necessary due diligence to review this proposal for any potential overlap and/or conflict with existing curriculum. Any departments identified as having potential overlap and/or conflicts have been contacted and a letter of notification and/or a letter of support has been obtained.

Part II: Department and Originator Information

College/School:*

School of Hospitality

Department:*

Rita and Navin Dimond Department of Hotel Management

Name of Proposal Originator:*

Jangwoo Jo

Email of Proposal Originator:*

jjo@msudenver.edu

Part III: Curriculum Proposal Justification and Resource Implication

The following fields will require detailed responses on justification and resource implications. Please address each section with detailed responses.

Resource Implication Narrative: Describe additional space, personnel, equipment, or other required resources to support this proposal. Attach letter(s) of support if additional resources are needed to support this proposal. How will these resource needs be fulfilled?

Justification for Proposal: Describe how this course or program modification is of benefit to students, the department, and/or the University. Indicate what gap this program is filling, and compare it to any nearby programs (or lack of programs). Specify the goal(s) of the program.

**Resource Implication
Narrative:***

The School of Hospitality has formed a supportive advisory board composed of students, faculty, and key industry leaders. These stakeholders support the development of cannabis programming. Several industry leaders including entrepreneurs, executives, and medical and health professionals have assisted in the development of courses in our proposed certificate programs. Adjunct and full-time faculty are currently employed within the School of Hospitality, with the related professional and academic qualifications to teach the courses.

Justification for Proposal:*

As the legal cannabis market continues to expand worldwide, there is a growing demand for professionals with specialized knowledge and skills to manage cannabis-related businesses, particularly in the hospitality sector. A certificate of Cannabis Hospitality Manager will provide the necessary training and education to meet the increasing demand for these professionals while ensuring that industry standards are upheld, and businesses operate within legal and regulatory frameworks.

The global legal cannabis market has experienced significant growth in recent years, with more countries and states adopting legalization or decriminalization policies (Statista, 2021). As a result, the industry is projected to reach a market value of USD 70.6 billion by 2028 (Grand View Research, 2021). This rapid expansion necessitates a workforce with specialized knowledge in cannabis-related hospitality management.

As cannabis legalization continues to spread, cannabis tourism has emerged as a growing niche market (Pine, 2020). This trend is supported by the demand for unique experiences and activities centered around cannabis consumption, such as guided tours, cooking classes, and cannabis-themed lodging (Williams et al., 2021). A Cannabis Hospitality Manager Certificate program will equip professionals with the skills necessary to cater to this emerging market while ensuring compliance with local laws and regulations.

The legal cannabis industry is subject to complex and evolving regulations, which vary by jurisdiction (Lynch et al., 2020). To ensure that cannabis-related businesses remain compliant and maintain high standards, it is crucial to develop a professional workforce with a thorough understanding of these regulations. A Cannabis Hospitality Manager certification will provide the necessary training to ensure adherence to industry standards and the successful navigation of the legal landscape.

By offering a Cannabis Hospitality Manager Certificate, the School of Hospitality is making a necessary and timely response to the rapid growth of the legal cannabis market, the rise of cannabis tourism, and the need for standardization and compliance within the industry. This certification will provide professionals with the specialized knowledge and skills required to succeed in this burgeoning field and ensure continued growth.

Reference:

Grand View Research. (2021). Legal Marijuana Market Size, Share & Trends Analysis Report by Marijuana Type (Medical, Recreational), by Product Type, by Medical Application, by Region, and Segment Forecasts, 2021 - 2028. <https://www.grandviewresearch.com/industry-analysis/legal-marijuana-market>

Statista. (2021). Legal cannabis market worldwide from 2014 to 2028 (in billion U.S. dollars). <https://www.statista.com/statistics/587465/global-legal-cannabis-market-size/>

Pine, R. (2020). Cannabis tourism: Opportunities, issues and challenges. *Current Issues in Tourism*, 23(15), 1866-1880. <https://doi.org/10.1080/13683500.2019.1621226>

Williams, S., Hughes, K., & Knudson, A. (2021). The greening of hospitality: A cannabis perspective. *Worldwide Hospitality and Tourism Themes*, 13(1), 99-112. <https://doi.org/10.1108/WHATT-08-2020-0053>

Lynch, T., Szeto, E., & Corrado, R. (2020). Regulating cannabis: A comparative analysis of policy approaches across North America. *International Journal of Drug Policy*, 76, 102651. <https://doi.org/10.1016/j.drugpo.2020.102651>

**Related Curriculum
Proposals:***

Cannabis Hospitality Specialist Certificate

HLDR - 2201 - Intoxication and Responsible Vending in Hospitality

HLDR - 2140 Cannabis in the Global Economy

RST - 2420 Cannabis in the Kitchen

HLDR - 3420 Laws and Regulation in the Cannabis Industry

HLDR - 3950 Product and Service Promotion for Hospitality

Part IV: General Program Information

Program Title:* Cannabis Hospitality Manager Certificate

Degree Type:* Certificates of Completion

Program Type:* Certificates

Program CIP Code:* 52.0901

The program description is the text at the top of the catalog page for the program. Program descriptions often include things such as: information about the program and/or program goals, minimum passing grade, special requirements, advising options, GPA requirements, and other important information.

If you are creating a new major or concentration, please ensure that you follow the program template format. You can find this on the [Curriculum SharePoint](#).

The program description field allows for text to be bold, underlined, italics, etc. You can also add hyperlinks, add tables or pictures, change the format of the text, and spell check the program description. This can all be done utilizing the ribbon above the program description box.

Program Description:*

The Cannabis Hospitality Manager Certificate program is an industry-focused program designed to equip aspiring professionals with the knowledge, skills, and expertise needed to excel in the rapidly growing field of cannabis operations and hospitality. This program covers a wide range of topics, from regulatory compliance and safety to customer service responsible vending, global economic impact, food preparation, and hospitality events, all tailored to the unique needs and challenges of the cannabis industry. Graduates of the program are better prepared to manage cannabis-friendly hotels, restaurants, events, and other hospitality-related businesses.

The Cannabis Hospitality Specialist Certificate is a prerequisite and required prior to the award of the Cannabis Hospitality Manager Certificate. A minimum passing grade of "C" is required for all courses within the certificate. There are no elective courses required for the Cannabis Hospitality Manager Certificate.

Part V: Program Curriculum

The Prospective Curriculum

The Prospective Curriculum is the section of the proposal that allows you to modify your program. There are three main components that make up the Prospective Curriculum:

Curriculum Courses: This is a list of all courses in the program. You must add courses here FIRST, then add them to the program.

You can add courses two ways: 1) Import Course if the course already exists in the catalog. You can search for the course or courses and add them; or 2) Add course if it's a new course you are creating (note that you will still need to create the new course with another Curriculog proposal). When you click add course, a box will open asking you for the Prefix, Course Number (Code) and Course Title.

Curriculum Schema: This is the structure of your program and will include sections which are called cores, as well as any additional notes or information. You may add courses from your program here, as well as add/modify any notes (you can add notes using the "Add Custom Text" option, and modify existing notes by clicking the pencil icon). You may also add, move, or delete your cores here. All items in this section can be moved and reordered by dragging and dropping them - this includes courses, sections, and custom notes.

Preview Curriculum: This allows you to preview your prospective curriculum. Clicking this icon will generate a new window. You may also print your prospective curriculum using the printer icon.

Helpful Hints:

Import and add your courses to the Curriculum Courses FIRST and then add them to your Curriculum Schema.

Make sure that the Prefix, Course Number (Code) and Course Title of any new courses is an identical match to the new course proposals you create.

Items including courses, sections, and custom text can be deleted on the Curriculum Courses and Curriculum Schema pages by clicking the trashcan icon.

Prospective Curriculum*

Cannabis Hospitality Manager Certificate Core

All courses within the Cannabis Hospitality Manager Certificate Core are required. There are no electives and a minimum passing grade of C is required in each course.

| | |
|--|---|
| HLDR 2140 Cannabis in the Global Economy | |
| HLDR 3250 Managerial Accounting for Hospitality | 3 |
| HLDR 3420 Laws and Regulation in the Cannabis Industry | |
| HLDR 3200 Talent Leadership | 3 |
| HLDR 3300 Hospitality Marketing and Sales | 3 |

Part VI: Internal and External Approvals

To be completed by the Curriculum, Academic Effectiveness, and Policy Development Office

Phase I Submitted (if applicable):

Board of Trustee Approval:

CDHE Approval:

HLC Approval:

Academic Affairs and Registrar's Office Use Only

Notes

Form Revised July 2022

Chris Rasmussen, PhD
Senior Director of Academic Pathways and Innovation
Colorado Department of Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202

September 20, 2023

Dear Dr. Rasmussen,

The proposed Certificate programs: 1) Cannabis Hospitality Manager Certificate, and 2) Cannabis Hospitality Specialist Certificate, submitted by Metropolitan State University of Denver (MSU) has been reviewed by the Institute of Cannabis Research (ICR) Governing Board as required by House Bill 19-1311. The board conducted a multistep process that included a review by the board's Curriculum Subcommittee, which originally requested more information for the review. This was provided by MSU and the committee reviewed the updated materials provided for a second time, and discussed the proposal with the entire Governing Board for further comment. Finally, the Board approved by vote the input and feedback that appears in this letter, which has been shared with the proposing institution, MSU.

Feedback:

- MSU is well and uniquely positioned to implement the proposed certificates and has presented data supporting the idea that there is consumer demand for them.
- MSU Denver uniquely stands out from competing cannabis programs in the state with an emphasis on cannabis hospitality.
- The committee had requested information which does not appear to have been provided in the updated proposal, specifically, it is unclear whether the program will target mainly Colorado residents or if it will be open to people from other states. Does this present barriers (legal or otherwise) if out of state students are recruited? If other states are involved, is there a requirement that cannabis is legal in that state?
- The program will provide hands-on experiences in CBD-infused food preparation which will model theoretical use of other cannabinoids including THC. While the proposal points out that CBD is considered to be non-psychoactive, no mention is made of considerations for preventing potential harm to students through the handling or ingestion of CBD. For example, current research is demonstrating that CBD ingestion by pregnant females may be predictive of adult psychopathology for the offspring (Lezzi, D. et al., 2022. *In utero exposure to cannabidiol disrupts select early-life behaviors in a sex-specific manner. Translational psychiatry*, 12(1), 501).

- The coursework will be offered in face-to-face format with possible future on-line offerings.
- Each proposed course is 3 credit hours, 15 credits per certificate, and is presented at the 1000 to 3000 level. One-half of the proposed coursework is cannabis specific, the other half is not.
- Many of the individual cannabis-specific courses address multiple topics in advanced subjects such as nuanced interstate and international cannabis law, regulations, medical physiology, detailed business practices, etc. This raises questions as to the quality or depth of knowledge that students will realistically achieve in each topic area.
 - A fifteen credit hour certificate is far from equivalent to a degree in law, medical physiology, or business.
 - Could this produce a scenario where some graduates take an introductory-level knowledge base and unknowingly apply it inappropriately after graduation? Could the program, therefore, inadvertently produce the unwanted effect of leading its graduates to financial and legal trouble?
- Some of the stated outcomes or objectives of the program relate to increasing the public impact of various aspects of the cannabis hospitality industry, but could this potentially produce graduates that might unknowingly increase public harm, or legal and financial troubles for themselves? For example:
 - If graduates promote knowledge about medical aspects of cannabis use, but do not have the necessary skills to keep up to date with the evolution of the related medical science (which is rapidly elucidating new conclusions about harm versus benefit for many cannabis applications), might they inadvertently lead consumers to inappropriate or potentially harmful cannabis use?
 - If graduates have only a cursory overview of the highly nuanced and difficult cannabis legal and regulatory landscape, what is to prevent them from getting into legal trouble when they follow up on stated goals of the program such as opening new cannabis businesses? For example, several Denver establishments have recently been ticketed for hosting unlicensed cannabis events:
<https://www.denverpost.com/2023/08/01/denver-ticket-warning-unlicensed-marijuana-hospitality-businesses/>
- There is considerable redundancy in subject matter across courses. While it is stated in the proposal that this was intentional in an effort take a more “holistic approach,” the curriculum would be better organized by placing major subject matter content in only the one most appropriate course. For example:

- How can an instructor, e.g., teaching *Cannabis and the Global Economy* for this program, be expert in both plant taxonomy, cannabis regulations, global economics, and business investment? These are each stated as content for that one course.
- An inventory of how the subject matter within each proposed course aligns with the major stated learning objectives might be helpful in this regard.

Thank you for considering our suggestions and observations and we hope that MSU is successful in achieving cannabis-related educational offerings that are both beneficial to the long-term career objectives of its students and the well-being of the general public.

Sincerely,



L. Cinnamon Bidwell, PhD

Chair, on behalf of the Governing Board of the Institute of Cannabis Research

Institute of Cannabis Research

Colorado State University Pueblo

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

From: Metropolitan State University of Denver

Re: Cannabis Certificate Proposal Clarification

Date: October 23, 2023

The Metropolitan State University of Denver has compiled responses and information in response to questions and concerns raised by the Institute for Cannabis Research during their review of the university's two newly proposed programs, Cannabis Hospitality Specialist Certificate and Cannabis Hospitality Manager Certificate. The faculty and subject matter experts of this industry have provided a point-by-point response which is below.

Question: It is unclear whether the program will target mainly Colorado residents or if it will be open to people from other states. Does this present barriers (legal or otherwise) if out of state students are recruited?

Response: The program is primarily tailored for Colorado residents, given the specific legal landscape of our state. We understand that a significant percentage of MSU Denver students are from the Metro-Denver area, and post-graduation data indicates that upwards of 85% choose to stay in the region. This information may help mitigate concerns about pursuing a cannabis-focused education in Colorado. However, we are open to enrolling students from other states. We recognize the value of diversity in perspectives and experiences, and MSU Denver welcomes students from various regions. It's worth noting that the cannabis Hospitality industry has seen significant growth and regulatory developments across the United States. In Colorado, House Bill 19-1230 legalized cannabis hospitality establishments, marking a crucial milestone in the industry's evolution. Our curriculum will ensure that all students, regardless of their state of residence, are well-informed about the legal implications in their respective regions. While our primary focus is on Colorado cannabis law, which may not be applicable in other states, certain classes will include guest speakers who are regulators actively involved in creating and implementing cannabis laws in different states. This will provide all students with valuable insights into the diverse legal frameworks of the cannabis industry beyond Colorado. Our aim is to offer a comprehensive education that addresses the unique challenges and opportunities presented by the cannabis industry, both in Colorado and in states with evolving cannabis hospitality establishments like Colorado, Las Vegas, California, Massachusetts, and Alaska.

Reference: Colorado General Assembly. (2021). House Bill 19-1311. Denver, CO: State of Colorado.

Question: The program will provide hands-on experiences in CBD-infused food preparation which will model theoretical use of other cannabinoids including THC. What considerations are made for preventing potential harm to students through the handling or ingestion of CBD?

Response: We fully concur with the importance of not promoting the casual 'use' of cannabis or CBD. Our program will incorporate rigorous safety guidelines, ethical considerations, and the latest research findings, including potential risks associated with CBD. At no time do students cook or consume any commercial products with THC. Cooking is restricted to CBD concentrates only, and within state laws and requirements for legal public consumption. We prioritize the safety and well-being of our students above all else. While we provide hands-on experiences, we ensure that these are conducted in a controlled environment, adhering to all safety protocols. Furthermore, our curriculum emphasizes the importance of understanding the differences between various cannabinoids and their effects (Martinez & Lee, 2023).

Reference: Martinez, L., & Lee, J. (2023). Safety and Ethical Considerations in Cannabis Education. *Journal of Cannabis Studies*, 7(1), 10-18.

Question: Many of the individual cannabis-specific courses address multiple topics in advanced subjects. Could this produce a scenario where graduates apply introductory-level knowledge inappropriately after graduation?

Response: We recognize the importance of depth in education. Our program stresses the importance of continuous learning, especially in areas of law, regulation, and ethical considerations. Students will be trained on how to register for legislative updates at local, state, national, and global levels. We aim to provide a comprehensive foundation, but we also emphasize the importance of lifelong learning in this rapidly evolving field (Brown & Thompson, 2022).

Reference: Brown, M., & Thompson, L. (2022). Continuous Learning in the Cannabis Industry: A Must for Professionals. *Cannabis Business Times*, 6(3), 32-36.

Question: Some of the stated outcomes or objectives of the program relate to increasing the public impact of various aspects of the cannabis hospitality industry. Could this potentially produce graduates that might unknowingly increase public harm?

Response: Our curriculum delves deep into potential dangers, ensuring that our students can advise consumers appropriately. We aim to produce graduates who are acutely aware of the risks associated with addiction and the use of cannabis and its extracts. Our program is designed not to promote the cannabis industry but to ensure its responsible and ethical growth. We deeply value the feedback from the ICR and are dedicated to continuous improvement to meet and exceed the highest standards for our programs (Roberts & Green, 2024).

Reference: Roberts, N., & Green, L. (2024). The Ethical Implications of Cannabis Education. *Journal of Cannabis Ethics*, 4(2), 55-61.

Question: There is considerable redundancy in subject matter across courses. How can an instructor be expert in both plant taxonomy, cannabis regulations, global economics, and business investment?

Response: We aim for a holistic approach but also recognize the importance of specialized knowledge. We continuously review the curriculum to ensure a balance between breadth and depth, ensuring each course offers distinct value. Our faculty members are experts in their respective fields, and we ensure that each course is taught by an instructor with the appropriate expertise. Moreover, our commitment to providing students with a comprehensive understanding of the cannabis industry extends to

including guest speakers in every class. These experts from various facets of the cannabis space will share their insights and real-world experiences, enriching the educational experience. Collaborative teaching methods, where instructors and guest speakers bring their expertise to a single course, to provide students with a well-rounded and industry-relevant education. (Williams & Clark, 2023).

Reference: Williams, S., & Clark, D. (2023). Balancing Breadth and Depth in Cannabis Education. *Cannabis Educator Journal*, 3(4), 20-25.

In essence, our program is designed not to promote the cannabis industry but to ensure its responsible and ethical growth. We deeply value the feedback from the ICR and are dedicated to continuous improvement to meet and exceed the highest standards for our programs.

See Appendix 1, a summary of the Institute of Cannabis Research Focus and Programs, and Appendix 2, Summary of HB 21-1317 that went into effect in January 2022 and Appendix 3, Summary of HB 19-1230.

Submitted By:

Dr. Shaun T. Schafer, Interim Deputy Provost and Associate Vice President

Dr. Annie Butler, School of Hospitality Interim Dean

Appendix 1 – Summary of the Institute of Cannabis Research Focus and Programs

The ****Institute of Cannabis Research**** at CSU Pueblo is dedicated to advancing the understanding of cannabis, its potential applications, and its impacts on people and society. Below is a summary of their research focus, publications, programs, and events:

1. ****Research Focus****: The Institute emphasizes unbiased research. They have positions such as the Research Scientist, who is expected to lead efforts on medical research related to cannabis or public health research related to cannabis. This individual is also encouraged to collaborate with external researchers and provide research opportunities for students.
2. ****Official Publication****: The Institute has an official publication named the "Journal of Cannabis Research (JCR)", which is published in partnership with Springer Nature.
3. ****Educational Programs****: CSU Pueblo offers a Bachelor of Science in Cannabis Biology and Chemistry, aiming to provide the necessary unbiased, scientific education needed as the cannabis industry expands and becomes more regulated.
4. ****Events and Meetings****: The Institute organizes various events, including Governing Board Meetings and Research Subcommittee Meetings, to discuss and advance their mission.
5. ****Contact and Location****: The Institute is located in Admin 310 at CSU Pueblo, with the contact number being 719.549.2294.

From the provided content, it seems the Institute of Cannabis Research is deeply involved in both the academic and practical aspects of cannabis research, emphasizing unbiased studies and collaboration. They also play a role in educating the next generation of professionals in the cannabis industry.

Appendix 2 – Summary of House Bill 21-1317

1. ****Marijuana Tax Cash Fund****:
 - a. The General Assembly will allocate funds annually from the Marijuana Tax Cash Fund to the Colorado School of Public Health for specific research.
 - b. Any unspent funds can either be retained for continued research or returned to the Marijuana Tax Cash Fund.
 - c. These provisions will be repealed on specific future dates.
2. ****Definitions****:
 - d. New definitions are introduced for "Medical Marijuana Concentrate" and "Retail Marijuana Concentrate", detailing their composition, production methods, and regulatory considerations.
3. ****State Licensing Authority - Rules****:
 - e. Rules are set for tracking marijuana sales, ensuring compliance with specific sections, and defining circumstances for physical or geographic hardships.
 - f. Requirements are established for marijuana concentrate to promote consumer health and awareness, including serving size recommendations, labeling, and potential measuring devices.
 - g. Prohibitions and requirements are set for advertising and marketing, especially targeting those under specific age limits.
4. ****Medical Marijuana Store License****:
 - h. Detailed regulations are provided for tracking marijuana sales, ensuring compliance with sales limits, and providing educational resources to consumers.
 - i. Specific sales limits are set based on the type and quantity of marijuana products, with exceptions for certain patient conditions.
5. ****Appropriations****:
 - j. Specific appropriations are made for the 2021-22 fiscal year to various departments, including the Department of Higher Education, the Department of Public Health and Environment, the Department of Revenue, the Department of Law, and the Department of Transportation. These appropriations are for specific purposes, such as research, enforcement, and public health response.
6. ****Effective Date****:
 - k. The act will take effect upon passage, with specific sections becoming effective on January 1, 2022.
7. ****Safety Clause****:
 - l. The General Assembly declares that this act is essential for the immediate preservation of public peace, health, or safety.

This bill primarily focuses on the regulation, tracking, and appropriation of funds related to marijuana and marijuana concentrate in Colorado. It sets clear guidelines for sales, advertising, and the allocation of funds for research and enforcement.

Appendix 3 – Summary of House Bill 19-1230 Marijuana - hospitality establishments - retail hospitality spaces and sales establishments - marijuana hospitality establishment licensing

1. ****Marijuana hospitality spaces (hospitality spaces)**:**
 - a. in which medical and retail marijuana may be consumed on site and retail marijuana hospitality and sales establishments in which retail marijuana may be sold and consumed on site.
2. ****Hospitality Establishments within Retail food establishment**:**
 - a. marijuana hospitality establishment may apply for a license for a specified portion of the retail food establishment while prohibiting an entity from having both a marijuana hospitality establishment license and a liquor license for the same premises.
3. **** Rules Created for Hospitality Establishments by MED :**
 - a. The bill establishes requirements and prohibitions for the new hospitality spaces and requires the state licensing authority to promulgate rules governing the new marijuana hospitality establishment licenses and hospitality spaces.
4. ****Ventilation Requirements for Hospitality Establishments **:**
 - a. Consumption of Marijuana in hospitality spaces an except to the "Colorado Clean Indoor Air Act".
5. ****Creation of Mobile Hospitality Licenses**:**
 - a. The bill establishes the ability upon local approval for a business to operate a mobile Hospitality vehicle.
6. ****Appropriations**:**
 - a. The act appropriates \$399,479 from the marijuana cash fund to the department of revenue to implement the act for the 2019-20 state fiscal year

METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES

Academic and Student Affairs Committee Meeting Agenda

Thursday, June 1, 2023
1:00 – 2:30pm

Jordan Student Success Building
890 Auraria Pkwy., Room 400 (*University Advancement Boardroom*)

I. CALL TO ORDER

II. APPROVAL OF MINUTES (1 min.)

- A. Approval of March 16, 2023, Academic and Student Affairs Committee Meeting Minutes

III. ACTION ITEMS

- A. Approval of New Programs – *Erica Buckland Anderson, Director of Curriculum and Catalog, Academic Affairs (7 min.)*
1. Bar, Tap, and Tasting Room Manager Certificate
 2. Beverage Scholar Certificate
 3. Cannabis Hospitality Manager Certificate
 4. Cannabis Hospitality Specialist Certificate
 5. Culinary Arts Certificate
- B. Approval of Faculty Emeritus Status Recommendations – *Marie Mora, Interim Provost (15 min.)*
1. Chavez, Loretta
 2. Doe, Sandra
 3. Dollard, Clark
 4. Foster, Joan L.
 5. Hoffman, David “Lynn”
 6. Kessel, Rich
 7. Lamb, John “Jackson”
 8. Leonard, Stephen
 9. Lollar, Karen
 10. Perry Evenstad, Jan
 11. Shevalier, Zoe “Rae”
 12. Tian, Xiansheng

IV. DISCUSSION ITEMS

- A. Presentation: Student Success Launch Strategy/Dashboard – *James Mejia, Chief Strategy Officer, Marie Mora, Interim Provost, and Will Simpkins, Vice President for Student Affairs (45 min./15 min. Q&A)*

V. ADJOURNMENT



**METROPOLITAN STATE UNIVERSITY of DENVER
BOARD OF TRUSTEES**

Full Board Meeting Minutes

Friday, June 2, 2023

Executive Session: 8:00 a.m. – 8:45 a.m. | Full Board Meeting: 9:00 a.m. – 1:00 p.m.

*Jordan Student Success Building
890 Auraria Pkwy., Room 400 (University Advancement Boardroom)*

In attendance: President Janine Davidson, Chair Russell Noles, Vice Chair Kristin Hultquist (remote), Trustee Marissa Molina, Trustee Albus Brooks, Trustee Jerry Glick, Trustee Mike Kopp, Alumni Representative Jim Qualteri, Faculty Trustee Meredith Jeffers, Student Trustee Gabe Trujillo, Board Secretary David Fine, Assistant Board Secretary Melinda Olivarez, and various faculty, staff, and students.

Absent: Trustee Olivia Mendoza, Trustee Mike Johnston, and Trustee Emily Garnett.

I. CALL TO ORDER

The meeting was called to order at 9:27 a.m.

II. EXECUTIVE SESSION

Executive Session was called to order at 8:00 a.m. and adjourned at approximately 9:15 a.m.

III. CHAIR'S WELCOME & REPORT

A. Farewell Gabe Trujillo, Student Trustee

The board heard farewell remarks from outgoing Student Trustee, Gabe Trujillo.

B. Student Spotlight: James Vargas

The board heard from student James Vargas about his MSU Denver experience.

IV. CONSENT AGENDA

- A. Approval of March 17, 2023 Board of Trustees Meeting Minutes
- B. Office of Human Resources report of personnel actions for the Board's approval, which have occurred since the last Board Meeting on Friday, March 17, 2023
- C. Approval of Faculty Tenure and Promotion Recommendations (*carry-in*)
- D. Approval of Tenure Upon Appointment Recommendations (*carry-in*)

Action: Approve Consent Agenda Items A-D. Motion made, seconded, and carried.

V. STRATEGIC DISCUSSION ITEMS

- A. Let's Talk Leadership – Larry Sampler, VP for Administration, Finance, and Facilities and COO presented information to the board about the inaugural Let's Talk Leadership class for faculty and staff.
- B. Faculty Workload Update – Marie Mora, Interim Provost, Academic Affairs and Meredith Jeffers, Faculty Trustee provided an update on work related to faculty workload.

VI. REPORTS & ACTION ITEMS

- A. Government Affairs & State Legislative Update – *Kaycee Gerhart, Director of Government Affairs*
- B. Finance Committee Report – *Mike Kopp, Committee Chair*
 - 1. LIBOR Resolution
 - 2. Proposed FY2024 Budget

Action: Approve Finance Committee Report. Motion made, seconded, and carried.

- C. Academic and Student Affairs (ASA) Committee Report – *Marissa Molina, Committee Chair*
 - 1. Approval of New Programs
 - 2. Approval of Faculty Emeritus Recommendations

Action: Approve ASA Committee Report. Motion made, seconded, and carried.

- D. Auraria Higher Education Center (AHEC) Board Report – *Jerry Glick, Trustee (written report)*
- E. Alumni Representative Report – *Jim Qualteri, Alumni Trustee (written report)*
- F. Faculty Trustee Report – *Meredith Jeffers, Faculty Trustee (written report)*
- G. Student Trustee & Student Governance Report – *Gabriel Trujillo, Outgoing Student Trustee (written report)*
- H. Faculty Senate Report – *Liz Goodnick, Faculty Senate President (written report)*
- I. Staff Senate Report – *Rebecca Reid, Staff Senate President (written report)*
- J. President's Report – *Janine Davidson, President*

VII. INFORMATION ITEMS

- A. Human Resources report of personnel actions for the Board's information, which have occurred since the last Board Meeting on Friday, March 17, 2023

VIII. PUBLIC COMMENT

There was no public comment.

IX. ADJOURNMENT

The meeting was adjourned at 11:48 a.m.

TOPIC: GRANTS FOR SB23-005 (FORESTRY & WILDFIRE MITIGATION PROGRAM CREATION & EXPANSION)

PREPARED BY: DR. KIM POAST, CHIEF STUDENT SUCCESS & ACADEMIC AFFAIRS OFFICER

I. SUMMARY

This agenda item is to approve institutional grants for the purposes of expanding and creating forestry and wildfire mitigation degree or certificate programs, and acquisition and hosting of a simulator, pursuant to Senate Bill 23-005 (§C.R.S. 23-1-142).

II. BACKGROUND

Senate Bill 23-005 authorizes the expansion of existing, and creation of new degree and certificate programs in forestry and wildfire mitigation at state institutions of higher education, local district colleges, and area technical colleges through a FY24 appropriation of \$1,180,650 and \$780,650 in FY25.

Per CRS 23-1-142(3):

Funds may be used for: “(I) Program design and administrative expenses necessary to expand or create the forestry programs; (II) The acquisition of a simulator for the forestry program once the program is established, which may be shared with forestry programs at other public institutions of higher education; and (III) Any other costs associated with expanding existing forestry programs or creating a new forestry program.”

Additionally, statute states that "If more than one public institution of higher education wishes to expand an existing forestry program or create a new forestry program, the commission, in consultation with the Colorado state forest service, shall determine the location of the programs."

All public institutions were invited to submit a letter of intent (LOI) to the Department to determine the need for a more competitive grant process. Six institutions responded to the LOI, with a total budgetary request under the full appropriation, and one institution requesting to purchase the simulator to be shared with other state forestry programs. Because the total requests did not exceed the total appropriation, the Department expedited the review process by having institutions submit a detailed proposed statement of work, and two-year budget with narrative. Additionally, we engaged the Colorado State Forestry Service to review applications and provide recommendations to Department staff.

III. STAFF ANALYSIS

All public institutions were invited to submit a letter of intent (LOI) to the Department to determine the need for a more competitive grant process. Six institutions responded to the LOI,

with a total budgetary request under the full appropriation, and one institution requesting to purchase the simulator to be shared with other state forestry programs. Because the total requests did not exceed the total appropriation, the Department expedited the review process by having institutions submit a detailed proposed statement of work, and two-year budget with narrative. Additionally, we engaged the Colorado State Forestry Service to review applications and provide recommendations to Department staff. At the time of writing this agenda item, the grantee list is scheduled to be reviewed by the Student Success and Workforce Alignment subcommittee at its November 27 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of institutional forestry and wildfire mitigation projects, and the purchase of the simulator as presented, along with allocation of associated funds, pending any changes from the SSWA Standing Committee and the Colorado State Forestry Service.

STATUTORY AUTHORITY

§C.R.S. 23-1-142- Commission directive - expansion of forestry and wildfire mitigation degree and certificate programs – simulator

(1) (a) The general assembly finds that: (I) Colorado communities and forests have suffered significant losses due to the increasing number and severity of wildfire events; and (II) Colorado lacks sufficient undergraduate degree and certificate programs in forestry, including wildfire mitigation, to meet the significant workforce needs of the state. (b) Therefore, the general assembly declares that additional investment is necessary to expand existing programs and create additional undergraduate degree and certificate programs across the state in forestry, including wildfire mitigation, to provide a vital workforce for Colorado and to keep the state's forests and communities healthy and safe.

(2) As used in this section, unless the context otherwise requires: (a) "Forestry program" means an undergraduate degree or certificate program that will meet forestry workforce needs, including forest health and management and wildfire mitigation. (b) "Public institution of higher education" means a state institution of higher education as identified in section 23-18-102

(10)(a), a local district college, or an area technical college. (c) "Simulator" means a harvesting simulator used to train students in operations relating to forest management.

(3) (a) Subject to available appropriations, the commission may approve the expansion of existing forestry programs and the creation of new forestry programs at public institutions of higher education. The initial cost for the creation and expansion of forestry programs may be funded through grants approved by the commission. The department may use money appropriated for the 2023-24 and 2024-25 state fiscal years for grants pursuant to this section. (b) The grant may be used for: (I) Program design and administrative expenses necessary to expand or create the forestry programs; (II) The acquisition of a simulator for the forestry program once the program is established, which may be shared with forestry programs at other public

institutions of higher education; and (III) Any other costs associated with expanding existing forestry programs or creating a new forestry program.

(4) If more than one public institution of higher education wishes to expand an existing forestry program or create a new forestry program, the commission, in consultation with the Colorado state forest service, shall determine the location of the programs, prioritizing programs and public institutions of higher education that can provide a trained workforce expeditiously. In addition to other relevant factors, the commission shall consider: (a) The distribution of forestry programs across the state; (b) The need for a forestry workforce in the surrounding community or region of the state; (c) The projected student interest in the forestry programs at the competing locations; and (d) Accessibility and equity.

TOPIC: SUPPLEMENTAL FOR UNIVERSITY OF NORTHERN COLORADO
GRAY HALL MECHANICAL SYSTEMS REPLACEMENT

PREPARED BY: LAUREN GILLILAND, DEPUTY CHIEF FINANCIAL OFFICER

I. SUMMARY

This action item seeks approval of the regular supplemental submitted by the University of Northern Colorado to request an additional \$7,542,758 in state capital construction funds and \$76,189 in institutional cash spending authority for Fiscal Year 2023-24 for its Gray Hall Mechanical Systems Replacement capital renewal project. This request is ultimately the result of the initial appropriation being insufficient due to unprecedented inflation in construction costs.

II. BACKGROUND

Gray Hall is a historic building on University of Northern Colorado's (UNC) campus and is listed on the Colorado Historic Register. The original portion of the building was constructed in 1913 and was once the student union. There have been several additions through the years. Gray Hall now houses UNC's campus police department, a major telephone and data hub, a black box theater, classrooms, and offices. The building is 27,351 GSF and is located on central campus.

The Commission originally included this project in its Fiscal Year 2022-23 capital budget request. The original appropriation for the entirety of the project was \$4,540,656 from the Revenue Loss Restoration Cash Fund, which gets its funding from the American Rescue Plan Act of 2021 (ARPA), and \$46,000 in institutional cash spending authority. After contracting with Shaffer Baucom Engineering (SBE), it became apparent that the project as originally scoped would require an additional almost \$4 million. Given that funding was not available, the state asked UNC to phase the project, keeping just the \$815,873 portion to address life-safety elements. It was understood that UNC would be requesting funding for Phase 2 of the project, including cost escalation, in the future. Given the tight timeline related to ARPA, this request is for capital construction funds and cash spending authority, rather than the original source.

This phase of the project will replace the HVAC systems and plumbing systems, which are at the end of their expected useful life, and add central cooling to the building. The current heating system is fed from an adjacent building through a high temperature hot water fired steam generator that is also at the end of its expected useful life. Cooling for the building will be extended from a central chilled water plan that was constructed on central campus in 2014. Cooling is currently a mix of window air conditioning units, swamp coolers and small rooftop A/C units.

III. STAFF ANALYSIS

Summary of Request:

Table 1 displays the summary of past and requested funding adjustments.

| Fiscal Year | Total Funds | Capital Construction Fund | Revenue Loss Restoration Cash Fund* | Cash Funds |
|-----------------------------------|-------------------------------------|---------------------------|-------------------------------------|---------------------|
| Prior Appropriation FY2022-2023 | \$4,586,656 \$815,873 | \$0 | \$4,540,656 \$815,873 | \$46,000 |
| Current Appropriation FY2023-2024 | \$0 | \$0 | \$0 | \$0 |
| Supplemental Request FY2023-2024 | \$7,618,947 | \$7,542,758 | \$0 | \$76,189 |

*The Revenue Loss Restoration Cash Fund created in Section 24-75-227(2)(a), C.R.S. is funded by the American Rescue Plan Act of 2021.

This Commission originally approved and submitted the Gray Hall project at UNC as part of its Fiscal Year 2022-23 budget request. The originally requested amount was appropriated, but the state's portion was swapped from capital construction funds to the Revenue Loss Restoration Cash Fund, which ultimately received its funding from ARPA.

After contracting with SBE, UNC realized it would need to nearly double the cost of the project due to unprecedented inflation in the construction sector. The state did not have the funding for this in Fiscal Year 2022-23. The state was not comfortable with leaving the \$4.5 million in ARPA funds in the event that additional state funding became available in the future given the tight timeline for ARPA expenditures. Therefore, UNC was asked to phase the project to include only life safety elements, and the appropriation was reduced to \$815,873. UNC was expected to bring Phase 2 forward for potential funding with cost escalations included for state funding. UNC is submitting this supplemental to cover Phase 2.

If the Commission approves this request, it will be forwarded to the Office of State Planning and Budgeting for further consideration and subject to available state funds. If OSPB approves, the request will move to the Capital Development Committee, then Joint Budget Committee for subsequent approval. The funds would become available in approximately February of 2024. If it is not funded, the Department anticipates UNC submitting it as a continuation project next budget cycle, Fiscal Year 2025-26.

IV. STAFF RECOMMENDATIONS

Staff recommend a vote to either approve or deny this regular supplemental request and forwarding the decision to the Office of State Planning and Budgeting for further review.

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.

ATTACHMENTS:

ATTACHMENT A: CMU Performing Arts Expansion and Renovation Regular Supplemental Request Narrative

ATTACHMENT B: CMU Performing Arts Expansion and Renovation Regular Supplemental Request Cost Detail

TOPIC: FY2024-2025 STUDENT BUDGET PARAMETERS

PREPARED BY: DEANNA CASTAÑEDA, LEAD FINANCE ANALYST

I. SUMMARY

This item recommends approval of the Fiscal Year 2024-25 Student Budget Parameters.

II. BACKGROUND

In compliance with federal regulations, postsecondary education institutions that participate in federal financial aid programs are required to set average costs used to determine federal financial aid (grants, work study, and loans) to students. The cost of attendance is an estimate of a student's educational expenses for the period of enrollment. Allowable costs include tuition and fees, books, supplies, transportation, personal expenses, and room and board, with additional supplemental budgets specific in certain circumstances. The cost of attendance is a widely used metric. In Colorado, institutional cost of attendance calculations are made with guidance from student budget parameters set by the Department.

Institutional financial aid administrators conduct a need analysis for students, estimating the amount of assistance needed after accounting for the expected family contributions from that student as calculated using the Free Application for Federal Student Aid (FAFSA) or Colorado Application for State Financial Aid (CASFA). The need analysis has two basic components: (1) the student's cost of attendance (COA), which is a reasonable estimate of what it will cost the student to attend a given institution for a given period of time; and (2) an estimate of the student aid index contribution (SAI), which is calculated by a federally-approved formula that accounts for income, assets, and other information. The difference between the COA and the SAI determines the eligible amount of need-based financial aid an eligible student can be awarded. New in Academic Year 2024-25, an applicant's SAI is calculated using modified need analysis formulas outlined in the Better FAFSA Act. The new SAI will not include the number of family members attending college in the algorithm.

Annually, the Commission recommends guidelines for student budget parameters to be used by financial aid administrators in determining COA at their respective institutions. The Department's recommended guidelines use quantitative data methods from various reputable data sources to generate forecasting. The U.S. Department of Housing and Urban Development (HUD) Fiscal Year 2024 Fair Market Rent (FMR's) were applied for housing expenses, energy services were calculated based on the 2022 Consumer Expenditure Survey. Broadband Service was also included in housing costs, using Colorado Broadband Office, provided by Governor's Office of Information Technology. Food costs are based on the U.S. Bureau of Labor Statistics' September 2022 Consumer Expenditure Survey and the USDA 2020–2025 Dietary Guidelines for Americans. September's Colorado Office of State Planning and Budgeting (OSPB) inflation forecast for 2023 and 2024 respectively was then applied. Transportation expenses were sourced from Regional Transportation District's (RTD) fare structure. Personal expenses were calculated using the OSPB

inflation September 2023 forecast. Book costs are derived using the guidelines from College Board. Childcare costs were sourced from the 2022 Colorado Child Care Market Rate Study then adjusted for inflation for infants, and a representative school district before/aftercare program for school aged children. Medical expenses were calculated using the Plan Finder Connect for Health Colorado.

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

III. STAFF ANALYSIS

The Department researches each student budget area annually to ensure that student budgets remain reasonable. The following tables summarize the recommended guidelines for Fiscal Year 2024-25 with further information provided below.

Table 1 shows the Student Budget Base for Fiscal Year 2024-25 for Student Living with Parents, Students Living on Campus, and Students Living off Campus. The student monthly budget base includes monthly costs typically incurred by all students.

Table 1: Student Monthly Budget Base for FY 2024-25

| | Students Living with Parents | Students Living on Campus | Students Living off Campus |
|----------------------|---------------------------------|------------------------------|-------------------------------|
| Housing | \$936 | Actual | \$1,393 |
| Food | \$307 | Actual | \$472 |
| Local Transportation | \$172 | Actual | \$172 |
| Personal Expenses | \$173 | \$194 | \$194 |
| Total | \$1,588 | Actuals + \$194 | \$2,231 |

Note: the total for students living on campus does not include housing and food costs, since actuals are determined by the institution.
Totals rounded to the nearest dollar.

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

Table 2: Supplemental Student Budget Expenses for FY 2024-25

| | Lower Range | | Upper Range |
|-------------------------------|----------------------------------|-------------------------------------|--------------------|
| Book & Supplies (per year) | No lower limit | | \$1,460* |
| Child Care (per month) | \$859 | | \$1,630 |
| Non-local Transportation | Amount determined by Institution | | |
| Computer Allowance (per year) | \$500 | | \$2,000 |
| Medical (per month) | \$300 | Actual cost at campus health center | \$350 |

*To be determined at institution and may vary by course of study

The recommended Fiscal Year 2024-25 student budget guidelines are described in more detail below.

Housing Costs

Housing budget guidelines vary for three groups of students.

- *On-Campus:* For students living in residence halls, the housing budget is the actual room expense that the campus charges students.
- *Off-Campus:* The Department's student budget parameters define the housing budget for students living off campus as 50% of the average rent and utility costs for a two-bedroom apartment. The Fiscal Year 2023-24 student budget guideline for housing was \$1,165. According to the Fiscal Year 2024 Fair Market Rent Documentation System¹, the average rent for a two-bedroom, one-bathroom apartment in Eagle County is \$2,319. This is the highest cost area in Colorado and therefore, was used to calculate the maximum of the range. Outside of Eagle County, housing costs are lower, but continue to grow at varying rates. Utility costs increased slightly. The Department's suggested cost was calculated using the 2022 Consumer Expenditure Survey², which includes gas, electricity and water. Since Fiscal Year 2022-23, Student Monthly Budget Base for housing has shown a 69% increase reflective of market housing trends.

In total, Staff recommend setting the monthly housing budget maximum at \$1,393, a \$228 increase from the FY 2023-24 maximum of \$1,165. This amount is meant to cover half of the rent for a two-bedroom, one-bathroom apartment in Eagle County and increases the

¹ <https://www.huduser.gov/portal/datasets/fmr.html>

² <https://www.bls.gov/cex/tables/calendar-year/mean-item-share-average-standard-error/cu-size-2022.pdf>

amount for utilities from \$114 to \$138. In Fiscal Year 2024-25, staff also recommend keeping the monthly budget for internet at \$36. This amount is equal to roughly half of the average monthly internet cost in Colorado per the Broadband Office of the Governor's Office of Information Technology.³

- *With Parents:* For students living with parents, the Fiscal Year 2024-25 maximum housing budget guideline increased from \$830 to \$936. This is based on splitting the cost of three-bedroom apartment three ways using the Fair Market Rent Documentation System.

Food Expenses:

Food budgets vary for three groups of students:

- *On-Campus:* For students living in residence halls, the food budget guideline is the actual cost of board.
- *Off-Campus:* For students living off campus, staff used current quantitative data available from trusted data sources and adjusted to include inflation. The average annual expenditure for food in the Bureau of Labor Statistics' 2022 Consumer Expenditure Survey was \$5,235 for one person.⁴ In conjunction with the Bureau of Labor Statics' 2022 Consumer Expenditure Survey, the Department utilized the USDA 2020–2025 Dietary Guidelines for Americans⁵ which reflects a healthy dietary pattern consists of a 2,000-calorie diet per day. The calorie intake is based on the nutritional needs of most adults and used for meal planning purposes according to the 2020-2025 Dietary Guidelines. Given, the average American eats three meals per day, we can confirm the amount in the parameters covers three meals per day.

The Department then adjusted for inflation for 2023 and 2024 from September's OSPB Colorado Inflation Forecast of 5.0% and 3.1% respectively. Department staff recommend the Fiscal Year 2024-25 budget guideline reflect the increase from \$466 to \$472, a \$6 increase. The previous year's inflation assumptions were higher than the actual rate, minimizing the increase.

- *With Parents:* For students who live with their parents, the Department's student budget parameters assume that food is a shared cost across the household. The Fiscal Year 2023-24 student budget guideline was set at \$258 per month. Applying the same metrics used for students living Off-Campus, staff recommend the Fiscal Year 2024-25 budget guideline reflect an increase of \$49, bringing the monthly total allowance to \$307.

³ <https://broadband.colorado.gov/learning-center/broadband-101/choosing-broadband-service>

⁴ <https://www.bls.gov/cex/tables/calendar-year/mean-item-share-average-standard-error/cu-size-2022.pdf>

⁵ https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary_Guidelines_for_Americans_2020-2025.pdf

Local Transportation Expenses Excluding Non-Local Transportation:

The student budget parameters define local transportation expenses as the cost of using public transportation or sharing the operation of an automobile. For Fiscal Year 2024-25, the Department recommends decreasing the monthly local transportation guideline from \$185 to \$172, a \$13 decrease. This adjustment is based on the new RTD fare structure which will take effect January 2024 reducing the monthly annual pass from \$114 to \$88 monthly.⁶ The reduced cost continues to incorporate an additional budget for recreation, or the approximate cost of commuting and parking a car at \$6.00 per day.⁷ The Department recommends institutions without RTD access to utilize actual costs for Students Living On Campus.

Personal Expenses:

The student budget parameters define personal expenses to include the costs of laundry, dry cleaning, toiletries, clothing, recreation, and recreational transportation. In Fiscal Year 2023-24, the monthly budget was \$160 for students living at home and \$179 for all other students; staff recommend for Fiscal Year 2024-25 budget parameters reflect the 5.0% inflation for 2023 and 3.1% 2024 inflationary increases based on OSPB's September 2023 forecast. As such, the Fiscal Year 2024-25 monthly budget for students living at home is \$173 and \$194 for all other students. The primary cost differential between the two groups is students living at home do not typically incur laundry expenses.

Books and Supplies:

For books and supplies, Department staff recommend the upper budget limit for Fiscal Year 2024-25 be set at \$1,460, equal to the FY 2023-24 limit. The average amount spent on textbooks nationally varies by sector. According to the 2022 Trends in College Pricing Report, published annually by College Board, the high range of textbook costs is \$1,460.⁸ The book allowance at each institution may vary depending on course of study. The Department will continue to abstain from recommending a minimum amount for books in Fiscal Year 2024-25. There are more affordable options for textbooks than purchasing all books. Students may choose to rent textbooks, borrow, or utilize open educational resources.

Childcare:

Childcare in Colorado continues to be expensive. Despite the implementation of the Universal Preschool Program, families continue to struggle with childcare costs across the state. Quantitative data for this category reflects statewide childcare market rates have increased faster than the rate of inflation. Imperative to note, costs vary significantly depending upon location and the age of

⁶ <https://www.rtd-denver.com/news-stop/news/rtd-board-of-directors-approves-new-fare-structure-and-equity-analysis>

⁷ <https://www.rtd-denver.com/fares-passes/fares>

⁸ <https://research.collegeboard.org/media/pdf/trends-in-college-pricing-student-aid-2022.pdf>, page 11

the child. Childcare prices in 2022 exceeded 2021 state-set rates for most rate categories, including children in centers under six years of age.

Per the 2022 Colorado Child Care Market Rate Study⁹, the statewide annual mean rates for child care in Colorado for infant children equates to \$18,067, for toddlers 18 months to 36 months the total annual rates equal \$15,053, whereas children 36 months and older (up to six years old) can cost on average \$12,746 annually. After school program care for children 6–12 years of age is \$9520. Department staff incorporated a 5.0% inflation rate for 2023 and 3.1% for 2024 based on OSPB's September forecast. The FY2024-25 budget parameters including inflation are \$19,558 for infants, and \$16,295 for children 36 months and older (up to six years old). The Department recommends utilizing the highest annual mean rate of \$19,558 for infants as the upper range and after school programs for children 6-12 years of age, \$10,306 as the lowest range. This represents an increase of \$134 per month for infants, and an increase of \$84 per month for children 6-12 years of age. Therefore, the FY 2024-25 childcare budget guideline is based on the range of the estimated cost of care per child per month, from \$859 up to a maximum of \$1,630 per child.

Medical Expenses:

For institutions that do not have health insurance or medical care funded through student fees, the Department recommends a maximum health expense guideline of \$350 per month or to use the actual costs at campuses that offer campus-based insurance plans. The minimum health expense guideline is set at \$300. Both limits are established based on a review for individual plans on Colorado's health insurance exchange, Connect for Health Colorado.¹⁰ The lower limit includes low to moderate use plans for a 20-year-old student who does not smoke. The upper limit is based on data for an older, higher-risk population with a higher use plan. The amounts account for some differences in population traits.

Non-local Transportation:

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

Computer Allowance:

The cost of attendance regulations in the Federal Higher Education Amendment of 1998 provides for a reasonable allowance for the documented rental or purchase of a personal computer.

Institutions may include this cost in their student budget for determining eligibility for state financial aid. With the decrease in hardware prices, few students rent computers. For Fiscal Year 2024-25, the proposed parameter price range for computers is \$500 to \$2,000, reflecting a \$200 increase in the upper range. The Department suggests this increase to accommodate increased enrollment to STEM fields and the associated cost with technology based on recommendations from Offices of Information Technology (OIT) departments at various institutions.

⁹ https://drive.google.com/file/d/1_Ax34b4v-kGkaO4UI0Izw6RQ7EWlivrj7/view?pli=1 page 5

¹⁰ <https://planfinder.connectforhealthco.com/home>

Summary of Changes

Table 1: Student Monthly Budget Base, Changes from FY 2023-24 to FY 2024-25

| | FY 23-24 | FY 24-25 | FY 23-24 | FY 24-25 | FY 23-24 | FY 24-25 |
|----------------------|------------------------------|-----------------|---------------------------|------------------------|----------------------------|-----------------|
| | Students Living with Parents | | Students Living on Campus | | Students Living Off Campus | |
| Housing | \$830 | \$936 | Actual | Actual | \$1,165 | \$1,393 |
| Food | \$258 | \$307 | Actual | Actual | \$466 | \$472 |
| Local Transportation | \$185 | \$172 | \$185 | Actual | \$185 | \$172 |
| Personal Expenses | \$160 | \$173 | \$179 | \$194 | \$179 | \$194 |
| Total | \$1433 | \$1,588 | \$364 | Actuals + \$194 | \$1995 | \$2,231 |

Note: The total for students living on campus does not include housing and food costs, since actuals are determined by the institution.

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

Table 2: Supplemental Student Budget Expenses, Changes from FY 2022-23 to 2023-24

| | Lower Range FY 23-24 | Lower Range FY 24-25 | | Upper Range FY 23-24 | Upper Range FY 24-25 |
|-------------------------------|----------------------------------|-----------------------------|-------------------------------------|-----------------------------|-----------------------------|
| Books & Supplies (per year) | No lower limit | No lower limit | | \$1,460* | \$1,460* |
| Child Care (per month) | \$775 | \$859 | | \$1,496 | \$1,630* |
| Non-local Transportation | Amount determined by institution | | | | |
| Computer Allowance (per year) | \$500 | \$500 | | \$1,800 | \$2,000 |
| Medical (per month) | \$300 | \$300 | Actual cost at campus health center | \$350 | \$350 |

*To be determined at institution and may vary by course of study.

IV. STAFF RECOMMENDATIONS

Staff recommend approval of the FY 2024-25 Student Budget Parameters.

V. STATUTORY AUTHORITY

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

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

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

C.R.S. 23-3.3-102 (1)

(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.

TOPIC: STACKABLE CREDENTIAL PATHWAYS REQUIRED BY SB22-192
(OPPORTUNITIES FOR CREDENTIAL ATTAINMENT)

PREPARED BY: DR. RUTHANNE ORIHUELA, DIRECTOR OF CREDENTIAL
PATHWAYS & PRIOR LEARNING INITIATIVES

I. SUMMARY

This agenda item recommends approval of six stackable credential pathways pursuant to Senate Bill 22-192 (§C.R.S. 23-5-145.6).

II. BACKGROUND

In 2022, Senate Bill 22-192 passed, which calls on the Colorado Department of Higher Education to build ten stackable credential pathways across five growing, high value Colorado industries by January 1, 2025. By December 29, 2023, the department is to submit a report to the Education Committees of the House and the Senate that presents six of these ten pathways across three of five high value industries. These pathways must be approved by the Colorado Commission on Higher Education, in consultation with the Colorado Workforce Development Council.

Per CRS 23-5-145.6 (3):

“By January 1, 2024, the department, in consultation with the representatives described in Section 23-5-145.5 (5), shall facilitate the creation of stackable credential pathways for at least three growing industries identified by the most recent Colorado Talent Pipeline report. By January 1, 2025, the department, in consultation with the representatives described in Section 23-5-145.5 (5), shall facilitate the creation of stackable credential pathways for at least two additional growing industries identified by the most recent Colorado Talent Pipeline Report. The department shall facilitate the creation of at least two stackable credential pathways for each industry.”

Per CRS 23-5-145.6 (4):

“The stackable credential pathways must be approved by the commission, in consultation with the Colorado Work Force Development Council.”

Regarding the stackable credential pathways, statute states the pathways must include “a competency framework that articulates the knowledge, skills, learning outcomes, non-degree credentials, and degrees associated with the pathway, and identifies the career and professional development opportunities associated with the pathway; an inventory of credentials that are a part of the pathway, offered by accredited and non-accredited providers, including training and industry credential providers, high schools, programs recognized by the career development success program pursuant to section 22-54-138, postsecondary institutions and nonprofit organizations; credentials that are a part of the pathway evaluated pursuant to section 23-5-145.5 (3), including credit awarded for courses in GT Pathways or a statewide transfer degree agreement; and credits

that are awarded for other courses with a career and technical education focus in a postsecondary degree, non-credit program, or industry certification program.”

The Department established a Stackable Credential Pathways Steering Committee which has convened bimonthly since November 2022. This group determined the five industries of focus would be behavioral health, cybersecurity, education, healthcare, and software developer. Five industry-specific leadership teams were established and have met monthly since January 2023 to consider which two stackable credential pathways to build out across their industries, given the specific challenges, opportunities, promising partnerships and practices present in the industry landscape in Colorado.

The Department is seeking the Commission’s approval of six stackable credential pathways across behavioral health, cybersecurity, and education. The Department will complete four additional pathways across healthcare and software developer by June 30, 2024 and will bring those four to the Commission for approval in June or July 2024. The completion of ten stackable credential pathways are built into the Department’s wildly important goals as a 2023-24 leading indicator for tWorkforce Development.

III. STAFF ANALYSIS

The six stackable credential pathways presented to the Commission were developed via a yearlong collaborative and industry-specific process that engaged a diversity of stakeholders. Stakeholders on the industry-specific stackable credential pathways leadership teams included employers, faculty subject matter experts from two-year and four-year colleges and universities including members of the General Education Council, learner/earners, high school and district teachers and administration, and advocacy organizations such as Attainment Network, Colorado Succeeds, CareerWise Colorado, as well as state agency representatives from CDHE, CCCS, CWDC, CDLE, CDE, CDEC, BHA, CDHS, HCPF, DORA, Serve Colorado, and the Governor’s Office. This inclusive and collaborative process of pathway development was founded in an understanding of the equity implications of developing improved navigation through career and training to support Colorado learner/earners through the length of their career and education journey.

An additional deliverable from Senate Bill 22-192 was the creation of a non-degree credential evaluation framework. The Department worked collaboratively with a subset of the diverse stakeholders mentioned just above (including members of the Colorado Workforce Development Council and of the General Education Council) to create a definition of a Quality and In-demand Non-degree Credential as well as an evaluation tool to review non-degree credentials for the designation. Colorado Workforce Development Council published the Quality and In-demand Non-degree Credential Framework in October 2023. The non-degree credentials built into the stackable credential pathways presented to the Commission have been reviewed and meet the four signals of quality put forth in the framework.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of the six stackable credential pathways in behavioral health, cybersecurity, and education as presented

STATUTORY AUTHORITY

§C.R.S. 23-5-145.5 – Opportunities for credential attainment – fund – report - definitions – repeal.

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

(a) "Apprenticeship certificate" means verification of completion of an apprenticeship program. Apprenticeship certificates are applicable to industry trades and professions.

(b) "Colorado talent report" means the report prepared pursuant to section 24-46.3-103.

(c) "Commission on higher education" or "commission" has the same meaning as set forth in section 23-1-101.1 (1).

(d) "Department" means the department of higher education created and existing pursuant to section 24-1-114.

(e) "Guaranteed-transfer pathways" or "GT pathways" means the statewide articulation matrix system of common course numbering for general education courses described in section 23-1-108.5 (3)(c).

(f) "Industry certification" means a credential awarded by an industry-recognized third-party or industry-governing board based on an individual demonstrating by assessment that the individual has acquired the designated knowledge, skills, and abilities to perform a specific occupation or skill. Industry certifications may be time-limited dependent upon the occupation or industry.

(g) "Nondegree credential" means a postsecondary certificate, apprenticeship certificate, professional license, or industry certification.

(h) "Postsecondary certificate" means a credential awarded by an institution of higher education at an undergraduate level based on completion of all requirements for a program of study, including course work and exams. Postsecondary certificates are not time-limited and do not require renewal. "Postsecondary certificate" does not include a degree and does not include a credential awarded by an institution of higher education after completion of a bachelor's degree in the same pathway.

(i) "Stackable credential pathway" means a sequence of credentials earned through various means, including through assessment of prior learning, that may be accumulated over time and move an individual along a career pathway or up a career ladder.**(j)** "State institution of higher education" or "institution" has the same meaning as set forth in section 23-1-135 (2).

(k) "Statewide degree transfer agreement" means a statewide degree transfer agreement described in section 23-1-108 (7).

(2) By June 15, 2023, the department, in consultation with institutions and at least one business organization or representative of industry, shall develop and implement a process that encourages institutions to identify incremental achievements on the path to degree completion and organize stackable credentials that build upon each other toward degrees and may articulate to pathways in high-demand industries. The department and institutions shall collaborate to identify how credentials may be evaluated for their component skills, competencies, and learning outcomes, and then may become stacked into a stackable credential pathway to provide increased

access to employment and may result in a degree. As a part of the process, the department and institutions shall: **(a)** Evaluate the quality of nondegree credentials that are currently available that lead to in-demand living wage jobs identified in the most recent Colorado talent report and respond to critical job shortages in Colorado. The department, in collaboration with institutions, shall evaluate the quality of nondegree credentials using the framework and process created in this subsection (2) and informed by one or more quality standards frameworks developed by national organizations. **(b)(I)** Identify where alignment currently exists along a degree pathway between nondegree and degree credentials and work-based learning and apprenticeships; and **(II)** Identify opportunities to develop where further alignment may be created between nondegree and degree credentials and work-based learning and apprenticeships; and **(c)** Articulate where the various alignments identified in subsection (1)(b) of this section may incorporate into stackable credential pathways that may lead to a degree and opportunities for credits to be transferred in order for persons to be able to attain nondegree or degree credentials that lead to in-demand or living wage jobs.

(3) By January 1, 2024, the department, in consultation with the representatives described in section 23-5-145.5 (5), shall facilitate the creation of stackable credential pathways for at least three growing industries identified by the most recent Colorado talent report. By January 1, 2025, the department, in consultation with the representatives described in section 23-5-145.5 (5), shall facilitate the creation of stackable credential pathways for at least two additional growing industries identified by the most recent Colorado talent report. The department shall facilitate the creation of at least two stackable credential pathways for each industry. The stackable credential pathways must include: **(a)** A competency framework that articulates the knowledge, skills, learning outcomes, nondegree credentials, and degrees associated with the pathway and identifies the career and professional development opportunities associated with the pathway; **(b)** An inventory of credentials that are a part of the pathway, offered by accredited and nonaccredited providers, including training and industry credential providers, high schools, programs recognized by the career development success program pursuant to section 22-54-138, postsecondary institutions, and nonprofit organizations; **(c)** Credentials that are a part of the pathway evaluated pursuant to section 23-5-145.5 (3), including credit awarded for courses in GT pathways or a statewide degree transfer agreement; and **(d)** Credits that are awarded for other courses with a career and technical education focus in a postsecondary degree, noncredit program, or industry certification program.

(4) The stackable credential pathways must be approved by the commission, in consultation with the Colorado work force development council.

(5)(a) The credentials to support the Colorado jobs cash fund, referred to in this section as the "fund", is created in the state treasury. The fund consists of money credited to the fund pursuant to subsection (5)(b) of this section and any other money that the general assembly appropriates or transfers to the fund. **(b)** For the 2022-23 state fiscal year, the general assembly shall appropriate one million dollars to the department from the workers, employers, and workforce centers cash fund created in section 24-75-231. The department shall use this appropriation for the purposes described in this section. **(c)** The state treasurer shall credit all interest and income derived from the deposit and investment of money in the fund to the fund. **(d)** Subject to annual

appropriation by the general assembly, the department may expend money from the fund for the purposes described in this section.

(6) On or before December 29, 2023, and on or before December 31, 2025, the department of higher education shall submit a report to the education committees of the senate and house of representatives, or any successor committees, regarding the implementation of this section. The report must include data collected by institutions to measure the total number of credits, credentials, certificates, and professional licenses earned in each pathway at each institution, as practicable. The report must include the data for the state as a whole and for each institution, in total and disaggregated by race, ethnicity, and gender.

(7)(a) Nothing in this section supersedes or replaces the curriculum or program standards of a construction industry registered apprenticeship program that is registered and approved by the United States department of labor or the state apprenticeship agency. **(b)** Nothing in this section supersedes or replaces any statutory or regulatory training requirement for a professional license or credential regulated by the department of regulatory agencies.

(8) This section is repealed, effective July 1, 2026.
C.R.S. § 23-5-145.6

Quality and In-demand Non-degree Credentials

ADVANCING ACCESS, AFFORDABILITY, EQUITY, AND QUALITY

Quality non-degree credentials can take many forms including certifications, occupational licenses, Apprenticeship Certificates of Completion, non-credit certificates, micro-credentials (including badges), and sub-baccalaureate for-credit certificates.

Demand, evidence of skills learned, employment outcomes, and stackability are important components of non-degree credential pathways to the workforce. Colorado supports the development of quality credentials that are recognized in the marketplace and lead to good jobs and the ability to advance along a career pathway over time. These pathways can include certificates and stackable credentials leading to associate and bachelor's degrees in all disciplines, especially when they promote essential skills that transcend an academic discipline and can be directly linked to skills sought by employers. To be considered a quality and in-demand non-degree credential, the credential must demonstrate:

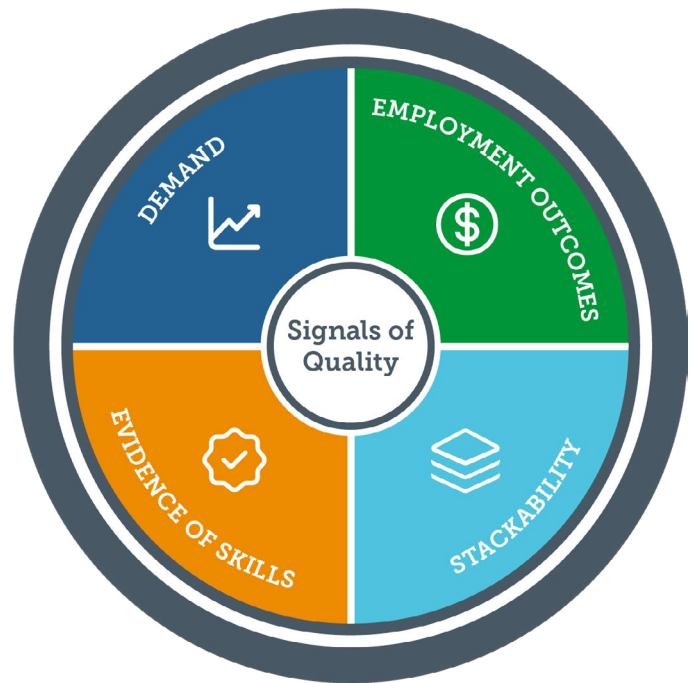
Demand

The credential must align with industry and economic demand. The credential is recognized in the marketplace and leads to job opportunities in growing industries and pathways, as defined by:

- Top Jobs* or critical occupations listed in the Talent Pipeline Report. This includes jobs in critical occupations such as early childhood education, education, direct care, and healthcare.** To account for volatility in the market, Top Jobs listed in the Talent Pipeline Report over the past three years will be considered.

or

- Defined as a regional need or emerging credential by the local Workforce Development Board or Approving Agency.***



Evidence of Skills

The credential must have transparent evidence of the skills and competencies learned when earning the credential.

Employment Outcomes

The credential must have evidence of substantial employment outcomes. There is proof that having the credential either directly leads to jobs paying a living wage in a growing occupation or develops the essential skills and competencies needed for those jobs. In cases where the credential does not lead to a living wage job, it can be stacked with other credentials and used to earn a living wage, and/or it leads to a critical occupation necessary for the well being of the community.

Stackability





The credential must be stackable. The credential is able to exist as part of a sequence of credentials that can be accumulated over time to build skills and advance an individual's career and earnings. Stackability is important for all credentials to enable mobility and continued growth and learning over time. However, stackability is not required if the credential provides entry into a living wage job in a growing occupation.

Note: Institutions of higher education may provide a wide range of quality non-degree credentials in addition to the industry-aligned/career advancement credentials considered here, but they may not qualify for state funding through Legislative Act 22-192.

QUALITY AND IN-DEMAND NON-DEGREE CREDENTIAL RUBRIC

To determine if a credential meets the above definition and should be designated as a quality and in-demand non-degree credential, the following rubric should be applied.

The credential must demonstrate each of the four signals of quality: Demand, Evidence of Skills, Employment Outcomes, and Stackability. The credential must meet at least one (1) of the following criteria in each category.

| | |
|---|--|
|  <p>Demand</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Connects to a Top Job or critical occupation listed in the Talent Pipeline Report over the last three years. <input type="checkbox"/> Defined as a regional need or emerging credential by the local Workforce Development Board or Approving Agency. <input type="checkbox"/> Accredited or recognized by a statewide or national industry-recognized accredited body. |
|  <p>Evidence of Skills</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Provides clearly identified information on what skills and competencies are demonstrated by earning the credential. |
|  <p>Employment Outcomes</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Directly leads to a job paying a living wage (as defined by the MIT living wage calculator for each county). <input type="checkbox"/> Develops the essential skills and competencies needed for jobs that pay a living wage. <input type="checkbox"/> Can be stacked with other credentials to earn a living wage in an in-demand occupation or career pathway. |
|  <p>Stackability</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Exists as part of a stackable sequence of aligned credentials allowing for skill development, career progression, and increased earnings over time. <input type="checkbox"/> Is a prerequisite to a credential required by industry to obtain a job. <input type="checkbox"/> Leads to family living wage in a growing occupation on its own. |

OR

The credential must meet one (1) of the following criteria:

- ☐ The credential is required by law (i.e. Department of Regulatory Agencies or other regulatory/certifying agency) or is a prerequisite to a credential required by law.
- ☐ The credential is part of (or a prerequisite to) a Registered Apprenticeship Program.
- ☐ The credential leads to a critical occupation identified by the CWDC's Career Pathways Team, as evidenced by being directly related to an occupation or pathway in Careers in Colorado in My Colorado Journey.

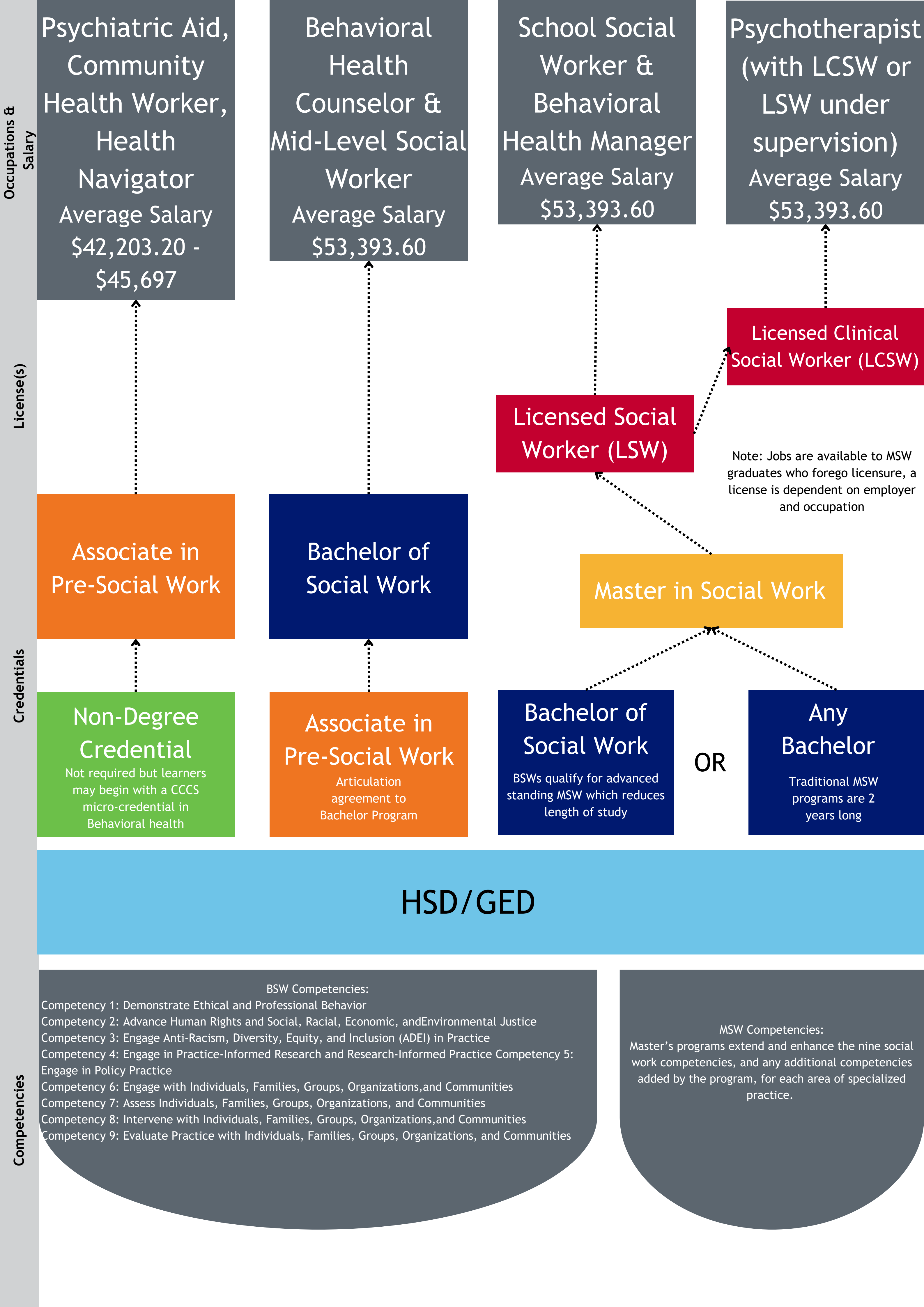
*Top Jobs are defined in the Colorado Talent Pipeline Report as jobs that meet three criteria: Projected high net annual openings (>40); Above average growth rate over 10 years (>15 %); A living wage (as defined by MIT's living wage calculator)

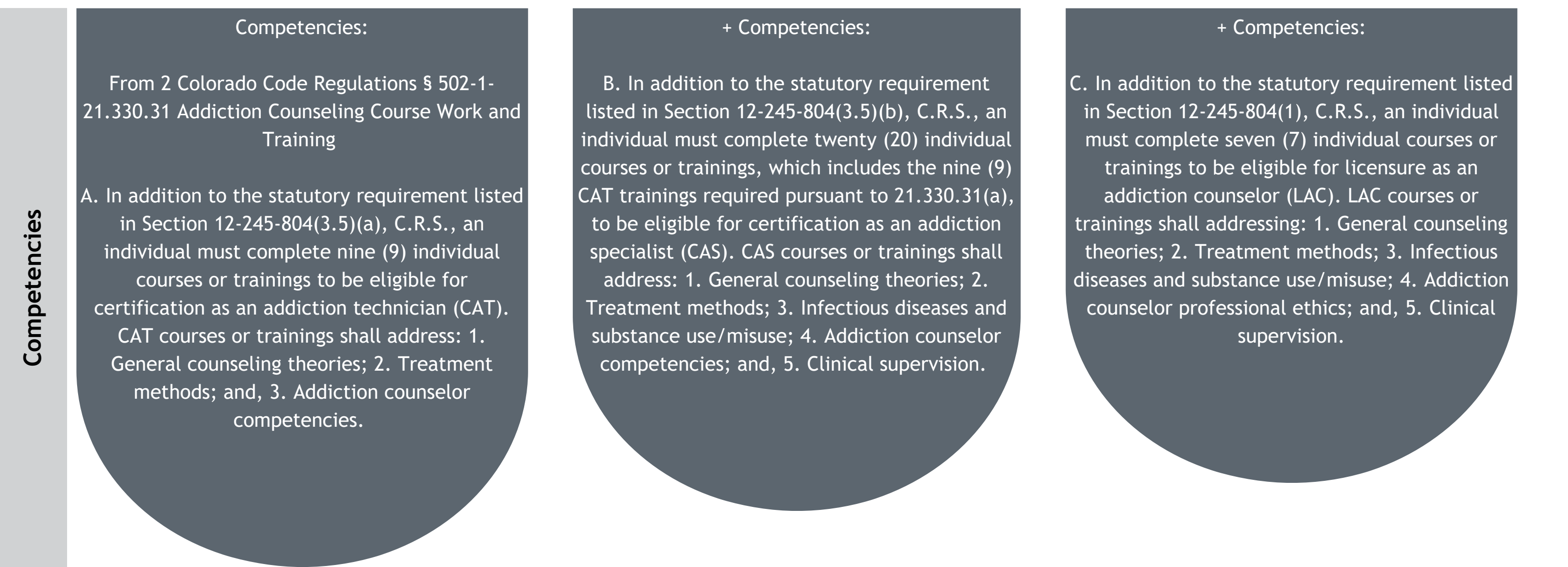
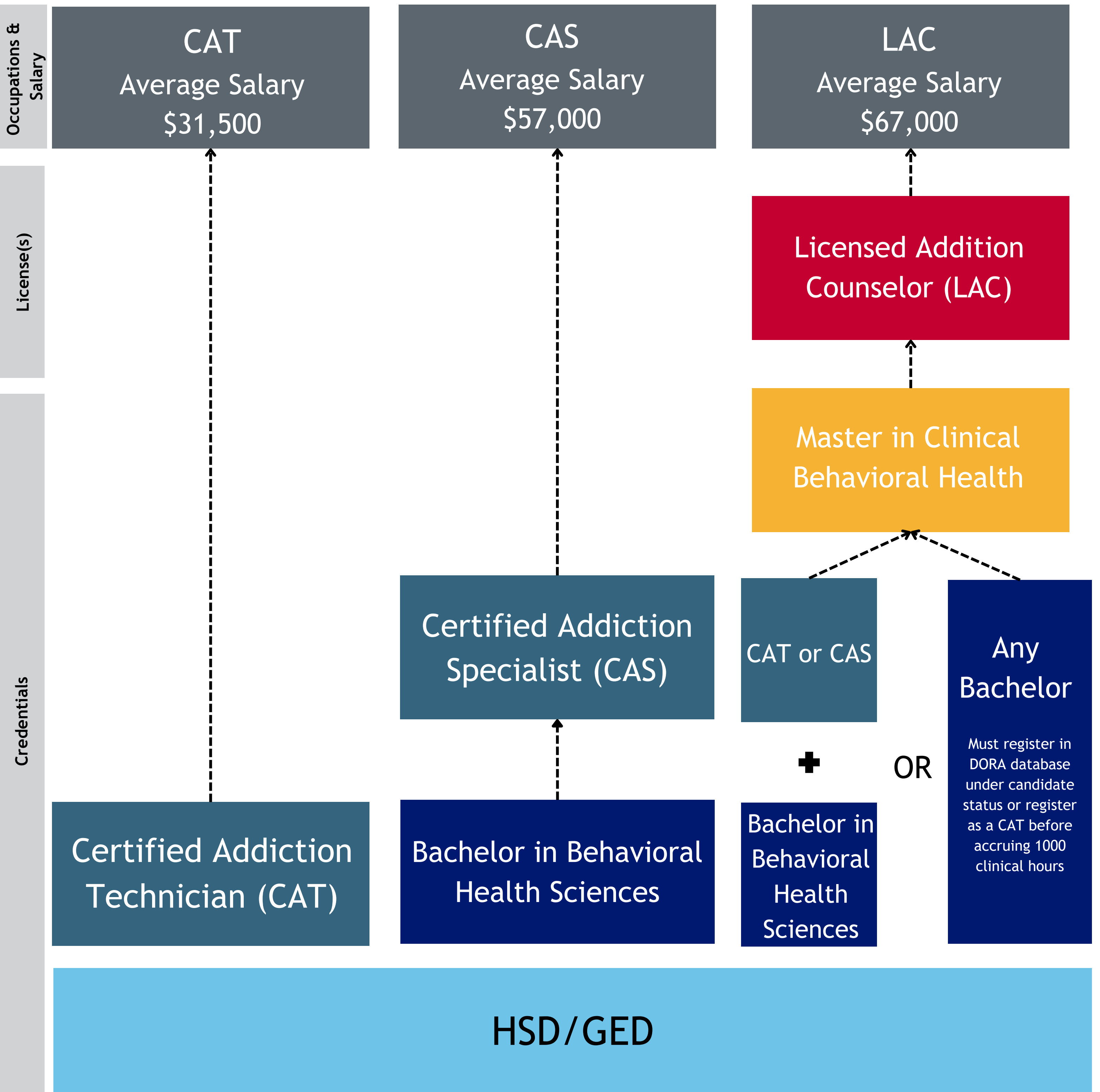
**Critical occupations include jobs in healthcare, direct care, and education that may no longer make the list of Top Jobs due to market fluctuations, but are vital building blocks for Colorado and our economy.

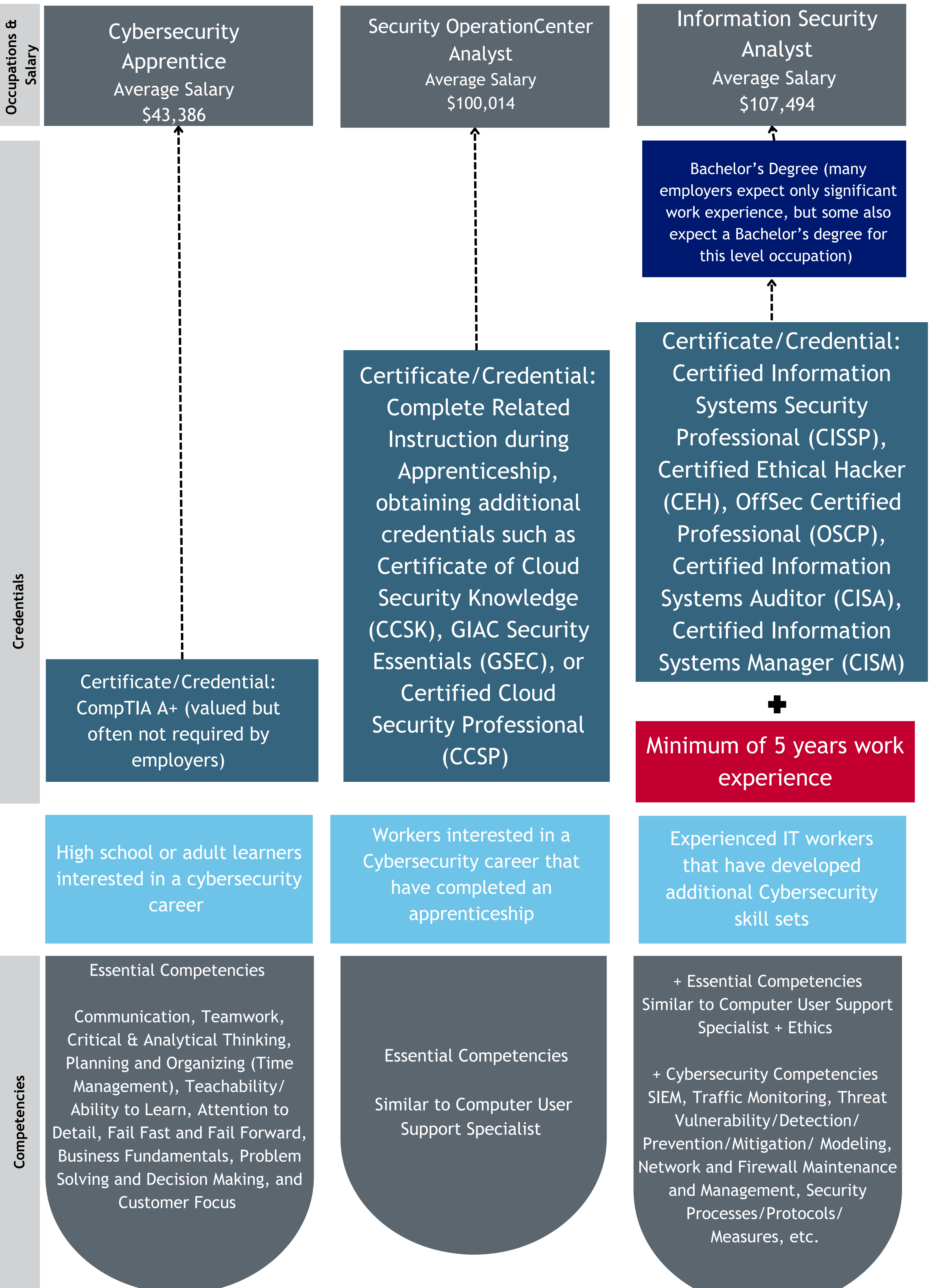
***Local Workforce Development Board (WDB) or Approving Agency: Authorized under the 2014 Workforce Investment and Opportunity Act, Local Workforce Development Boards must be composed of a majority of business members and are charged with responding to economic demand, aligning workforce investments, and integrating service delivery. As such, WDBs are well positioned to advise on credentials of value within their region. Other regionally operating entities (i.e. Career and Technical Education (CTE) Advisory Committees and economic development agencies) may validate credentials of value for their region according to the criteria outlined in this document.

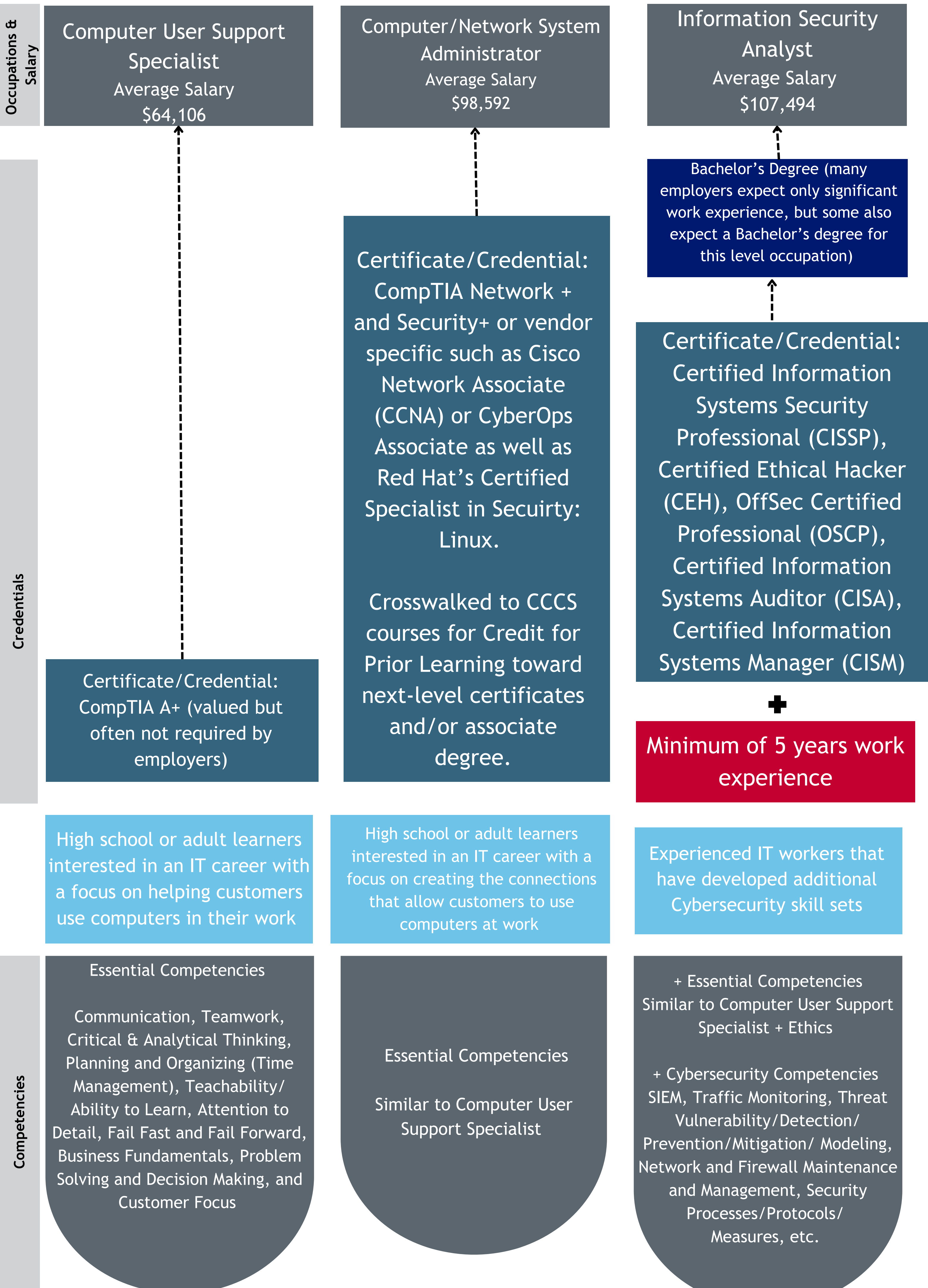


Definitions



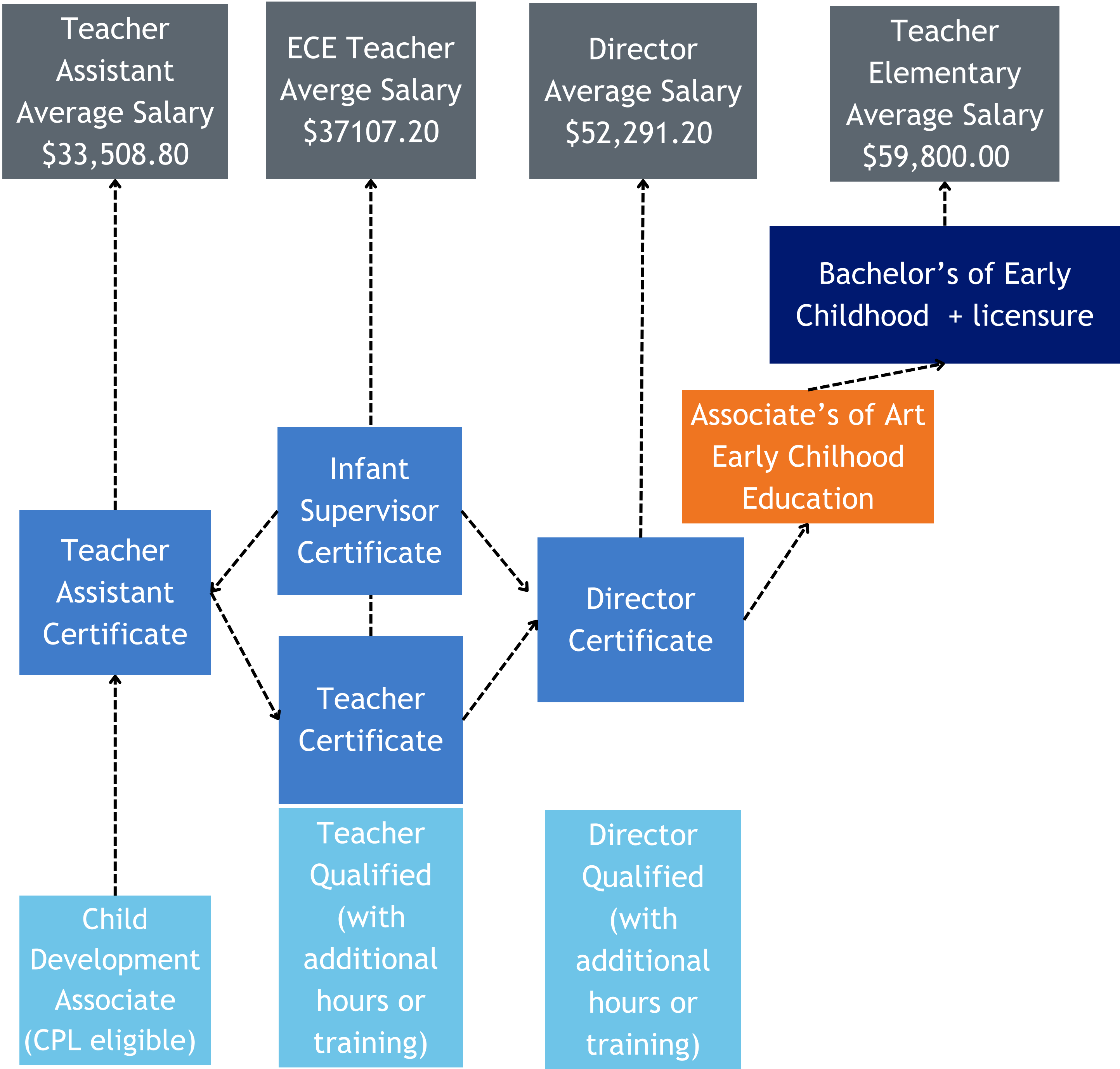






Credential

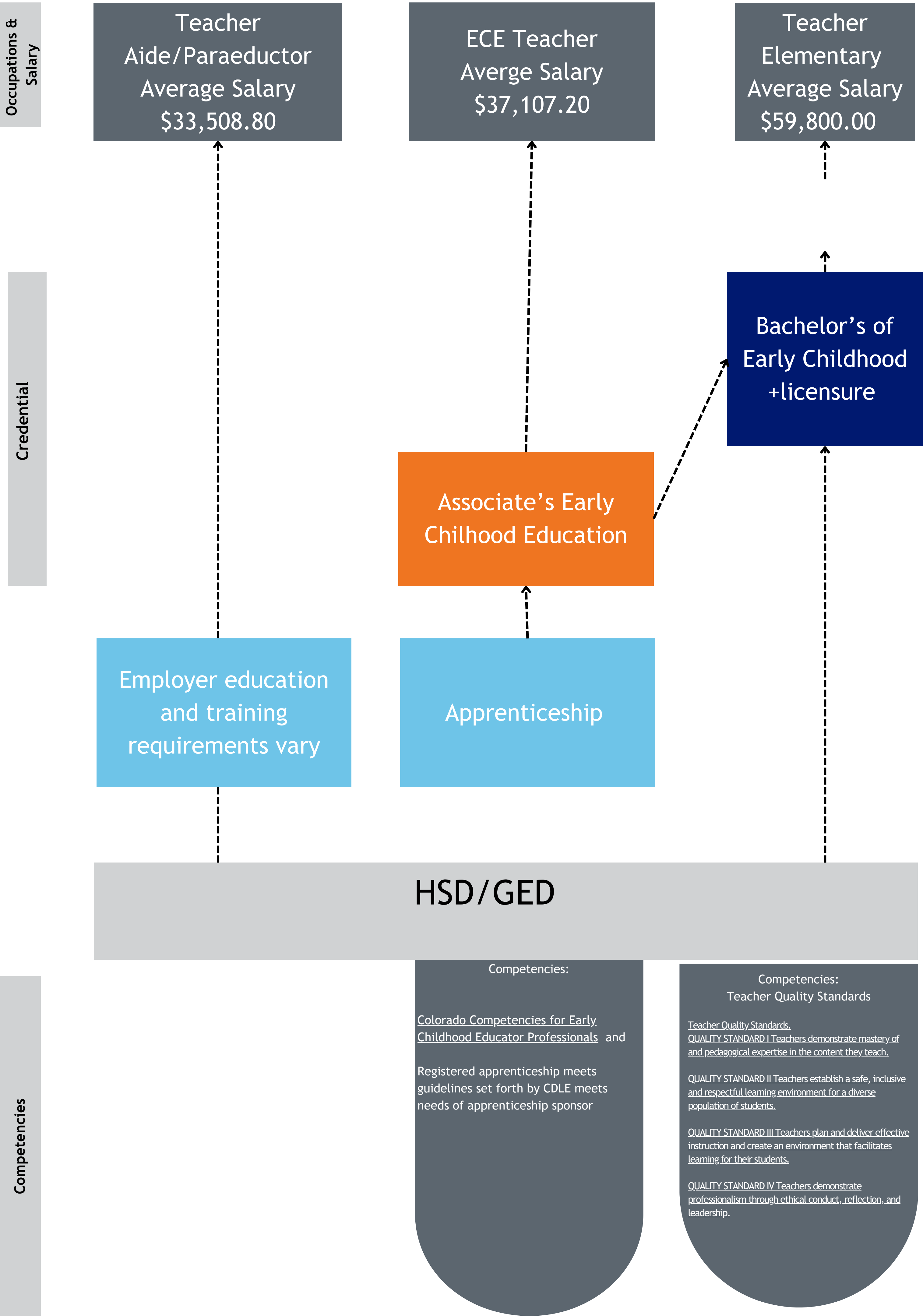
Occupations & Salary



HSD/GED

Competencies

| | | | |
|--|---|--|---|
| <p>Competencies:</p> <p><u>Colorado Competencies for Early Childhood Educator Professionals</u></p> <p>1. Child Growth, Development, and Learning (CGDL) 2. Child Observation and Assessment (COA) 3. Family and Community Partnerships (FCP) 4. Social-Emotional Health and Development Promotion (SEHD) 5. Health, Safety, and Nutrition (HSN) 6. Professional Practice (PP) 7. Teaching Practice (TP)</p> | <p>Competencies:</p> <p>Child Growth and Development Teaching and Planning meaningful curriculum for young children</p> | <p>Competencies:</p> <p>Administrative and Leadership Skills</p> | <p>Competencies:</p> <p>Teacher Quality Standards</p> <p><u>Teacher Quality Standards.</u> <u>QUALITY STANDARD I Teachers demonstrate mastery of and pedagogical expertise in the content they teach.</u></p> <p><u>QUALITY STANDARD II Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</u></p> <p><u>QUALITY STANDARD III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</u></p> <p><u>QUALITY STANDARD IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.</u></p> |
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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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INSTITUTION AND SYSTEM LEADERS

| <u>INSTITUTION</u> | <u>CEO</u> | <u>LOCATION</u> |
|--|--------------------------------------|------------------|
| Adams State University | David Tandber, President | Alamosa |
| Aims Community College | Dr. Leah Bornstein, President | Greeley |
| Community College System | Joe Garcia, Chancellor | Denver |
| Arapahoe CC | President Dr. Stephanie Fujii, | Littleton |
| Colorado Northwestern CC | President Dr. Lisa Jones | Rangely |
| CC of Aurora | President Mordecai Brownlee, | Aurora |
| CC of Denver | President Marielena DeSanctis | Denver |
| Front Range CC | President Colleen Simpson | Westminster |
| Lamar CC | President Dr. Linda Lujan | Lamar |
| Morgan CC | President Dr. Curt Freed | Ft. Morgan |
| Northeastern JC | President Michael White | Sterling |
| Otero JC | President Dr. Timothy Alvarez | La Junta |
| Pikes Peak CC | President Dr. Lance Bolton | Colorado Springs |
| Pueblo CC | President Dr. Patty Erjavec | Pueblo |
| Red Rocks CC | President Dr. Michele Haney | Lakewood |
| Trinidad State JC | President Dr. Rhonda Epper | Trinidad |
| Colorado Mesa University | President John Marshall | Grand Junction |
| Colorado Mountain College | President Dr. Carrie Besnette Hauser | Glenwood Springs |
| Colorado School of Mines | President Paul Johnson | Golden |
| Colorado State System | Dr. Tony Frank, Chancellor | Denver |
| CSU-Ft Collins | President Amy Parsons | Fort Collins |
| CSU-Pueblo | President Dr. Timothy Mottet | Pueblo |
| CSU-Global Campus | President Becky Takeda-Tinker | Aurora |
| CU System | Interim President Todd Saliman | Denver |
| CU – Boulder | Chancellor Dr. Philip DiStefano | Boulder |
| UCCS | Chancellor Jennifer Sobanet | Colorado Springs |
| UCD | Chancellor Dr. Michelle Marks | Denver |
| UC-Anschutz | Chancellor Don Elliman | Aurora |
| Emily Griffith Technical College | Randy Johnson, Executive Director | Denver |
| Ft. Lewis College | President Dr. Tom Stritikus | Durango |
| Metropolitan State University of Denver | President Janine Davidson | Denver |



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|--|--------------------------------|----------|
| Pickens Technical College | Dr. Teina McConnell, Executive | Aurora |
| Technical College of the Rockies | Randall Palmer, Director | Delta |
| University of Northern Colorado | Dr. Andy Feinstein, President | Greeley |
| Western State Colorado University | Brad Baca, President | Gunnison |

Higher Education Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

FAP – Financial Aid Plan (HESP specific)

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

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

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

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

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

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

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

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

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

HEAR - Higher Education Admission Requirements, 2008-2010.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SURDS - Student Unit Record Data System

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

WUE - Western Undergraduate Exchange Program, managed by WICHE