



COLORADO COMMUNITY
COLLEGE SYSTEM

SBCCOE HANDBOOK 2003-2004



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VOCATIONAL ACTS**



COLORADO COMMUNITY
COLLEGE SYSTEM

THE EDUCATION FOUNDATION



COLORADO COMMUNITY
COLLEGE SYSTEM

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THE EDUCATION FOUNDATION

*State Board
for Community Colleges
and Occupational Education*



Updated 4/4/05

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COLORADO COMMUNITY
COLLEGE SYSTEM

ROLE AND MISSION

23-60-201 -"There is hereby established a state system of community and technical colleges which shall be under the management and jurisdiction of the state board for community colleges and occupational education.

The mission of the community colleges shall be to serve Colorado Residents who reside in their service areas by offering a broad range of general, personal, vocational, and technical education programs. Each college shall be a two-year college. No college shall impose admission requirements upon any student. The objects of the community and technical colleges shall be to provide educational programs to fill the occupational needs of youth and adults in technical and vocational fields, two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, basic skills, workforce development, and a broad range of personal and vocational education for adults.



Specific Responsibilities of the SBCCOE

The SBCCOE was created by statute (Article 60 of Title 23) to govern the state system community colleges and to be the sole state agency for vocational education. It was given statutory and constitutional (Article XII Colorado Constitution Section 5) powers to carry out its responsibilities. Following is a list of the primary statutory duties and how they are currently being administered:

1. Appoint an executive officer, a director of community colleges and a director of vocational education. Since 1986, when the SBCCOE created the System, it has chosen to combine all three of the statutorily required positions in one chief executive called the System President. The Board has the sole responsibility of selecting the System President.
2. Govern state system community colleges by doing the following:
 - Set the budget, tuition and fees for the Colorado Community College System.
 - Allocate state general fund and tuition and fee appropriations according to its own priorities.
 - Approve programs and set degree requirements.
 - Approve academic master and facilities master plans for each of the colleges and prior to a college requesting new or major renovations to existing facilities. Approve a program plan for each project.
 - Appoint 7-member Advisory Councils for each college.
 - Establish procedures for the appointment of the non-voting faculty and student representatives to the Board.
 - In accordance with the Board Bylaws (Section 2.3 C), delegate to the System President all of the Board's powers over personnel matters relating to the central staff of the System, including the power to hire and fire employees. This authority includes the power to appoint or terminate with the approval of the Board the presidents of the State System Community Colleges governed by the Board.

3. Be the sole state agency for career and technical education, also known as “vocational education,” at all levels of public education.

- Develop and administer a plan and distribute federal vocational education dollars to local and state approved education entities. The current 5 year state plan was approved in 1998.
- Administer the Colorado Vocational Act, Article 8 of Title 23, Colorado Revised Statutes. The purpose of this legislation was to encourage school districts to provide needed but expensive vocational programs to its students by picking up some of those excess costs. Any school district may receive dollars under this Act if it operates SBCCOE approved vocational programs.
- Distribute state and federal funds to local district community colleges (governed by locally elected board and supported in part by local tax millage. These schools are: Aims Community College and Colorado Mountain College);and designated area vocational schools (Emily Griffith Opportunity School, Delta Montrose Area Vocational School, Pickens Vocational School – Aurora, and San Juan Area Vocational School – Cortez).
- Administers in coordination with the Governor’s office, the Colorado Existing Industry Training Program and Colorado First.

4. Board Operations: Board members responsibilities include:

- Attendance at regularly scheduled meetings
- Attendance at special Board meetings. Special meetings are often conducted in conjunction with the process of filling presidential vacancies at the system colleges. Phone conference Board meetings are also scheduled for time sensitive matters.

Other events and activities for Board members include:

- Participation in statewide events during the year. Traditionally, these have included the State Fair VIP BBQ in August in Pueblo, a legislative workshop in October, the Stock Show reception in January, and the Phi Theta Kappa luncheon in March. These events provide important opportunities for the System to interact with community members, business leaders, and legislators.

- Representing the Board at college graduations. Since one of the Board statutory duties is to award degrees, it is good practice to have at least one Board member at each college graduation.
- Attendance at one national conference each year is encouraged in order to learn more about current national issues facing community colleges. Brochures for these conferences are provided to Board members as soon as they become available. Should they choose to attend, costs will be reimbursed by the System.
- Board members will be invited to other college or system functions throughout the year. Attendance at all of these is *completely voluntary*.

BOARD STATUTORY DUTIES

Subject Matter	Constitution & Statute	CCHE Policy	Board Policy	Other
1. Develop and establish state policy for occupational education	23-60-102			
a) Sole state agency for vocational education and for planning, receiving and administering federal & state vocational funds	23-60-303 & 23-8-101			
b) Approve the allocation and distribution of state and federal vocational education funds to the community and technical colleges, local junior college districts, individual school districts, and other appropriate state and local educational agencies and institutions	23-60-301			
c) Approve postsecondary occupational programs offered by BOCES	23-60-302			
d) Establish minimum qualifications necessary for teachers of occupational subjects, teacher-trainers, supervisors, directors, occupational counseling specialists, and others having responsibilities in connections with occupational education and shall certify the same to the department of education	23-60-304			
e) Contract with the state department of human services to develop appropriate education and academic training programs for Colorado works participants and develop a tuition voucher system so those work participants may attend courses at cc by using the tuition voucher	23-60-304			
f) Coordinate all resources available for the promotion of job development, job training, and job retraining in the state, including, but not limited to, secondary, postsecondary, and out-of-school or on-site work programs, and shall make available this and any other information relating to occupational education.	23-60-305			
g) Develop, in consultation with the college advisory councils, a program of certification for workplace literacy programs and develop and establish criteria, procedures, and accountability standards for the certification of workplace literacy programs	23-60-601			
2. Govern the state system of community colleges	23-60-102			
a) To appoint the chief administrative officer of each community and technical college	23-60-202(1)(d)			
b) To receive, review, and transmit with recommendations to the CCHE and the general assembly both operating and capital budget requests of the community and technical colleges; and to control the direction of funds and appropriations to the colleges in the system	202(1)(h) & (k)			
c) To construct, lease, or otherwise provide facilities needed for the community and technical colleges	202(1)(b)			
d) To fix the tuition and fees consistent with TABOR limits	202(1)(c)			
e) To recommend and review proposals for the establishment of curriculums and for major changes in curriculums, subject only to the review function of the Colorado Commission on Higher Education relating to formal academic programs	202(1)(e)			
f) To define the requirements of appropriate degrees and certificates and to authorize the award thereof in the community and technical colleges, subject only to the review function of the Colorado Commission on Higher Education relating to formal academic programs	202(1)(f)			
g) To develop: <ul style="list-style-type: none"> i. a plan with the governing boards of baccalaureate degree-granting universities and colleges of the state which will assure maximum freedom of transfer of students between local junior colleges and 	202(1)(g) 23-5-122			

Subject Matter	Constitution & Statute	CCHE Policy	Board Policy	Other
community and technical colleges under the direct control of the board and such universities and colleges				
ii. and implement, in coordination with four-year institutions and under the direction of the Colorado Commission on Higher Education, a core transfer program for students wishing to obtain a baccalaureate degree after transferring out of the state system to a four-year institution, which program shall be implemented within the state system by September 15, 1987	23-60-102 (1)(m)			
h) To determine policies pertaining to the community and technical colleges, subject only to the functions and powers assigned by law to the CCHE relating to formal academic programs	202(1)(j)			
i) Recommend geographic service area for each college to the CCHE		X		
j) Ensure that no unnecessary duplication of programs or services exists between the community colleges in the metropolitan Denver area and the vocational schools operating in the same geographic area	23-60-209			
k) Appoint a seven member advisory council for each college	23-60-206			
l) Develop due process procedures for faculty	23-5-117			
m) Designate TABOR enterprises (college-owned business that receives less than 10% of its revenue from state)	23-5- 101.5(3)			
n) Establish policies for out-of-state instruction, and certain courses need Board approval	23-5-116			
o) Approve sabbaticals	23-5-123			
p) Develop with CCHE a quality indicator system to measure performance of college and statewide system	23-13-105			
q) Implement CCHE affirmative action policy and develop affirmative action plans	23-1- 108(1)(f)	X	X	
r) Nominate to the CCHE program(s) of excellence plans for enhancement and improvement	23-1-118			
s) Establish procedures for selecting student and faculty board representatives	23-60-104			
t) Compile data on performance of students required to take basic skills courses and report annually to CCHE	23-1- 113.5(3)			
3. Duties of board with respect to local junior colleges.	23-60-203			
a) Exercise powers and duties vested prior to 7/1/67 (approve programs)	23-60-203			
b) Review and make recommendations concerning requests by any local junior college for appropriations for capital construction before such requests are submitted to the CCHE and the general assembly	23-60-203			
4. Duties with respect to veteran's education: Approve postsecondary programs for veteran's tuition assistance.	23-60-303(2)			
5. Duties with respect to the Customized Industry and Existing Industry Program: Operate jointly with the Colorado office of economic development, a training program designed with to keep and attract companies to locate in Colorado. Report to the joint budget committee and the legislative audit committee on the cost-effectiveness of the Colorado customized training program in assisting economic development in Colorado.	23-60-306 23-60-307			

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Material Adapted from the Association of Community College Trustees

Board Roles and Responsibilities

Community college boards are responsible for ensuring that their colleges are integral parts of their communities and serve ever-changing needs. They are accountable to the community for the performance and welfare of the institutions they govern.

Effective boards consist of people who come together to form a cohesive group to articulate and represent the public interest, establish a climate for learning, and monitor the effectiveness of the institution. Boards do not do the work of their institutions—they ensure that the System and its colleges have outstanding presidents. They establish standards for the work through the policies they set. Their specific responsibilities are to:

- Act as a Unit
- Represent the Common Good
- Set Policy Direction
- Employ, Support, and Evaluate the System President
- Define Policy Standards for System Operations
- Monitor Institutional Performance
- Create a Positive Climate
- Support and Advocate the Interests of the Institution
- Lead as a Thoughtful, Educated Team

Act as a Unit

The board is a corporate body. It governs as a unit, with one voice. This principle means that individual members have authority only when they are acting as a board. They have no power to act on their own or to direct System and college employees or operations.

In order for boards to be cohesive and well-functioning units, members must work together as a team, toward common goals. Boards should have structures and rules for operating that ensure they conduct their business effectively and efficiently. Board agendas are clear and informative and board meetings are run in an appropriate manner.

The power of governance is expressed through one voice. As individuals, members make no commitments on behalf of the board to constituents, nor do they criticize or work against board decisions.

To be effective boards must:

- Integrate multiple perspectives into board decision-making
- Establish and abide by rules for conducting board business
- Speak with one voice; support the decision of the board once it is made
- Recognize that power rests with the board, not individual members

Represent the Common Good

Boards exist to represent the general public. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of their state.

Therefore, board members learn as much as they can about the communities they serve. They gain this knowledge by studying demographic, economic, and social trends, by being aware of issues facing the community and their state, and by talking with other leaders and members of other boards. They use what they learn to make decisions that respond to community interests, needs, and values.

Boards discuss multiple viewpoints and issues in public, and have strategies to include the public in the policy-making process. Effective boards:

- Know community and state-wide needs and trends
- Link with the communities they serve
- Seek out and consider multiple perspectives when making policy decisions
- Debate and discuss issues in public
- Serve the public good

Set the Policy Direction

Governing boards establish policies that provide direction and guidance to the System President and staff. A major board responsibility is to define and uphold a vision and mission that clearly reflect student and community expectations. This responsibility challenges boards to think strategically, concentrate on the “big picture,” and focus on the future learning needs of their communities. It requires that boards consult widely with community groups as well as the administration, faculty, staff, and students of the college. Trustees engage in exciting, creative, thoughtful discussions as they explore the future and envision what they want their communities to be. They are:

- Proactive, visionary, and future-oriented
- Learn about and communicate with many different groups
- Focus on community needs and trends
- Establish the vision, mission and broad institutional goals as policy

Employ, Evaluate and Support the System President

Successful governance depends on a good relationship between the board and the System President. The System President is the single most influential person in creating an outstanding system of community colleges. Therefore, selecting, evaluating, and supporting the System President are among the board's most important responsibilities.

The System President and board function best as a partnership. The System President implements board policies, while the board depends on the System President for guidance and educational leadership. This occasionally paradoxical relationship works best when there are clear, mutually agreed upon expectations and role descriptions. The partnership thrives on open communication, confidence, trust, and support. To be effective, boards must:

- Select and retain the best System President possible
- Define clear parameters and expectations for performance
- Conduct periodic evaluations; provide honest and constructive feedback
- Act ethically in the relationship with the System President
- Support the System President; create an environment for success

Define Policy Standards for System Operations

Successful boards adopt policies that set standards for quality, ethics and prudence in System operations. Once policy standards are established, boards delegate significant authority to the System President, allowing the System President and staff the flexibility they need to exercise professional judgment. The policies:

- Define expectations for high quality educational programs
- Define expectations for student achievement and fair treatment of students
- Require wise and prudent use of funds and management of assets
- Set parameters to attract and retain high quality personnel and ensure fair treatment of employees

Create a Positive Climate

Boards set the tone for the entire system or institution. Through their behavior and policies, successful boards establish a climate in which learning is valued, professional growth is enhanced, and the most important goals are student success and adding value to the community. Alternatively, boards fail their institutions when they act in such a way that they create a stifling, negative, or dysfunctional atmosphere.

Boards create a positive climate when they look to the future, act with integrity, support risk-taking, and challenge the System President and staff to strive for excellence. Effective boards:

- Model a commitment to learning and to students
- Focus on outcomes
- Support professional growth
- Seek consultation in developing of policy
- Are ethical and act with integrity

Monitor Performance

Boards are responsible for holding colleges accountable for serving current and future community learning needs. The board adopts the System direction and broad goals as policy, and then monitors the progress made toward those goals. For instance, if a board adopts a policy goal that the college programs will result in skilled employees for area businesses, then the board should ask for periodic reports on how that goal is being met.

Boards also monitor adherence to their policies for programs, personnel, and fiscal and asset management. They receive periodic reports from staff and review reports by and for external agencies, such as accreditation, audit, and state and federal accountability reports. All monitoring processes culminate in the evaluation of the System President as the institutional leader.

A board's ability to monitor the System is enhanced when it defines the criteria and standards to be used well in advance of when reports are required, so that the System President and staff are clear about what is expected. Effective boards:

- Monitor progress toward goals
- Monitor adherence to operational policies
- Use pre-established criteria for monitoring
- Schedule a timetable for reports

Support and Be Advocates for the System

Board members are essential links with their communities. They govern on behalf of the public and ensure that the System meets the needs of external constituents. They are also advocates and protectors of the System. They promote the System and its colleges in the community, and seek support from local, state, and national policymakers. They support the System in seeking community contributions.

Competent boards protect the System from undue pressure on the institution from political and special interests. They support the professional freedom of administrators and faculty to create quality learning environments that incorporate many different perspectives. They protect the ability of the System to fulfill its mission and promise to their communities. Effective boards:

- Promote the System throughout the state
- Foster partnerships with other entities in the community
- Advocate the needs of the System with government officials
- Support the foundation and fundraising efforts
- Protect the System and its colleges from inappropriate influence

Lead as a Thoughtful, Educated Team

Being a good board member requires the ability to function as part of a team, and a team functions best when all members are encouraged to contribute their unique strengths and are committed to working together.

Effective boards are thoughtful and educated. Members on those boards listen well, ask good questions, analyze options, think critically, and clarify their most important values and priorities. They explore issues thoroughly and make policy decisions based on thorough deliberation and comprehensive understanding.

The best boards are future-oriented. They recognize that today's world requires flexible institutions and personnel who are willing to adapt and grow in response to the changing needs of society. Members who act with vision, with intelligence, with curiosity and with enthusiasm create a board that is an agent for positive change. Effective boards:

- Engage in ongoing learning about board roles and responsibilities
- Are curious and inclusive
- Are positive and optimistic
- Support and respect each other

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Material Adapted from the Association of Community College Trustees Website

Ethics

- What are “Ethics”?
- What are core ethical values?
- Why should boards adopt a code of ethics or standards of practice?
- What ethical concepts might boards address?
- Four questions to ask yourself.
- Developing a code of ethics.
- Using a code of ethics.
- What happens when boards or trustees are not ethical?
- Ethical dilemmas and challenges

What are “Ethics”?

Ethics are standards of right and wrong, good and bad. Ethics are concerned with what one ought to do to fulfill one’s moral duty. There are two aspects to ethics:

- Being able to determine what is right or wrong, good or bad
- Committing to doing what is right and good.

The latter aspect means that being ethical is more than understanding what the right thing is to do; it means that one must do ethical actions – one must “walk the talk.” Being ethical means doing what is right and good as well as avoiding what is wrong or bad. The failure to be ethical can be construed as being unethical.

Ethics leads to a set of rules of conduct for specific situations. Basic ethical principles guide the development of standards for specific professions and groups.

Ethics are a subset of values. The definition of values applies to things that are desired as well as what one ought to do, and can include such concepts as wealth, happiness, success, and fulfillment. Ethics define how a moral person should behave; values include other beliefs and attitudes that guide behavior.

Just because something is desirable, it does not mean it is ethical. Using only a personal value system to guide behavior is not sufficient. Being ethical requires that decisions are based on ethical standards as well as being guided by one’s values. For instance, a person may hold a value that one religion or set of beliefs is superior to all others. That belief is a legitimate one for that person. However, persecuting or discriminating against others on that basis would be unethical—it would violate the ethics of respect, caring, and fairness. Some values and moral concepts that define the “oughts” of behavior (such as those related to gambling, dress, music, and some sexual practices), while valid for some people, do not equate to core ethical standards, described below.

What are core ethical values?

Two sets of core ethical values are described below, the first from Ethical Frontiers in Public Management by Kathryn Denhardt; the second from the Josephson Institute.

Public Service Ethics

Denhardt identifies three major ethical values inherent in public service: honor, benevolence, and justice. All three contribute to the moral foundation of public service—doing good not for personal gain but for the satisfaction of contributing to society.

Honor is having a strong sense of duty and pursuing good deeds as ends in themselves. Being honorable means having integrity, being honest and keeping commitments. Honorable board members are committed to the public interest and to the principles of democracy. Promoting one's own interests at the System's expense, engaging in manipulation, following hidden agendas, and making power plays are not honorable or ethical.

Benevolence is the disposition to do good and to promote the welfare of others. Public education is a benevolent act. Through providing for the education of others, the public welfare is improved. Benevolence as a board member for a public institution involves seeking the common good or the well being of the entire community. The common good is a higher standard than serving a particular constituency or interest, and involves aggregating many diverse interests in the community.

Justice underlies fairness and regard for the rights of others. A commitment to justice asks public officials to be committed to respecting the dignity and worth of every member of society. They promote systems of laws and regulations that protect individual and group rights. Regard for the rights of others is a particularly important value in higher education, where diverse values and different ways of thinking are explored and discussed as part of the educational process.

“Pillars of Character”

Adapted from Making Ethical Decisions, www.josephsoninstitute.org.

The Josephson Institute calls its core ethical values the “Six Pillars of Character.” They are trustworthiness, respect, responsibility, fairness, caring and citizenship. Using these six values as filters or guides helps ensure that our decisions are based on ethical principles. Using all six helps ensure we do not sacrifice one value for another.

Note: The following description including excerpts from “Making Ethical Decisions” at www.josephsoninstitute.org.

Trustworthiness. When we are trustworthy, people believe in us. Being trustworthy requires honesty, integrity, reliability and loyalty.

Being honest means we are sincere, truthful, straightforward, and avoid deception. It does not mean, however, violating confidentiality or being uncivil.

Integrity refers to “wholeness.” A person who has integrity is consistent in decision-making and behavior, and firmly adheres to a code of ethics or values.

Reliability means we keep our promises. If we commit to a task, we follow through. This is one of the reasons why it is important to avoid making commitments to people prior to the public discussion in a board meeting on an issue: the discussions may identify issues that affect trustee positions on an issue.

Loyalty means protecting and promoting the interests of certain people, a group or organization. As a trustee, the primary loyalty is to the System and the public good—loyalty to friends and single interest groups is subordinate. The duty of loyalty also means maintaining the confidentiality of confidential information.

Respect. The second “pillar of character” is respect. It includes civility, courtesy, decency, autonomy, and tolerance.

Civility and courtesy are particularly important when engaging in discussions with other board members and the System president when we disagree with them. Autonomy means that we do not try to live others’ lives for them. Tolerance means we accept others’ perspectives and judge others only on their core ethical values.

Responsibility. Responsibility means being willing to make decisions and choices and to be accountable for them. Responsible people do not shift the blame to others.

Responsibility means doing the best one can, and being diligent, careful, prepared, and informed. It means persevering, following through, and finishing tasks that one commits to.

Responsibility also involves self-restraint, prudence, and recognizing the importance to set a good example. A responsible board member recognizes that there are some limits on being able to say whatever one wants to, because people look to them as representatives of the System.

Fairness. The fourth pillar, fairness, involves equality, impartiality, openness and using due process. People say that “life is unfair,” and to be sure, it can be very difficult to define what’s fair in a way that all would agree. Exhibiting fairness involves using open and impartial process for gathering and evaluating information, so that even those who disagree with a decision can understand how it was made. It means seeking equity and avoiding favoritism or prejudice.

Caring. Caring means that we are genuinely concerned about the welfare of others. We are benevolent. Board members are often asked to care about many different people—community members, students, faculty, and others. As public officials, we care about the common good and welfare of the community. Sometimes, supporting the welfare of one group of people may mean making a decision that is perceived as not beneficial to others.

Because we care about other people, we care about being ethical, about being respectful, responsible, and trustworthy. Being unethical is easier if we do not care about others.

Citizenship. The last “pillar” is citizenship, which involves how we behave as part of a community. Ethical citizens obey laws, contribute to the community through service and leadership, and protect the environment. Citizenship is concerned with the future health and welfare of society. Trusteeship is an expression of civic leadership, and the ethics of trusteeship reflect good citizenship practices.

Why should boards adopt a code of ethics or standards of practice?

Trusteeship brings with it certain responsibilities and expectations. Some of these are related to what is ethical and appropriate behavior for public officials. The public expects its leaders and representatives to uphold high standards in the performance of their duties.

Codes of ethics (or “standards of practice” as they are sometimes called) define specific expectations for board members. It is important for boards to clarify for themselves what behavior is appropriate. It is not enough to assume that because something is legal, it is ethical, or that everyone knows how they are supposed to act as board members the minute they are elected or appointed to the position.

At least two regional accrediting commissions require boards of trustees to have a code of ethics: the Western Association’s Accrediting Commission for Junior and Community Colleges, and the Northwest Association. During the re-accreditation process, institutions in those regions are evaluated on whether or not the board has a code of ethics.

The process of developing, adopting, and reviewing adherence to codes of ethics involves boards in very substantive discussions of what is expected of board members. These discussions are instrumental in strengthening boardmanship, and enhance the ability of the board to effectively lead and set an example for the System. The development and adoption of a code of ethics strengthens boards.

What ethical concepts might boards address?

Codes of ethics, which are also called standards of practice, codes of conduct, or standards for excellence, cover three general areas.

- Promote the public trust.
- Roles and responsibilities of trustees and governing board
- How trustees should treat others and conduct themselves.

Promote the Public Trust

Represent common good. Trusteeship is an expression of civic leadership. Governing boards derive their authority from and are accountable to the community as a whole. As public officials, trustees fulfill the core value of responsibility to society by acting on behalf of the entire

community. They express the value of benevolence by seeking well-being of the entire community. They represent the interests of the community in their board decisions.

Considering special interests. Single and special interest groups play an important part in representing various segments of our diverse society, such as political parties, racial and ethnic groups, employee associations, religious groups, neighborhood associations, taxpayer groups. However, while all of these interests are important, trustees must remember that the first and foremost obligation of every trustee is to represent the general interests of the college's service area. Ethical behavior involves being aware of a wide variety of public and community needs, and integrating them into the interests of the whole.

Open meetings. Most states have laws that address open meetings for public governing boards. Part of the responsibility of public service is that issues affecting the public are shared and debated in public. Doing so promotes trustworthiness and reliability. Boards may hold executive or closed sessions to protect the rights of personnel and the college; respect for the rights of others means that ethical trustees do not reveal discussions in those sessions.

Conflicts of interest/personal gain. Public service as a trustee is intended to benefit the college and the community, not the individual trustee or his or her relatives and friends. Preventing trustees from abrogating this responsibility is why many states have laws that define conflicts of interests for public officials. The laws may prohibit trustees from making decisions that would benefit their income, personal investments, and businesses owned by the trustee or family members. Board members should review the specific implications of those laws and regulations to ensure they avoid problems.

Beyond legal implications, trustees should be aware of activities that create the perception of favoritism or personal gain. Examples of potential problem areas are preferential treatment of other trustees or college staff, selectively sharing information with only certain people, or informally steering business to or seeking to have friends hired. Public perceptions that board members are furthering their own interests rather than those of the System harm the System and its colleges. Being sensitive to situations for potential conflicts and understanding their negative impact will help avoid problems.

Board Role and Focus

Student success. The System's purpose is to educate students and produce people who contribute to society. Boards should expect their members to uphold the welfare and success of students as a primary concern.

Quality of education. In order to fulfill the trust granted them by being appointing or elected, ethical boards spend a significant amount of time identifying and discussing the results of the System's educational programs. Through establishing broad outcome goals and monitoring progress, boards ensure that the colleges contribute to society. Boards may wish to have an ethical standard that they focus on educational goals in their meetings.

Promoting the college. Ethical board members promote and support the System and the colleges. They do not denigrate staff, programs, or courses. They take advantage of opportunities to speak well of the System and advocate its interests to public officials and community leaders. They are interested in the System's welfare and effectiveness and expect the college to be the best it can be.

Board as a unit. One of the most basic tenets of effective trusteeship is the recognition that governing authority rests with the entire board, not with any individual trustee. As individuals, trustees have no authority to direct staff, determine programs and procedures, or represent the System, and ethical trustees do not try to do so.

The board's voice is expressed through the policies and actions it takes in its official meetings. Once the board has decided a policy or position, a trustee must be prepared to support it publicly. It is unethical to try to use authority independently from the board, to speak out against, or to try to sabotage a board decision.

Making decisions; making policy. Making ethical decisions means applying core values in decision-making. Making good decisions also means seeking and considering all available facts and perspectives. It means studying and asking questions to clarify board agenda materials. Being ethical and responsible to the public means not making any promises about how one will vote prior to discussions at open meetings.

Delegation. Board responsibilities include establishing policies that direct the operations of the System and assuring that the it performs according to those policies. Ethical trustees engage wisely in policy making and respect the delegation of authority to the System President to administer the System.

Micromanagement. One of the most sensitive areas facing trustees is the difference between their policy role and the roles of the System staff. Trustees set broad policy direction and monitor adherence to policy. Problems occur when trustees become involved in the day-to-day operations and try to second-guess or direct staff activities. Although often well intentioned, these trustees are performing acts that are both harmful to the System and to the office of the System President.

Board/System President Relationship. Respect, reliability, trustworthiness and justice are all key values in the board/System President relationship. Specific ethical practices include committing to:

- thoughtful, thorough System President search processes
- open and clear communication (including "no surprises")
- clear delegation, expectations and direction
- support for the System President

Communications with staff and students. The board and System President should discuss and reach agreement on protocols for trustee contact with other college administrators, faculty, and classified staff members. Ethical trustees support the authority of the System President position and respect established lines of communication.

Student and employee complaints to board members should be referred directly through appropriate channels or to the System President. Every community college has, or should have, procedures that allow student and employee grievances.

Communicating with community members and media. A code of ethics may include statements about protocols for communicating with community members and media personnel. The protocols usually state that individual board members do not speak for the board unless specifically delegated to do so, and that they refer and/or follow up with community members through appropriate channels. These protocols ensure reliability of information, and respect the board as a unit and the roles of those designated as spokespeople for the System.

Compensation and expenses. Trustees should accurately account for their expenses and follow state protocols and laws about receiving compensation of any kind. There should be appropriate reimbursement criteria and procedures, which define fair reimbursement for trustee expenses. Ethical trustees always ask themselves if their expenses are authorized, legitimate, direct, and reasonable.

Board Relations

Open communication. All board members, as well as the System President, are responsible for maintaining an open, cooperative environment and promoting a free exchange of information at the board meetings. Trustee deliberations are characterized by fairness, including open and impartial process for gathering and evaluating information. Board members are honest and straightforward in civil and respectful ways.

Function as a team member. Being a good board member requires the ability to function as part of a team. Board members differ in personality, motivation, knowledge, attitude, experience, background, community stature, and capability. Differing points of view help develop alternatives, stimulate the imagination, and lead to creative solutions. Being open to and respectful of other members' viewpoints are skills that are necessary to reach consensus. Trustees often bring specialized knowledge to the board by virtue of their backgrounds and professions. However, trustees are not on the board to be "experts" in their fields – they are there to represent broad community interests and do not play other roles while acting as a trustee.

Maintaining confidentiality. While most of what the board does is public, an important aspect of trustee ethics is maintaining confidentiality about issues discussed in closed session. Violating confidentiality occurs when individuals share closed session information, such as informing the union of the collective bargaining positions, leaking information to the media, or discussing private personnel information.

Consideration for others. An important consideration in maintaining harmonious operations is to respect fellow board members' opinions and those of other stakeholders. Remaining courteous and open-minded and treating others with honesty, decency, and mutual respect are characteristic of ethical trustees. Avoiding bitter arguments and using courteous, non-inflammatory language at board meetings help create an atmosphere for solving problems and provides a good example for

System employees and community members. Criticizing or belittling other trustees hurts the reputation of the entire board.

Commitment. Commitment relates to the core ethical value of responsibility, which requires trustees to devote time and attention to the position. There is a great deal to learn about the role of trustees and the governing board, the colleges, and educational issues and trends. This learning requires much effort and thought. Learning occurs through reading, studying agendas and other resource materials, engaging in study sessions and discussions, and conference attendance.

Four questions to ask yourself.

To help determine ethical behavior, ask:

1. Am I doing to others what I would want done to me?
2. Would I mind seeing what I am doing on the front page of a newspaper?
3. Am I comfortable with members of my family knowing what I am doing?
4. Do I want to encourage employees and students to do this?

Developing a code of ethics.

Developing a code of ethics engages all board members and the System President in discussions of ethical concepts. The best format for these discussions is a board retreat or workshop, which can be facilitated by an outside consultant to allow all trustees to engage in discussions.

Participants would be invited to define what they think is ethical behavior for their particular board. They discuss and agree on what the general expectations are for the board members and the System President for working together. Much of the benefit of a code of ethics derives from the discussion that goes into developing one that fits the board.

After the discussion, the code of ethics should be adopted by the board in a public meeting and incorporated into board policy.

Using a code of ethics.

Codes of ethics are:

- Good resources when there are questions about specific situations or behaviors.
- Useful tools to orient new trustees to their responsibilities.
- Excellent criteria for board self-evaluations.
- Valuable discussion items for a board retreat.

Periodically reviewing the code helps keep it current, useful, and relevant to the board.

What happens when boards or trustees are not ethical?

Questionable or unethical behavior by a trustee or by the board hurts the System and its reputation suffers. Trustees have harmed the very thing—the institution—that they were supposed to protect.

Time and energy is wasted addressing the behavior in question, time that is better spent on ensuring that students are educated. Community members, System employees, and students lose respect. College employees and students may lower their own standards for ethical behavior, based on the message they are receiving from the board. Community members and politicians may be less likely to support the System, including funding, if they believe that the board does not act with integrity and with the best interests of the System and its colleges in mind.

Ethical dilemmas and challenges

We all believe that we are ethical people. In fact, each of us probably believes we are more ethical than most other people. However, it is not possible for everyone to be more ethical than everyone else. So, even though we may have the best intentions in the world, even the most conscientious people rationalize their behavior. And, there are times when making a decision that incorporates some ethical values may violate others. A few common challenges and dilemmas are:

It's for a good cause, or the end justifies the means. It is tempting to take short cuts in decision-making when the end result will be a good thing. For instance, hiring a person or awarding a contract without giving other people a chance to apply for the job or bid for the contract may reduce the time and money that is spent making the decision. However, not being open about the process violates other public service and civic leadership ethics, including being trustworthy, open, and fair. The public trust is a tenuous thing, and the public will quickly lose faith if it suspects unfair means.

Multiple loyalties. Many trustees feel a reasonable obligation to promote the interests of special interest groups (community leaders, neighborhoods, businesses, faculty, ethnic and religious groups, etc.) and those who supported their election or appointment to the position. Loyalty is an ethical value. However, as a trustee, the primary loyalty is to the System and the public good—loyalty to friends and single interest groups is subordinate. The obligation can become unethical when it extends to making sure that a special interest benefits at the expense of other groups.

Concealment. We've all avoided giving negative feedback or expressing opinions that others won't like because we care about people's feelings or we don't want to offend others. However, not being honest is disrespectful—the key is to share negative information or disagree with others in ways that still communicates respect.

Alternatively, it is unethical to use the position to bully others or misuse information that will harm the System and other board members. Publicly criticizing college staff, programs, and

other board members abrogates the responsibility to protect the assets of the System. Criticisms and concerns should be shared in the appropriate problem-solving venue.

No one will know. We may excuse behavior that might not meet ethical standards because “no one will be hurt.” Using the stature of the position to influence staff, asking for special favors or perks, or sharing confidential information may seem easy and harmless, but the ethic of trustworthiness is violated.

Everybody’s doing it. Others acting in unethical ways is not permission for unethical behavior. Some organizational and group practices or systems may be so ingrained that they seem acceptable even if they are ethically questionable. Ethical trustees will always evaluate behavior against the board’s ethical code.

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Material Adapted from the American Association of Community College Trustees Website

Board Self-Evaluations

Effective boards engage in a continuing process of self-assessment or evaluation of their performance. They do so in order to identify where they are performing well as a board, and where they might improve.

Discussion about board roles and responsibilities can strengthen communication and understanding among board members. The discussions can lead to stronger, more cohesive working groups.

Boards' willingness to engage in self-assessment is a model for the rest of the institution. It indicates that board members take their responsibilities very seriously. Their interest in self-improvement sets a tone for others in the System to engage in ongoing review of how education is delivered.

The following Accrediting Commissions have standards that boards regularly evaluate themselves:

- Western Association/Accrediting Commission for Community and Junior College
- Northwest Association
- Middle States
- New England Commission on Technical and Career Institutions
- New England Commission on Institutes of Higher Education

What should we expect from a self-evaluation?

Well-conducted board self-assessments lead to better boards. The results include:

- a summary of board accomplishments
- better understanding of what it means to be an effective board
- clarification of what trustees expect from each other and themselves
- improved communications among trustees and between the board and System President
- identification of problems, potential issues, and areas to improve
- opportunity to discuss and solve problems that may hurt board performance
- identification of strategies to enhance board performance
- renewed dedication to the board
- agreement on board roles and trustee responsibilities
- board goals and objectives for the coming year

Evaluating the performance of the board is not the same as evaluating individual trustee performance. The purpose of the evaluation is to look at the board as a whole, although a side

benefit may be that individual board members gain appreciation for the roles and responsibilities of trusteeship.

How should boards evaluate themselves?

The process of self-evaluation may be formal or informal. The important thing is that the process provides useful information for the board members.

Informal self-evaluations may consist of an open-ended discussion in which board members identify accomplishments and problems of the previous year (or other period of time). No self-evaluation instrument or survey is used.

More formal processes may involve the use of self-assessment instruments. The results of the survey instruments become the basis for discussion.

Another approach involves the use of outside consultants who interview each board member, the System President, and others named by the board. The results of the interviews become the basis for discussion.

Other processes include discussions of ideal board practices and how the board's own practices compare. Case studies or scenarios may be used as the basis for exploring effective approaches. Observing boards that have positive reputations may be helpful.

Usually, a committee of the board is appointed to design and propose the process and criteria.

Who should be involved in the evaluation?

Each and every board member should participate in the self-evaluation by completing a board self-assessment instrument (if used) and being involved in the discussion.

The System President is also an important resource. Varying levels of involvement by the System President are appropriate, from being a full participant in the process, to contributing advice and support for the process, to providing comments on the board/System President relationship. Some boards conduct the board and CEO evaluations in tandem, since the success of one entity in the partnership depends on the effectiveness of the other.

In addition, boards may consider inviting comments from those who are part of the board/management team. Their perspectives can add valuable insight to the board process. However, evaluations that involve others need to be carefully designed so that the information is based on board-established criteria of effectiveness.

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They can provide an independent, non-biased influence to help keep board discussions focused and positive.

Should the board and CEO evaluation be linked?

The board and CEO work together in leading the institution – the board governs, and the CEO leads and administers on a day-to-day basis. It is difficult to evaluate the board without reference to the CEO's contributions, and vice versa.

Some boards conduct the board and CEO evaluation concurrently, holding first a session on the board self-evaluation followed by the CEO evaluation. However, other considerations, including time constraints, may make it difficult to link the two activities for many boards.

No matter the process, boards should recognize that when evaluating the CEO, their support of the CEO is an important contribution to CEO success. And when conducting self-evaluations, the CEO's support and advice to the board contributes to board success.

How often should boards evaluate themselves?

Formal self-evaluations and/or a special session to discuss board performance should occur annually. Getting into the habit of regular evaluations makes the process part of the board and System culture, and lessens resistance to self-assessment.

New boards or boards with a significant number of new members may wish to hold informal session more often as the members are learning to work together as a team. A few boards have adopted a practice of selecting and quickly commenting on a particular standard of performance at the end of each meeting related to the interaction at and content of the meetings.

The evaluation session may take place in lieu of a regular meeting or scheduled as a special workshop or retreat. State open meeting laws will guide whether or not the evaluation discussion must take place in an open session or may be held in a closed session. If it is allowed, closed sessions provide an opportunity for board members to speak more openly.

Evaluation sessions should be long enough that there is ample time to discuss the evaluation and identify priorities for the following year. All members should participate.

What criteria should we use?

A basic self-evaluation question is "Are we doing what we say we will do?" If the purpose of the evaluation is to answer that question, the criteria used in the self-evaluation process include what the board has defined as its role and the policies the board has for its own operations and behavior.

Another question is "How does the board rank itself against commonly accepted standards of boardmanship?" In that case, the criteria used may be those established by national and state associations.

In either case, possible categories are listed below. They are based on responsibilities outlined in Board Roles and Responsibilities.

Board Organization. Does the board operate as a unit? Does the board meet according to its policies, and engage in orderly meetings? Are officer responsibilities clear and do they fulfill them? Do committees operate effectively and contribute to board success?

Community Representation. Does the board represent the community it serves? Does the board have strategies for seeking input from diverse interests?

Policy Direction. Do board members understand the System's mission, policies and programs? What issues have most occupied the board's time and attention during the past year? Were these closely tied to the mission and goals of the institution?

Board–CEO Relations. Do the board and CEO have a respectful partnership and open communication? Are the roles clearly defined? Does the board focus on its policy role and avoid micromanaging the college?

College Operations. Does the board have clear policies related to fiscal affairs, asset management, and human resources? Does it have clear standards for the planning and provision of educational programs and services? Does the board have and adhere to clear protocols for communicating with staff?

Monitor Institutional Performance. Does the board have a system to monitor institutional performance? Does it regularly review reports on achievement of the mission and goals and adherence to policies on college operations?

Board Behavior. Does the board behavior set a positive tone for the institution? Do board members work well together as a team? Are different perspectives encouraged and incorporated into decision-making? Does the board have and adhere to a code of ethics?

Advocacy. Do board members support the System? Do they attend System events? Do they help promote the image of the System in the community? Do they advocate System interests to local, state, and national government?

Board Education. Are new board members oriented? Are all board members encouraged to engage in ongoing learning?

How do we design an instrument?

The first step in designing an instrument is to identify what the board wants to get from the evaluation. If the major question is “Are we doing what we say we do?” then whoever is designing the instrument (a board committee or other designee) reviews board policies, practices and other statements that set out board expectations for itself.

For instance, if the board has a policy or practice that the board represents the community in its policy discussions, the evaluation instrument or check list may include items that read:

1. The board has a comprehensive understanding of community educational needs.
2. The board considers the interests and needs of the community in its policy discussions.

Therefore, those who are designing the instruments should review all of the board’s policies and practices and develop statements that will be rated by trustees (and others involved).

On the other hand, if the major question is “How do we compare with state or national standards for governing boards?” then the instrument will be based on other standards, including the ACCT code of ethics and standards for effective governance.

See the board self-evaluation item bank for a list of items that are based on local, state, and national standards.

Rating Scales

Trustees and others doing the evaluation will rate statements on an instrument according to how well they perceive the board performing. Every college has staff members who can assist with setting up rating scales. Following are a few examples of rating a statement on the effectiveness of the board self-evaluation process. Respondents would be asked to circle or write the letter of the response.

Agreement

The board self-evaluation process provides useful information on board performance.

Strongly disagree
Agree
No Opinion
Disagree
Strongly disagree

Performance

The board self-evaluation process provides useful information on board performance.

Excellent
Good
Adequate
Marginal
Poor

To get numerical averages, respondents might be asked to rate the statement according to a scale, e.g.:

____ The board self-evaluation process provides useful information on board performance.

5	Excellent
4	Good
3	Adequate
2	Marginal
1	Poor

Meets Standards

Respondents may be asked to simply state “yes” or “no” in response to a standard.

1. Yes / No The board self-evaluation process provides useful information on board performance.
2. Alternatively, respondents may be asked to use the following scale:
3. Meets expectations
4. Needs improvement
5. Unable to evaluate

Board Self Evaluation Instrument Item Bank

The self-evaluation instrument item bank includes items used in board self-evaluation forms. Self-evaluation instruments generally have 30-40 items. Boards should select statements from the item bank that are most useful to them.

- Board Organization
- Policy Role
- Community Relations
- Policy Direction
- Board–System President Relations
- System Operations
- Institutional Performance
- Board Leadership
- Advocating the System
- Board Education
- Open-ended Questions

How should we use the results of a board self-evaluation?

The average ratings on a board-self evaluation instrument, a summary of interviews, or key points in a group discussion identify the strengths of the board and areas for improvement. The strengths should be celebrated and boards should congratulate themselves on their good work. The strengths are used to help the board improve.

Areas of improvement should be explored to identify the dynamics that contribute to any problems or weaknesses. Strategies to address the issues may include board retreats or workshops on a specific topic, study sessions and reading in areas where knowledge is needed, and clarification of board expectations.

Three to six board goals or activities for the coming year may be established, based on the evaluation and performance on prior year goals. These goals become the basis for the board's long-range or annual agenda.

Board Self-Evaluation Item Bank

Board self-evaluation instruments usually contain 30-40 items plus a few open-ended questions. The following item bank provides over 100 possible statements from which to choose. DO NOT use all of the items in the bank—there are many items that are similar and lengthy instruments are neither useful nor recommended.

Boards should adapt statements to fit their needs. The statements may need to be reworded depending on the type of rating scale used.

The items are based on criteria outlined in Board Roles and Responsibilities, as well as ACCT's statement "On the Effective Governance of Community Colleges" and the ACCT Code of Ethics.

The items are categorized as follows:

Board Organization	Institutional Performance
Policy Role	Board Leadership
Community Relations	Advocating the College
Policy Direction	Board Education
Board-CEO Relations	Open-ended Questions
College Operations	

Board Organization

- The board operates as a unit.
- Board members uphold the final majority decision of the board.
- The board considers and respects minority opinions.
- Board members understand that they have no legal authority outside board meetings.
- Board members represent board policy in responding to public and employee questions.
- Board members make decisions after thorough discussion and exploration of many perspectives.
- The board's decisions are independent of partisan bias.

- Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion.
- The meeting agendas are relevant to the work of the board.
- The board has adequate input into the planning of meeting agendas.
- Meeting agenda items contain sufficient background information and recommendations for the board.
- Closed sessions are held only when needed.
- Board officer responsibilities are clear.
- Board officer responsibilities are appropriate for the work of the board.
- Board committees have clear and appropriate responsibilities.
- Board committees effectively assist the board to do its work.
- The board's recruitment and selection processes reflect well on the college.
- The board's recruitment and selection processes attract excellent candidates.

Policy Role

- The board understands that the primary function of the board is to establish the policies by which the System is to be administered.
- Board members understand and support the concept that board policy is the primary voice of the board.
- The board periodically reviews and evaluates its policies.
- The board assures a systematic, comprehensive review of board policies and the procedures that implement them.
- The board focuses on policy in board discussions, not administrative matters.
- The board has clarified the difference between its policy role and the roles of the System President and staff.
- The board policy manual is current, relevant, and useful.
- Policy recommendations contain adequate information and are presented to that sufficient time is allowed for study and discussion.
- The policy-making process is clear, public, and inclusive.
- The board, through the System President, seeks advice and recommendations from faculty, staff, and students in developing educational policy.
- The board openly discusses issues and seeks the views of college constituents.
- The board seeks community input in developing policies that affect the community at large.

Community Relations

- The board is committed to protecting the public interest.
- The board effectively represents the "voice" of the community.
- The board has determined what benefits the community should derive from the college.
- Board members act on behalf of the entire community.
- The board is knowledgeable about community and regional needs and expectations.
- The board has strategies for involving the community in discussion of issues that impact the community.
- Board members maintain good relationships with community leaders.

- The board has protocols for dealing with the citizens and the media.
- Board members adhere to protocols for dealing with citizens and the media.
- Board members keep the System President informed of community contacts.
- The board encourages active cooperation by citizens, organizations, and the media with respect to establishing policy on current college operations and proposed future developments.
- The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.

Policy Direction

- The board is knowledgeable about the mission and purposes of the institution.
- The board is appropriately involved in defining the vision, mission and goals.
- The vision and goals of the institution adequately address community needs.
- The board has ensured that the mission and goals are sufficiently responsive to community current and future needs.
- The board bases its decisions in terms of what is best for students and the community.
- The board spends sufficient time discussing the future direction of the college.
- The board regularly reviews the mission and purposes of the institution.
- The board is knowledgeable about the educational programs that implement the mission of the college.
- The board is involved in setting expectations for broad student learning outcomes.
- The board maintains a future-oriented, visionary focus in board discussions.
- The board annually sets annual priorities in conjunction with the System President.
- The board requires long-range strategic planning.
- The board is appropriately involved in the planning process.
- The board understands the educational and legal context in which planning occurs.
- The board is familiar with the general strategic and master plans of the institution.
- The board encourages partnerships and other cooperative agreements with business, government, community agencies, and other educational institutions.

Board–CEO Relations

- The board and the System President have a positive, cooperative relationship.
- A climate of mutual trust and respect exists between the board and System President.
- The board sets clear expectations for the System President.
- The System President’s job description is current and accurate.
- The board provides a high level of support to the System President.
- The board maintains open communication with the System President.
- Board members are available to the System President for support and feedback.
- The board effectively evaluates the System President.
- The board has clear protocols for communicating with staff that include the System President.
- The board clearly delegates the administration of the System to the System President.
- Board members keep the System President informed about contacts with the community and staff.

- Board members respect the role of the System President as the link between the board and staff.
- The board encourages the professional growth of the System President.
- The board and System President work cooperatively to maintain a broad perspective.

Standards for College Operations

- The board is knowledgeable about the educational programs and services of the System and its colleges.
- The board understands the fiscal condition of the organization.
- The board has established parameters for budget planning.
- The board requires and is involved in long-range fiscal planning.
- The board understands the budget document.
- The board assures that the budget reflects System priorities in the mission and goals.
- The board has a long-range facilities plan.
- Board policies adequately address parameters for facilities maintenance and appearance.
- Board policies adequately address parameters regarding safety and security.
- Board policies adequately address parameters for investments and management of assets.
- Board policies adequately address parameters for fiscal management that meet audit standards.
- The board has policies that require fair and equitable employment processes.
- The board is committed to equal opportunity.
- The board has policies that require fair employee due process and grievance procedures.
- The board has policies that require adequate participation in decision-making within the System.
- The board meets its responsibility as a court of appeal.

Institutional Performance

- The board has a system to evaluate effectiveness of the educational programs of the System.
- The board monitors the effectiveness of the System in fulfilling the mission.
- The board requires the System to regularly evaluate program effectiveness.
- The board regularly reviews reports on student learning outcomes.
- The board demonstrates a concern for the success of all students.
- The board adequately monitors the impact the System has on the communities served by the colleges.
- The board understands state and federal accountability requirements.
- The board reviews accountability reports to state and federal agencies.
- The board monitors performance related to its policies for facilities development, maintenance and appearance.
- The board monitors performance related to its policies regarding safety and security.
- The board monitors performance related to its policies on investments and asset management.
- The board monitors performance related to its policies on fiscal management
- The board understands the financial audit and its recommendations.

- The board monitors performance related to its policies on employment processes.
- The board monitors performance related to its policies on employee discipline and grievance.

Board Leadership

- The board has a clear description of board roles and responsibilities.
- The board understands its roles and responsibilities.
- The board adheres to its roles and responsibilities.
- The board understands and adheres to its legal responsibilities.
- The board adheres to a code of ethics or standards of practice.
- Board members treat one another with respect.
- Board members work together as a team to accomplish the work of the board.
- Board members are prepared for board meetings.
- The board accommodates the differences of opinion that arise during debates of issues.
- The board bases its decisions upon all available facts in each situation.
- Board members avoid conflicts of interest and the perception of conflicts of interest.
- Board members may contribute single interest or their own professional perspectives to discussions, but always vote on behalf of the community as a whole.
- Once a decision is made, board members cease debate and uphold the decision of the board.
- The board maintains confidentiality of privileged information.
- The board works together in a spirit of harmony and cooperation.
- Through its behavior, the board has set a positive example for the System President and all other employees.
- The board actively encourages creativity and innovation.
- The board is willing to take a stand for what it believes is right for students and the community.
- The board understands the political implications of its actions.
- The board works to build positive relationships with all stakeholders.
- The board considers the political ramifications of its decisions.

Advocating the System

- Board members are knowledgeable about the System's history, mission, and values.
- The board recognizes positive accomplishments of the System.
- Board members actively support the mission and values of the System.
- Board members speak positively about the System in the community.
- Board members support the System by attending statewide events.
- The board plays a leadership role in the local community.
- Board members participate in community activities as representatives of the System.
- The board helps educate the local community about community college needs and issues.
- Board members are knowledgeable about state laws and regulations.
- Board members are knowledgeable about state and national educational policy issues.
- The board advocates System interests to state and national agencies and legislators.

- The board actively seeks political and civic support for the System.
- The board works to secure adequate public funding.
- The board actively supports the System's foundation and fundraising efforts.
- The board understands and protects the academic freedom of the faculty and administrators.
- The board supports the state and national community college trustee associations.

Board Education

- Candidates for the board are educated about board responsibilities and the System.
- New members receive an orientation to the board and the System.
- The board strives to become increasingly more effective.
- Board members are engaged in a continuous process of training and development.
- The board has an ongoing program of board development.
- Board members are knowledgeable about the roles and responsibilities of trusteeship.
- The board is knowledgeable about state and national laws and issues related to community colleges.
- The board is knowledgeable about major social and economic trends and issues that affect the institution.
- The board adequately studies issues prior to board action.
- The information provided to the board is appropriate and relevant.
- The information requested by and provided to board members does not put an undue burden on staff.
- Sufficient resources are allocated for board members to attend conferences.
- Board members are up-to-date on community colleges issues through reading and attendance at conferences.
- Board members devote time, thought, and study to the duties and responsibilities of a community college board member.
- The board periodically evaluates itself.
- The board self-evaluation process provides useful information on board performance.

Board Goals

One of the outcomes of a self-evaluation is the establishment of board goals for the following year. Therefore, the self-evaluation process may include a request that respondents to assess how well the goals set in the prior evaluation were achieved.

Open Ended Questions

A self-evaluation instrument may be designed with space for general comments under each item or at the end of each section of the form. Some general questions include:

What are the board's greatest strengths?

What are the major accomplishments of the board in the past year?

What are areas in which the board could improve?

As a trustee, I am most pleased about _____

As a trustee, I have concerns about _____

As a trustee, I would like to see the following changes in how the board operates: _____
I recommend that the board has the following goals for the coming year: _____

Colorado State Board for Community Colleges and Occupational Education

9101 E Lowry Boulevard
Denver, Colorado 80230
(303) 595-1552
FAX (303) 620-4043



Affirmation of Service

It is with the deepest sense of responsibility and conviction, as I assume my office as a member of the State Board for Community Colleges and Occupational Education, that I do solemnly affirm:

- That I understand my authority exists only when acting collectively with my fellow board members, and that our authority is derived from, and obliged to serve, the interests of the citizens of Colorado;
- That I will exemplify ethical behavior and conduct that is above reproach;
- That I will engage in an ongoing process of in-service education and continuous improvement;
- That I will be prepared to participate in open, honest, and civil deliberation with my colleagues, vote my conscience rather than to advance any special interests, and support the decisions and policy we make; and
- That I will honor the division of responsibility between the board and the System President and staff, and contribute to creating a spirit of true cooperation and a mutually supportive relationship.

State Board Members

Patricia Erjavec

Chair

Tamra Ward

Vice Chair

Stephen Chapman

Jerry L. Heimlicher

Barbara McKellar

Jeannie Reeser

Greg Romberg

Andy Wyatt

Christopher Jones

SSAC Representative

John Sallady

SFAC Representative

President

Joe D. May

Name

Date

Adapted from the Association of Community College Trustees website document entitled "Model Affirmation of Service"

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Printed on recycled stock ♻️

Colorado State Board for Community Colleges and Occupational Education

9101 E Lowry Boulevard
Denver, Colorado 80230
(303) 595-1552
FAX (303) 620-4043



SBCCOE STANDARDS OF GOOD PRACTICE

In support of effective community college governance, the Board believes:

- That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- That it must clearly define and articulate its role;
- That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with the System President;
- That it always strives to differentiate between external and internal processes in the exercise of its authority;
- That its members should engage in a regular and ongoing process of in-service training and continuous improvement;
- That its members come to each meeting prepared and ready to debate issues fully and openly;
- That its members vote their conscience and support the decision or policy made;
- That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
- That it endeavors to remain always accountable to the community;
- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

State Board Members

Patricia Erjavec
Board Chair
Tamra Ward
Vice Chair
Stephen Chapman
Jerry L. Heimlicher
Barbara McKellar
Jeannie Reeser
Greg Romberg
Andy Wyatt

Christopher Jones
SSAC Representative
John Salladay
SFAC Representative

President
Joe D. May

I agree that these statements represent the standards to which our Board shall aspire and uphold.

Name

Date

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

Confidentiality Statement

I, _____, a member of the Colorado State Board for Community Colleges and Occupational Education, acknowledge that in the course of my service on the State Board I may have access to information that is confidential under the Colorado Open Records Act and/or Federal law.

This information may include but is not limited to medical, mental health, sociological, or scholastic achievement data on individual persons; personnel files; privileged information; confidential commercial information; records of sexual harassment complaints or investigations; records submitted by or on behalf of an applicant or candidate for an executive position who is not a finalist; information regarding litigation or threatened litigation against the State Board that is communicated by the State Board's attorney in executive session; or other confidential information discussed in executive sessions of the State Board.

I agree that I will not disclose to unauthorized third parties any such information that I acquire in the course of my membership on the State Board.

SBCCOE Member

Date

**Policy and Procedures for the Annual Evaluation of the System President
of the Colorado Community College System**

March 12, 2003

Table of Contents

1. Introduction
2. Policy of “Conditions of Employment for System President of the State Board for Community Colleges and Occupational Education (SBCCOE).”
3. Procedures for the “Evaluation Process of the SBCCOE System President.”
4. External Consultant
5. Scope of Work
6. Estimated Costs
7. Sample Interview Questions

Introduction

Performance Assessments are critical ingredients of strong, healthy governance. Properly planned and conducted, they can strengthen relationships, build trust, and improve individual and organizational effectiveness. “The pressure for boards and chief executives to be more accountable, conscientious, and ‘transparent’ continues to mount from internal and external sources.” *From Presidential and Board Assessment in Higher Education.*”

Seven Principles of Effective Reviews

The State Board for Community Colleges and Occupational Education is guided by seven principles of effective reviews. This board believes that the best reviews will:

1. Help the system president and governing board strengthen their performance and the quality of their relationship;
2. Protect and strengthen the integrity of the presidency and the board;
3. Occur as a matter of policy at periodic intervals or at other times deemed appropriate by the board and system president;
4. Serve as one component of good communication and informal evaluation, but does not substitute for them;
5. Be conducted by qualified and experienced independent third parties (jointly selected by board leaders and the system president from a cadre of experienced higher education, community and legislative leaders);
6. Present to the system president and the board, through credible and constructive constituent involvement, the broader context of how others judge their performance and relationship, and;
7. Strengthen an already health institution, board and system president.

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

CONDITIONS OF EMPLOYMENT FOR SYSTEM PRESIDENT

BP 3-16

APPROVED: March 12, 2003
EFFECTIVE: March 12, 2003

REFERENCES:
C.R.S. 23-60-101, et seq.; State Fiscal Rules

ISSUED BY:

Patricia A. Erjavec, Board Chair

Policy Statement

The System President shall be provided with an employment contract subject to the conditions of this policy.

Scope

This policy applies to the System President.

Term of Contract

The term of the System President's initial contract of employment shall be for two years. The term for subsequent contracts shall be three years. With the concurrence of the System President, different terms may be approved by the Board if there are extenuating circumstances. The salary may be adjusted annually during the term of the contract at the discretion of the Board.

Job Description

The System President's contract shall include a job description of the assigned duties and responsibilities of the position.

Nonrenewal

The Board may decline to renew the contract of the System President. In such case the Board Chair shall give notice of nonrenewal.

Contract Termination

The initial and the subsequent contracts of the System President can be terminated during the term of the contract by:

1. Resignation
2. Retirement
3. Non-appropriation (as required by C.R.S. 24-19-104 (1.5)(a))
4. No-fault separation
5. For cause at any time. Cause shall be defined as: violation of laws, conviction of a felony or acceptance of a guilty plea or a plea of *nolo contendere* to a felony; failure to fulfill the provisions of the employment contract; moral turpitude; or mental or physical disability after reasonable accommodation which substantially interferes with the person's ability to perform the essential functions of the job. If termination for cause is recommended during the term of the contract, the System President is entitled to notice and the opportunity to be heard prior to such termination.

If System President is terminated for cause, no payments shall be owed or paid except for compensation that was earned prior to termination pro-rated to the date of termination.

Evaluation

Annual Review: The Board shall review the System President's performance each year. This review may include, but is not limited to, evaluation of the System President's progress toward achieving goals and adjustment of said goals, if appropriate.

End of Term Evaluation: The Board shall evaluate the System President's performance during the last year of the contract term based on the following criteria:

1. Educational leadership
2. Administrative management
3. Achievement of System goals, objectives, and initiatives
4. Community, business and industry, K-12, and 4 yr. colleges/universities relationships/partnerships
5. Leadership skills

The evaluation shall also include feedback/input from a sample of the community, selected community leaders, business and education CEO's, and public officials.

Health Benefits

The System President is provided those health and welfare benefits that are provided to Administrators in the Board's policy on employee benefits.

Compensation

1. Salary
 - A. The System President's base salary shall be set by the Board.
 - B. The System President will be eligible for:
 - Annual performance-based increases that shall be base-building.
 - Annual non-base building performance bonus of up to 15% of base salary to recognize exemplary accomplishments/service that

add value to the System and which are above and beyond job expectations.

2. Commercial liability insurance will be provided for the System President.

Leave

The System President is eligible for annual leave, sick leave, bereavement leave, paid holidays, jury leave, and military training leave as provided for Administrators in the Board's policy on employee benefits.

In addition, the Board may grant the System President paid leave to provide professional services to individuals or to non-state institutions or agencies. If the System President receives compensation for such services, the compensation may be retained by the System President provided that:

- 1) the professional activity is not in conflict with and contributes to the overall image and professional stature of the System, and to the professional development of the System President;
- 2) the total compensation retained during any fiscal year does not exceed one-tenth (1/10) of the System President's annual salary; and
- 3) the System President's absence will not be detrimental to the growth, development, and stability of the System.

The Board may grant the System President leaves of absence with or without pay for up to one month under such terms and conditions as the Board may specify.

Process of Evaluation for SBCCOE System President

1. The System President and Board agree upon one-year and two-year, *subsequently one-year and three-year* (annually revised and updated) goals, priorities, and strategic initiatives for the Community College System with related expectation of the System President. The Board will gather information related to the System President's evaluation through a combination of the following processes:
 - Self-Assessment
 - Achievement of Goals and Objectives
 - Individual interviews of System college presidents, System Office vice presidents, members of the general assembly, CCHE staff, selected community, business and industry leaders, selected K-12 administrators and all members of the Board.
2. Agreement also reached regarding indicators and measures for each goal and implementing each strategic initiative.
3. Agreement reached regarding priorities for System President for subsequent year.
4. Agreement reached regarding areas of System President's management/administrative/leadership style and performance needing improvement.
5. Agreement reached regarding areas of System President's management/administrative/leadership style and performance, which are outstanding and are to be maintained at that level.
6. Document during the year progress/problems/issues related to numbers 1-5 above.

External Consultant – Scope of Work

Meet with the Board to discuss expectations and procedures.

Meet with System President and select individuals to be interviewed.

Conduct individual interviews with the following individuals/constituent groups

- Three System College Presidents (to be rotated on an annual basis)
- System Office Vice-Presidents
- One member of the House of Representatives
- One member of the Senate
- Director of Colorado Commission on Higher Education
- Three Community Leaders
- Three Business and Industry Leaders
- One K-12 Administrator or Member of the Board of Education
- All Board members of SBCCOE

Deliver Consultant's Written Findings/Report – At the conclusion of the individual interviews, the external consultant will develop a written report to the Board outlining the results/findings. The report will include the following:

- A brief description of the individual interviewed, the number interviewed and the procedure/process utilized to conduct the interviews.
- A summary of the findings as a result of the individuals interviewed. This should be in narrative form and should provide sufficient detail to ensure an accurate reflection of the responses from those interviewed.
- A brief description of relevant strengths of the System President based on the findings/results of the individual interviewed as well as those areas needing strengthening or improvement.

Estimated Cost

The cost to conduct the individual interviews and the written report will depend:

- The number of individuals interviewed (18-30)
- Consultants daily rate (\$500 - \$800 per day)

It is estimated that the cost of this project will be \$6,000 - \$12,000

Sample Interview Questions

To what extent does this System President exhibit the following characteristics?

- Enthusiasm/energy
- Forward-looking/pro-active
- Empowering
- Collaborative
- Strategic
- Honesty/Integrity
- Fair-minded
- Inspires loyalty/Trust

How effective is he/she in providing educational leadership for the System?

How effective is he/she in providing sound fiscal management/resource allocation?

How effective is he/she in managing Human Resources?

How would you rate his/her communication skills?

How would you rate his/her interpersonal skills?

Is he/she effective in communicating a vision for the System?

Does he/she promote and value diversity?

Is this person effective in developing leadership skills of senior staff?

Does this individual represent the System in a positive manner to its various publics and constituencies?

Does this individual provide the leadership to assure that program offerings are responsive to community and labor market needs?

How effective is he/she in developing/strengthening relationships with K-12 and 4-year colleges and universities?

How effective is this individual in developing alliances/partnerships with business and industry leaders?

How effective is this individual in the decision-making process? Does he/she have the ability/willingness to make difficult decisions?

What is this individual's strength?

What are areas in need of improvement?

How effective is this individual in advocacy/working relationships with the General Assembly?

How effective is this individual in advocacy/working relationships with the CCHE staff?

How effective is this individual in advocacy/working relationships with the Executive Branch of Government?

Do you have any other comments to make in regard to this individual's effectiveness and/or overall performance as the System President for CCCS?

*State Board
for Community Colleges
and Occupational Education*



**2005 - 2006 State Board Meeting Schedule
(Second Wednesday of the Month – 8:30-2:00)**

Event	Date	Meeting Location
Board Meeting	July 27, 2005 – Special Session	System Office, Lowry
Board Meeting	<i>August 2005</i>	<i>No Board Meeting</i>
Board Meeting	September 14, 2005 Wednesday	Community College of Aurora
Board Meeting	<i>October 13 & 14, 2005</i>	<i>Board Meeting replaced by Campus Tours</i>
Board Meeting	November 9, 2005 Wednesday	System Office, Lowry
Board Meeting	December 14, 2005 Wednesday	Front Range Community College
Board Meeting	<i>January 2006</i>	<i>No Board Meeting</i>
Board Meeting	February 8, 2006 Wednesday	System Office, Lowry
Board Meeting	March 8, 2006 Wednesday	Community College of Denver
Board Meeting	April 12, 2006 Wednesday	Arapahoe Community College
Board Meeting	May 10, 2006 Wednesday	System Office, Lowry
Board Meeting	June 14, 2006 Wednesday	System Office, Lowry

Board Work and Event Calendar 2003-2004

<p>July</p> <p>No Meeting</p>	<p>August</p> <p>Board Meeting August 13 System Office, Lowry</p> <p>August 23 – VIP BBQ, Pueblo</p> <p>Business:</p> <p>Strategic Planning Session</p>	<p>September</p> <p>Board Meeting September 10 Trinidad State Junior College</p> <p>September 17-20: ACCT Convention Denver, CO</p> <p>Business:</p> <p>Establish Legislative Agenda Conditional Program Approvals</p>
<p>October</p> <p>No Regular Board Meeting</p> <p>State-Wide Legislative Workshop, TBD Denver</p> <p>Business</p> <p>Front Range Interviews Quarterly Review of System President Legal Briefing</p>	<p>November</p> <p>Board Meeting November 12 Front Range Community College</p> <p>Business:</p> <p>Student Organizations Recognitions CVA Distribution Academic Master Plans Technology Plans</p>	<p>December</p> <p>Board Meeting December 10 System Office, Lowry</p> <p>Business:</p> <p>CCHE Programs of Excellence QIS Peter Angstadt Evaluation</p>
<p>January</p> <p>No Regular Board Meeting</p> <p>Stock Show Reception National Western Stock Show TBD Denver</p> <p>Business:</p> <p>Quarterly Review of System President</p>	<p>February</p> <p>Board Meeting February 11 Arapahoe Community College</p> <p>Business:</p> <p>Faculty of the Year Recognitions</p>	<p>March</p> <p>Board Meeting March 10 CCD- Auraria Campus</p> <p>Business:</p> <p>PTK Luncheon Tech Prep Grant Approvals Student Fees</p>
<p>April</p> <p>Board Meeting April 14 System Office, Lowry</p> <p>Business:</p> <p>Tuition Setting FY 2005 Capitol Construction Requests Bert Glandon's Evaluation Legal Briefing</p>	<p>May</p> <p>Board Meeting May 12 Pueblo Community College</p> <p>Business:</p> <p>FY 2004 Budget Allocations Exempt Compensation Election of Officers Eric Reno's Evaluation</p>	<p>June</p> <p>Board Meeting June 9 System Office, Lowry</p> <p>Business:</p> <p>Report on Presidents' Evaluations and Contracts Capitol Construction Priorities Perkins Basic Grant Allocation Budget Request Priorities Annual Planning Session</p>

Note: There will be other fiscally related business that occurs on a non-scheduled basis.

Other Regular Meetings: SFAC, first Friday of every month, except summers and January
SBCCOE Audit Committee – As Scheduled
AHEC, Third Wednesday of every month, 7:30 to 9:00 a.m.

STATE OF COLORADO TRAVEL REIMBURSEMENT EXPENSE FORM

DIRECTIONS

(Instruction number corresponds with number for each area on sample form)

(NOTE: This form is also available on the CCCS website <http://www.cccs.edu/Docs/AdminFin/Travel.xls> OR www.cccs.edu under “Staff and Administrators” – “Forms” – “Travel Reimbursement Form” – Form can be completed online – also using the following instructions – and then printed)

1. **MONTH/YEAR** - Indicate the Month & Year expenses were incurred.
2. **DATES** - Indicate date (Month/Day) of travel.
3. **FROM** - Indicate point of origin (i.e., what city/town you traveled from)
4. **TO** - Indicate destination (i.e., what city/town you traveled to)
5. **TIME DEPART** - Indicate departure time from your point of origin (**this must be indicated so that Fiscal can determine eligibility of meal reimbursement(s)**).
6. **TIME RETURN** - Indicate time returned – time you left destination to return to point of origin or next destination. (**this must be indicated so that Fiscal can determine eligibility of meal reimbursement(s)**).

NOTE: In the event that you did not return to your point of origin on the same date you left, indicate information for return trip on next line and complete #2-13 for each.

In the event of multiple trips, please complete #2-13 for each)

7. **NO. MILES** - Indicate the number of miles round trip from your point of origin to your destination.

NOTE: In the event that you did not return to your point of origin on the same date you left, indicate information for return trip on next line and include number of miles from destination to point of origin)

8. **.28 PER MILE TOTAL** - Multiply the number of miles indicated on #7 by .28 (State allowable mileage amount) and indicate the total.
9. **BREAKFAST** - If you left your point of origin at **5:00 a.m., or earlier**, indicate expense incurred for breakfast. **Note: This rule applies only to the date you leave your point of origin.** If you stay overnight at your destination you are allowed a breakfast expense for each day of your stay and on the day you leave.
10. **LUNCH** - Indicate expense incurred for lunch while traveling to/from point of origin or during stay at destination.

NOTE: If lunch is served at a meeting you attend (e.g. Board meeting, committee meeting) you will not be eligible for reimbursement if you choose not to partake and to go elsewhere; however, consideration will be given for special circumstances (e.g. you must attend a meeting elsewhere during the time lunch is served, dietary restrictions, etc.)

11. **DINNER** - Indicate expense incurred for dinner while traveling to/from point of origin or during stay at destination.

NOTE: If a meal expense exceeds the allowable per diem, you will be reimbursed up to the per diem amount.

NOTE: If you order room service (meals) you must obtain a receipt for those meals and attach them to the expense reimbursement form.

12. **LODGE** - If you make your own lodging arrangements, indicate expense incurred. **Remember to attach your receipt(s)!**
13. **TOTAL REIM. ITEMS** - Indicate the total of all expenses (**do this for each row horizontally**).
14. **TOTALS** - Indicate the total of all expenses (**do this for each row vertically**).
15. **MISCELLANEOUS EXPENSES** - Indicate any miscellaneous expenses: Copies, tips that were not included in meal expenses, faxes, **business** phone calls, **personal** phone calls (per diem for personal calls is **\$1.00/day**), shuttle, taxis, and parking. **Remember to attach your receipt(s)!**

PLEASE do not charge in-room movies to your room unless you will be paying for them personally upon check-out – **Movies are not a covered expense.**

16. **MISCELLANEOUS** - Indicate the total of Miscellaneous expenses.
17. **LESS PREPAID EXP.** - Deduct any Prepaid Expenses (e.g., monies given to you prior to travel to cover expenses – this is a rare occurrence and usually does not apply to Board members).
18. **TOTAL** - Indicate the total of all expenses less deductions.
19. **PURPOSE OF TRIP:** Indicate the reason for travel (e.g. Board meeting, committee meeting, etc.)
20. **PERSONS AND AGENCIES CONTACTED** - If travel was for an event other than a Board meeting or committee meeting, indicate persons/agencies involved.
21. **PAYEE'S SIGNATURE** - Sign your name.
22. **SOCIAL SECURITY NUMBER** - Optional
23. **NAME** - Please **PRINT** your name here. **ADDRESS** - is optional **unless you want your check mailed to an address other than your home or business.**

COLORADO COMMUNITY COLLEGE SYSTEM

9101 East Lowry Blvd., Denver, CO 80230-6011, Main # **(303) 620-4000**

FAX Numbers: President's Office (303) 620-4043, Finance (303) 620-4042, Legal Affairs (303) 620-4030,
Education Ser. (303) 534-4832 and Prof. Dev. & Distance Ed (720) 858-3146,
System Advancement (720) 858-3030, Information Technologies (303) 363-8239

Authorized Per Diem Meal Reimbursement Rates - - Effective July 1, 2003

PER DIEM RATE	BASE	<i>IN-STATE</i> HIGH COST AREAS				
Breakfast	\$6.50	\$7.50	\$8.50	\$9.50	\$9.50	\$10.50
Lunch	\$7.00	\$8.00	\$9.00	\$10.00	\$12.00	\$12.50
Dinner	\$16.50	\$18.50	\$20.50	\$22.50	\$24.50	\$27.00
<i>Daily Total</i>	\$30.00 ↓	\$34.00 ↓	\$38.00 ↓	\$42.00 ↓	\$46.00 ↓	\$50.00 ↓
Alamosa (<i>Alamosa</i>) Blackhawk (<i>Gilpin</i>) Craig (<i>Moffat</i>) Delta (<i>Delta</i>) Fort Morgan (<i>Morgan</i>) Greeley (<i>Weld</i>) Kremmling (<i>Grand</i>) Las Animas (<i>Bent</i>) La Junta (<i>Otero</i>) Lamar (<i>Prowers</i>) Longmont (<i>Boulder</i>) Pagosa Springs (<i>Archuleta</i>) Rocky Ford (<i>Otero</i>) Sterling (<i>Logan</i>)	Glenwood Springs (<i>Garfield</i>) Loveland (<i>Larimer</i>) Trinidad (<i>Las Animas</i>) Grand Junction (<i>Mesa</i>) Cortez (<i>Montezuma</i>)	Gunnison (<i>Gunnison</i>) Jefferson County (<i>Jefferson</i>) Fort Collins (<i>Larimer</i>) Montrose (<i>Montrose</i>) Pueblo (<i>Pueblo</i>)	Colorado Springs (<i>El Paso</i>) Durango (<i>La Plata</i>) Steamboat Sprs. (<i>Routt</i>) Keystone/Silverthorne, Breckenridge (<i>Summit</i>)	Boulder (<i>Boulder</i>) Denver (<i>Denver, Adams & Arapahoe Counties, that portion of Westminster located in Jeff. Co. & Lone Tree in Douglas Co</i>) (<i>Denver</i>) Crested Butte (<i>Gunnison</i>) Aspen (<i>Pitkin</i>) Vail (<i>Eagle</i>) Telluride (<i>San Miguel</i>)	<i>None in Colorado</i>	

(Over)

***Authorized Per Diem Meal Reimbursement Rates for -
OUT-OF-STATE***

SOME MAIN CITY LISTINGS FOR AUTHORIZED PER DIEM MEAL REIMBURSEMENT RATES FOR OUT-OF-STATE						
	BASE	HIGH COST AREAS				
Breakfast	\$6.50	\$7.50	\$8.50	\$9.50	\$9.50	\$10.50
Lunch	\$7.00	\$8.00	\$9.00	\$10.00	\$12.00	\$12.50
Dinner	\$16.50	\$18.50	\$20.50	\$22.50	\$24.50	\$27.00
Daily Total	\$30.00 ↓	\$34.00 ↓	\$38.00 ↓	\$42.00 ↓	\$46.00 ↓	\$50.00 ↓
Long Beach, CA Santa Ana, CA Brunswick, GA Joliet, IL Cedar Rapids, IA Sioux City, IA Topeka, KS Rockville, MD Lansing, MI Lincoln, NE Scottsbuff, NE Asbury Park, NJ New Brunswick, NJ Sturgis, SD	Hot Sprgs, AR Pensacola, FL Des Moines, IA Aurora, IL Rockford, IL Lexington, KY Springfield, MO Scranton, PA Rapid City, SD Amarillo, TX El Paso, TX Tacoma, WA Cody, WY	Little Rock, AR Flagstaff, AZ New Haven, CT Dover, DE Wilmington, DE Columbus, GA Grand Rapids, MI W. Yellowstone, MT Wilmington, NC Hanover, NH Taos, NM Niagara Falls, NY Salt Lake City, UT Wheeling, WV	Birmingham, AL Montgomery, AL Tucson, AZ Oakland, CA Santa Monica, CA Bridgeport/Danbury, CT Hartford, CT Salisbury, CT Tampa/ St. Petersburg, FL Atlanta, GA Savanah, GA Boise, ID Ketchum/Sun Valley, ID Overland Park/Kansas City, KS Wichita, KS Louisville, KY Raton Rouge, LA Portland, ME Pontiac, MI Biloxi, MS Charlotte, NC Greensboro, NC Raleigh, NC Omaha, NE Albuquerque, NM Las Vegas, NV Buffalo, NY Akron, OH Oklahoma, OK Portland, OR Valley Forge, PA Charleston, SC Greenville, SC Austin, TX Fort Worth, TX Provo, UT Richmond, VA Williamsburg, VA Spokane, WA Madison, WI	Grand Canyon, AZ Phoenix, AZ Scottsdale, AZ Death Valley, CA Mammoth Lakes, CA Palm Springs, CA Sacramento, CA Yosemite Natl. Park, CA Fort Lauderdale, FL Key West, FL Miami, FL Orlando, FL Palm Beach, FL Indianapolis, IN New Orleans, LA Martha's Vineyard, MA Nantucket, MA Baltimore, MD Columbia, MD Ocean City, MD Rockport, ME Mackinac Island, MI Kansas City, MO Atlantic City, NJ Newark, NJ Princeton/Trenton, NJ Santa Fe, NM Stateline, NV Albany, NY Rochester, NY Staten Is., NY The Bronx/Brooklyn/ Queens, NY Cleveland, OH Pittsburgh, PA Newport, RI Providence, RI Memphis, TN Nashville, TN Dallas, TX Houston, TX San Antonio, TX Park City, UT Charlottesville, VA Wintergreen, VA Manchester, VT Milwaukee, WI Jackson, WY	Los Angeles, CA <i>(includes Orange and Ventura Counties; Edwards AFB)</i> San Diego, CA San Francisco, CA Sunnyvale/Palo Alto/San Jose, CA Washington, DC <i>(includes Alexandria, Falls Church, Fairfax and the counties of Arlington, Loudown, & Fairfax in VA; & the counties of Montgomery & Prince George's in Maryland)</i> Chicago, IL Boston, MA Cambridge, MA Detroit, MI Minneapolis/St. Paul, MN St. Louis, MO Manhattan, NY Cincinnati, OH Philadelphia, PA Seattle, WA	

Listed above are some of the main cities listings for out-of-state meal per diem. For all other cities see the new State Fiscal Rules Appendix A, Rule 5-1 (Travel). [State Fiscal Rules-Appendix A, Rule 5-1 \(Out-of-State\)](#)

STATE OF COLORADO FISCAL RULES

(The following has been excerpted from the State of Colorado Fiscal Rules [some information not pertaining to Board Members has been omitted and the format may have been changed to indicate only those Rules pertinent to completing a Travel Expense Reimbursement Form])

NOTE: Wording enclosed in “[]” indicates changes or information by the individual “authoring” this document.

RULE:

Travel charged to the state, regardless of the funding source, shall be for the benefit of the State and completed using the most economical means available which will satisfactorily accomplish the State’s business.

The traveler shall determine those Expenses Incurred for the Benefit of the State and request reimbursement for only those expenses. The Approving Authority shall review the expenses claimed by the traveler and authorize reimbursement for only those expense incurred for the benefit of the State.

TRAVEL REIMBURSEMENTS:

Upon completion of travel, a travel reimbursement voucher [Travel Expense Reimbursement Form] must be filed to obtain reimbursement for approved travel expenses. The travel reimbursement voucher shall contain a statement as to the purpose of the travel.

Lodging, meals, and other reimbursable travel expenses shall only be reimbursed for the period of time necessary for the traveler to accomplish the State business. When a traveler uses an alternate method of transportation, which is authorized by the Approving Authority, any additional time required to complete the State business shall be charged to approved leave.

Reimbursable Travel Expenses:

Lodging:

Employees authorized to travel shall be reimbursed the actual cost of reasonable accommodations [if payment is made out-of-of pocket of the employee]. Employees may be required to use approved or designated lodging facilities in certain areas to assist the State Agency in controlling travel cost. [Lodging arrangements for Board members are made by the System President’s office – however, Board members may make their own arrangements at the place of lodging of their choice, if they choose – keeping in mind that reimbursement will be for no more than what is allowable by the State Fiscal Rules]. Reimbursement shall be limited to the

cost of commercial lodging. **Receipts for lodging shall be obtained and submitted with the travel expense voucher [Travel Expense Reimbursement Form].**

Meals:

Employees authorized to travel shall be reimbursed for the cost of meals, including tax, tip and other incidental expenses at the per diem rates established by the State Controller in Appendices A, B, and C to this Chapter of the State Fiscal Rules. These rates will closely follow the per diem rates established by the federal government for their employees and be published periodically by the State Controller. The authorized per diem reimbursement rate may be claimed for each meal the traveler would normally have eaten while in travel status.

Under no circumstances shall an employee claim more than the established per diem rate, however, an employee may claim the actual cost paid for a meal if the actual cost is less than the per diem reimbursement rate.

Transportation:

Travel by commercial airline, railroad, bus, taxicab; State-owned, leased, or personally owned automobile or airplane; or any other means of conveyance.

Employees authorized to travel shall be reimbursed only for the cost equivalent of the most cost beneficial method of transportation available which will satisfactorily accomplish the State business.

If travel includes commercial transportation and the travel tickets were purchased by the State for the traveler, ticket receipts need not be submitted with the travel voucher [Travel Expense Reimbursement Form]. **If, however, the travel tickets were purchased by the traveler, a receipt shall be submitted with the travel voucher [Travel Expense Reimbursement Form].**

In addition to lodging, meals, and transportation, the following actual expenses incurred as a necessary part of approved travel may be reimbursed.

- A. Reasonable tips paid by the traveler for bellhops, porters, maids, and ground transportation. Tips paid in conjunction with meals are included in the meal allowance and cannot be claimed separately.
- B. Commercial transportation expenses paid by the traveler. A receipt shall be required for each individual ride in a commercial vehicle, if over \$25.
- C. [Omitted]
- D. Parking fees paid by the traveler. **A receipt shall be required for any single fee over \$25.**
- E. [Omitted]

- F. Rental car costs paid by the traveler. **A receipt is required for all fees paid.** [Note: Traveler may only request reimbursement for mileage **OR** cost of the rental car - **not both**].
- G. Telephone, fax, and other similar charges paid by the traveler for official State business. **A receipt shall be required for any single charge over \$25.**
- H. Toll road charges paid by the traveler.
- I. [Omitted]
- J. The actual cost of one **personal** telephone call, **not to exceed one dollar for each full day of travel.**

Non-Reimbursable Travel Expenses:

- A. Alcoholic beverages purchased by the traveler.
- B. Entertainment expenses paid by the traveler.
- C. Personal expenses incurred during travel which are primarily for the benefit of the traveler and not directly related to the official purpose of the travel. **Examples include the purchase of personal hygiene items, magazines, snacks, movie rentals, and other miscellaneous items.**
- D. [Omitted]
- E. [Omitted]
- F. The cost of traffic fines and traffic tickets.

EXCEPTIONS TO RULE:

Allowances for Members of Statutory Boards or Commissions

Board and commission members shall be paid in accordance with the statutory provisions establishing the board or commission. Board members may be reimbursed for actual and necessary expenses incurred in the performance of their duties. These actual and necessary expenditures should be reasonable under the circumstances and the board or commission member should be made aware that public funds are the source of the reimbursement.

Board or commission members may also be reimbursed for child care services. The chief executive officer, or delegate, of the State Agency shall determine the need for child care

reimbursement. Reimbursement shall not be made to a family member and **receipts shall be furnished with the reimbursement request.**

Allowances for Travel Not Solely for State Business:

In some instances the purpose of travel may not be solely for State business. It may be partially for official business and partially for personal or political reasons. In these instances, the individual involved shall make a reasonable allocation of the expenses. Where such an allocation is made, the travel reimbursement request shall contain sufficient documentation to indicate the allocation made and the basis for the allocation.

If a State employee obtains lower rates for lodging or transportation because travel is extended for personal or political reasons, these lower rates shall also apply to the business portion of the trip.

Allowances for Travel Paid Directly by a Non-State Entity:

In limited instances, State officials and employees may be invited to attend committee meetings, seminars, or conferences concerning official State business where their travel expenses are either paid directly by the sponsor or they are reimbursed by the sponsor. In such instances the employee may accept the invitation if the travel has been approved by their Approving Authority.

Allowances for Travel with Spouse, Relatives, or Friends:

The State shall not reimburse the cost of an employee's spouse or other person(s) accompanying the State employee on a business trip, unless specifically provided in this Fiscal Rule. Conversely, the State shall not receive any benefit from a lower travel fare resulting from the State employee's spouse, relative or friend accompanying the employee on a business trip.

Sufficient documentation of the cost of the official business portion of the trip shall be included with the travel reimbursement voucher.

Allowances for Travel Wholly Within a Single Day:

If travel is wholly within a single day, reimbursement for lunch shall not be allowed. If, however, an employee leaves home on official business prior to 5:00 a.m. and/or remains away from home after 8:00 p.m. and the official business requires the employee to extend the workday, the Approving Authority may allow a meal allowance for breakfast and/or dinner for the traveler.

Allowances for Travel by Privately Owned Automobile:

Reimbursement is allowed for **actual business mileage** traveled when using a privately owned vehicle for business purposes only when the use of the privately owned vehicle has been authorized by the Approving Authority. Employees shall normally be reimbursed at the mileage rate designated for two-wheel drive vehicles. Employees shall only be reimbursed at the mileage

rate designated for four-wheel drive vehicles when the use of four-wheel drive is necessary because of road, terrain or adverse weather conditions.

Colorado Revised Statute, 24-9-104(2), establishes the mileage rate to be used for reimbursement for official State travel.

PER DIEM RATES
(Effective October 1, 1999)

[NOTE: Per Diem Rates for Denver are generally used for Board Members]

BASE RATE AREAS		IN-STATE HIGH COST AREAS			
MEAL	PER DIEM RATE	PER DIEM RATE	PER DIEM RATE	PER DIEM RATE	PER DIEM RATE
Breakfast	\$6.50	\$7.50	\$8.50	\$9.50	\$9.50
Lunch	\$7.00	\$8.00	\$9.00	\$10.00	\$12.00
Dinner	\$16.50	\$18.50	\$20.50	\$22.50	\$24.50
DAILY TOTAL	\$30.00	\$34.00	\$38.00	\$42.00	\$46.00
Alamosa Delta (Delta) Black Hawk (Gilpin) Craig (Moffat) Fort Morgan (Morgan) Granby (Grand) Grand Junction (Mesa) Greeley (Weld) Kremmlong (Grand) La Junta (Otero) Lamar (Prowers) Las Animas (Bent) Longmont (Boulder) Loveland (Larimer) Pagosa Springs (Archuleta) Rangely Rocky Ford (Otero) Sterling (Logan) Trinidad (Las Animas) Winter Park (Grand)		Cortez (Montezuma) Estes Park (Larimer) Fort Collins (Larimer) Gunnison (Gunnison) Lakewood (Jefferson) Montrose (Montrose) Pueblo (Pueblo)	Aurora (Adams) Bennett (Adams) Breckenridge (Summit) Brighton (Adams) Byers (Arapahoe) Colorado Springs (El Paso) Commerce City (Adams) Deer Trail (Adams) Durango (La Plata) Englewood (Adams) Glenwood Springs (Garfield) Keystone/Silverthorne (Summit) Littleton (Adams) Steamboat Springs (Routt) Strasburg (Adams) Westminster (Adams)	Boulder (Boulder) Denver (Denver)	Aspen (Pitkin) Telluride (San Miguel) Vail (Eagle)



COLORADO COMMUNITY
COLLEGE SYSTEM

DIRECTORY FOR THE OFFICE OF THE PRESIDENT

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COLORADO COMMUNITY
COLLEGE SYSTEM

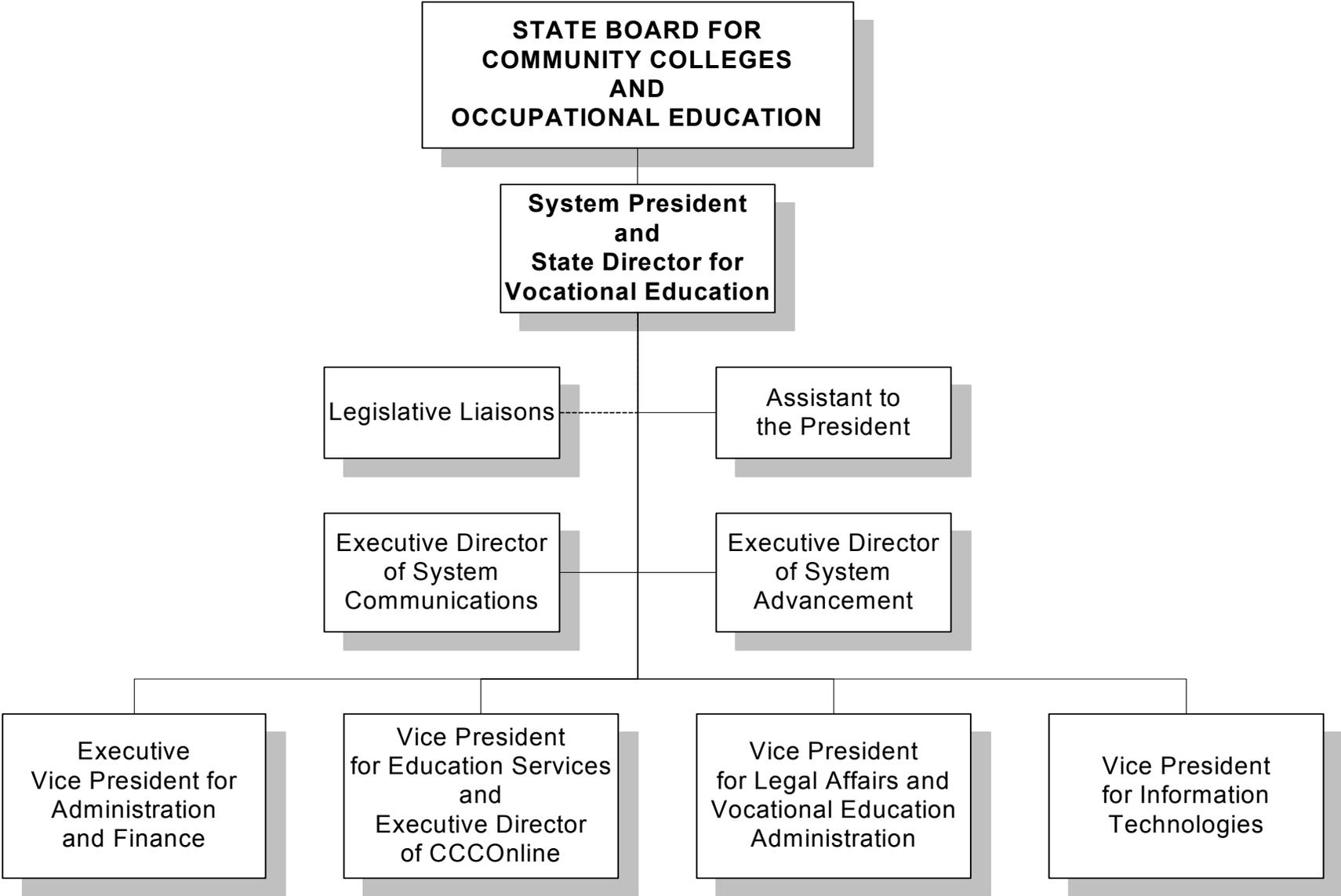
Senior Staff Directory

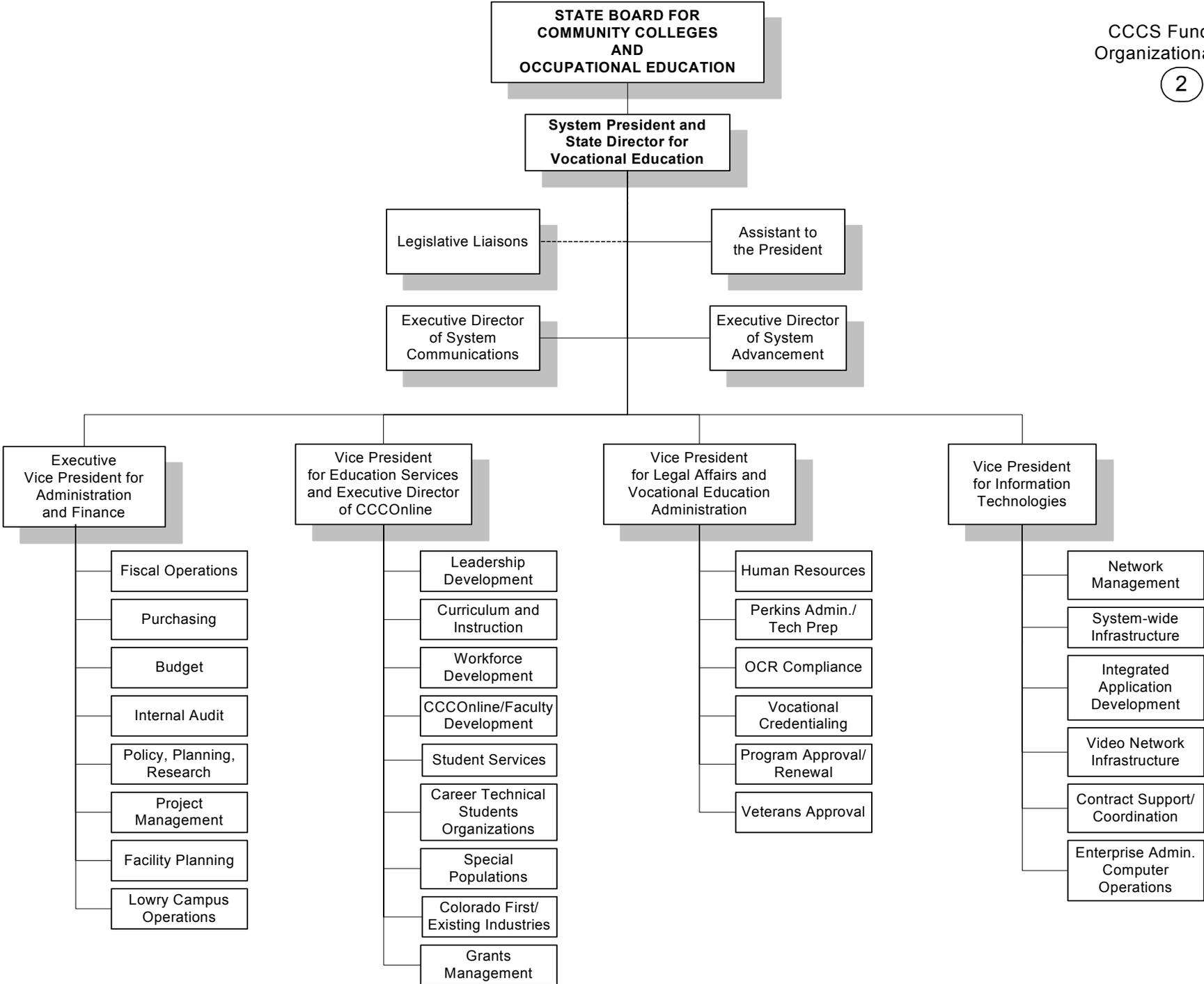
9101 East Lowry Boulevard, Denver, Colorado 80230-6011
President/Chief Operating Officer 303-595-1536 • Fax: 303-620-4042
www.cccs.edu

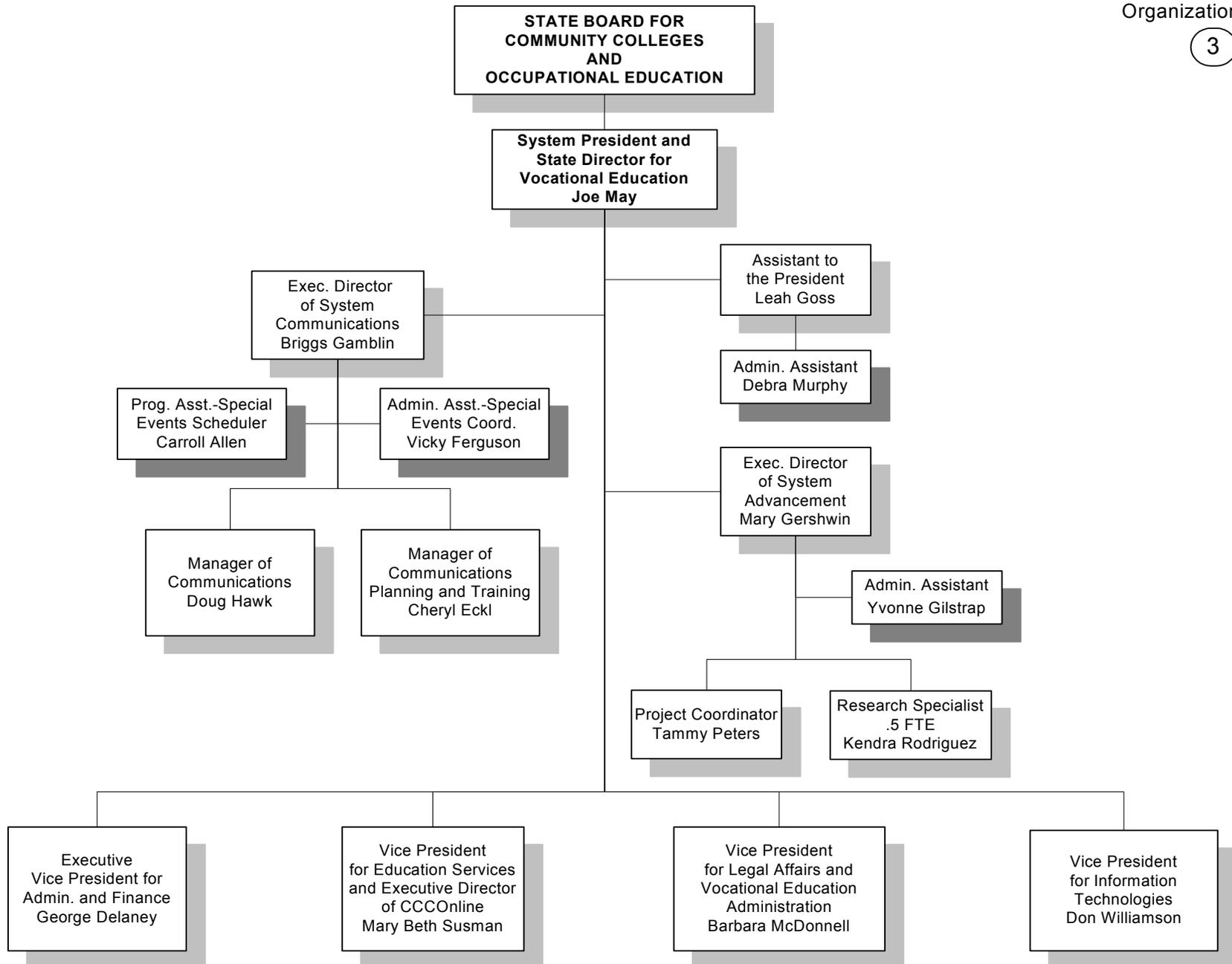
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Williamson, Don		

Vice President, Information Technologies.....Don.Williamson@cccs.edu 303-595-1511

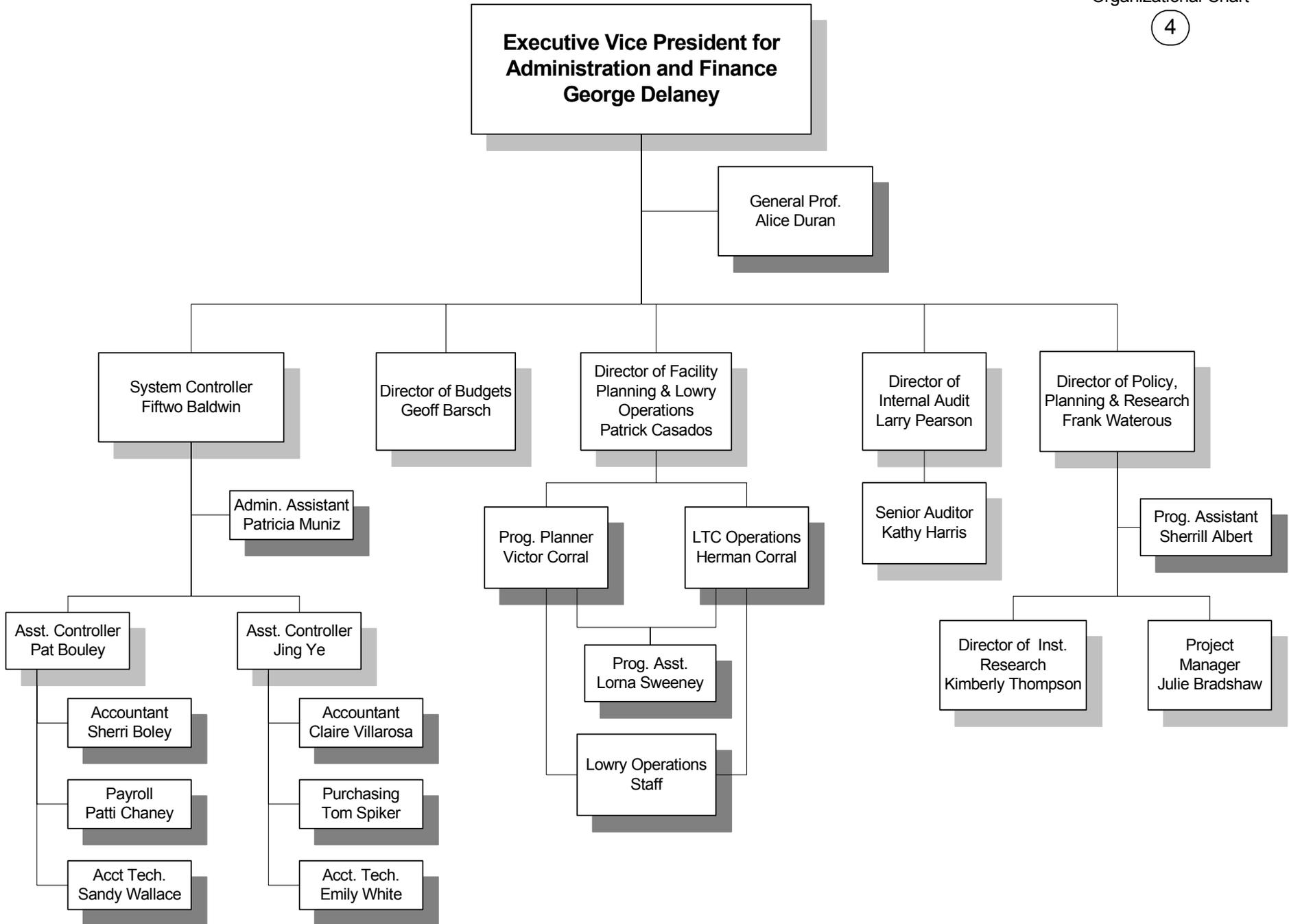
Colorado Community College System



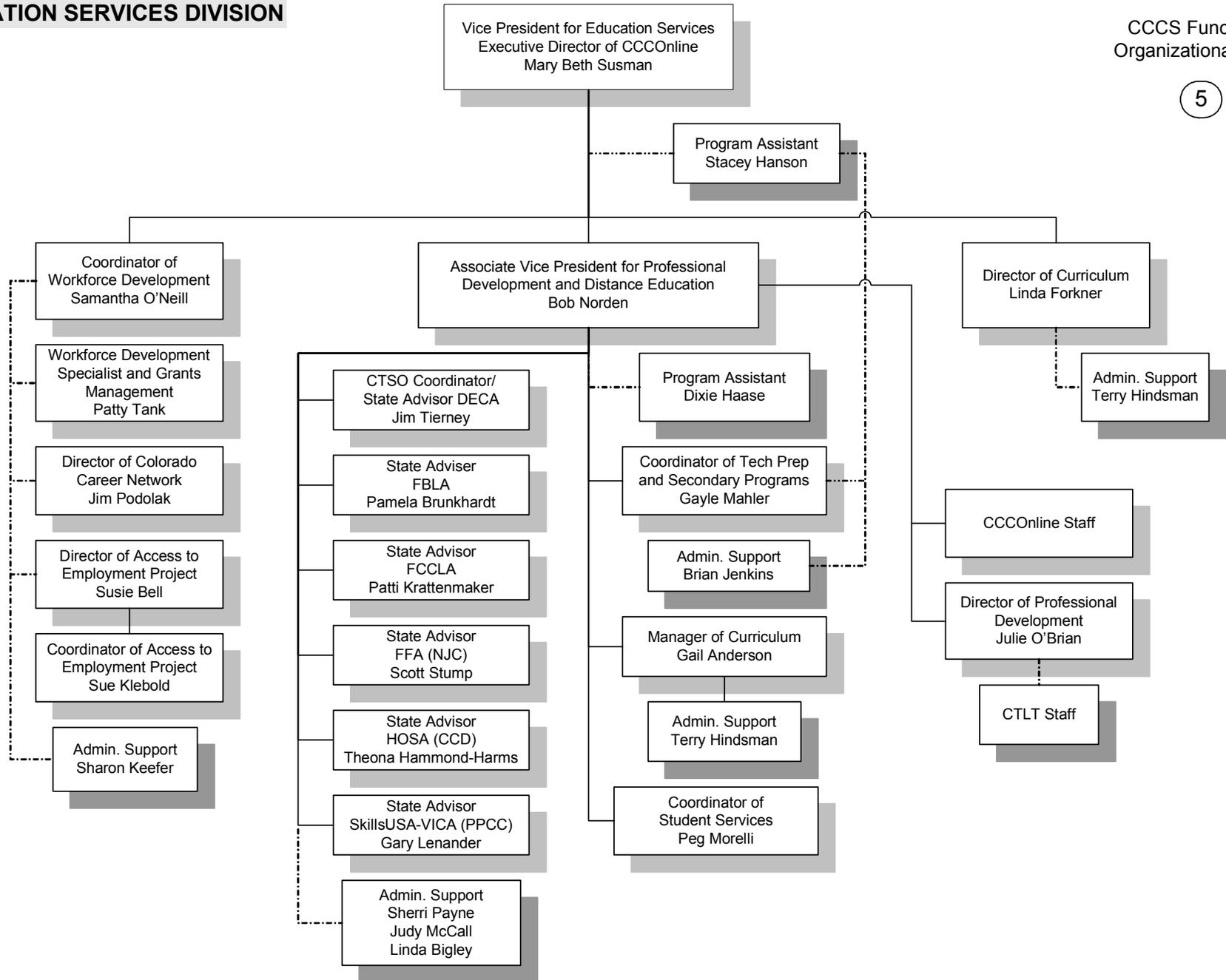


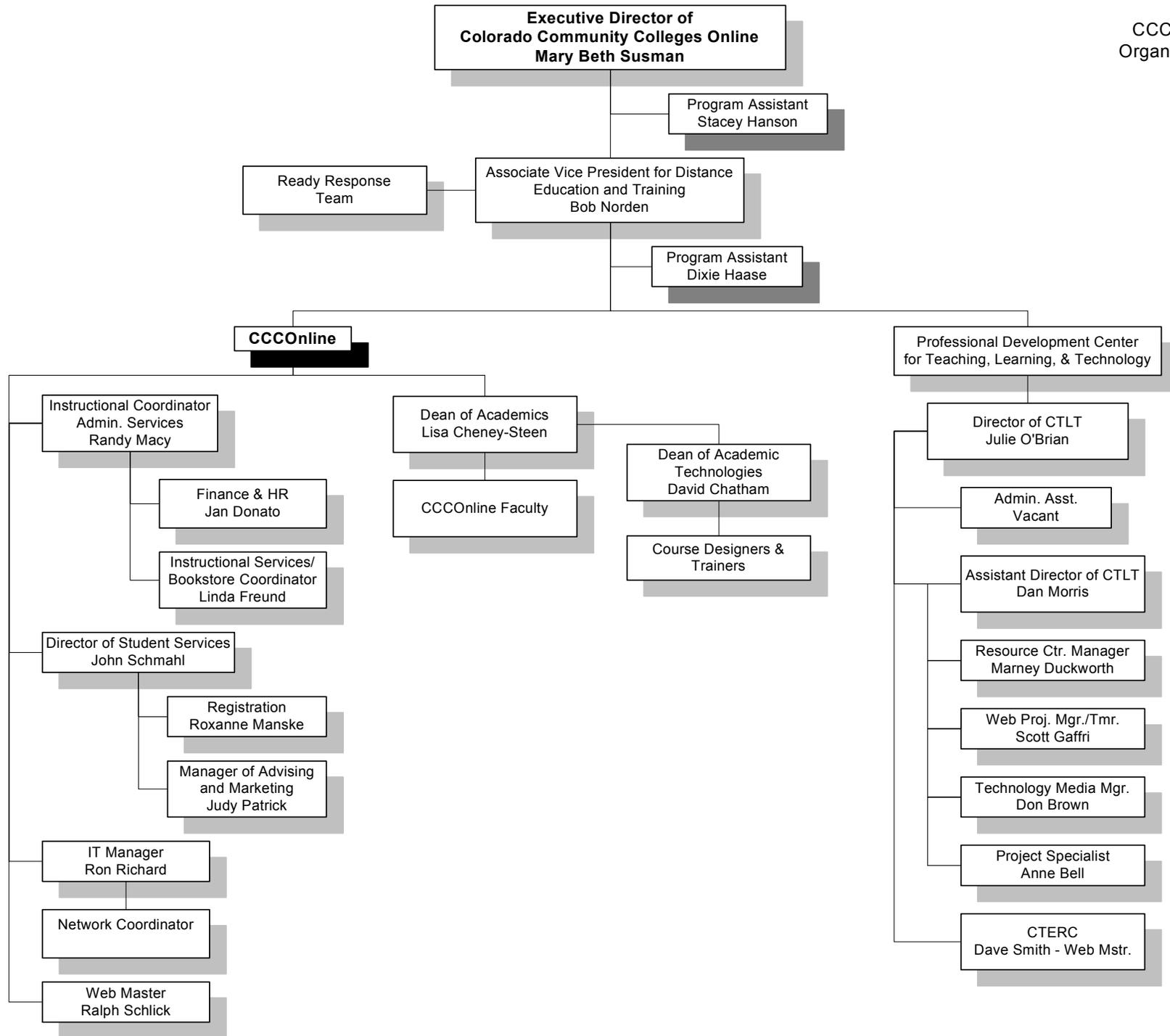


ADMINISTRATION AND FINANCE DIVISION



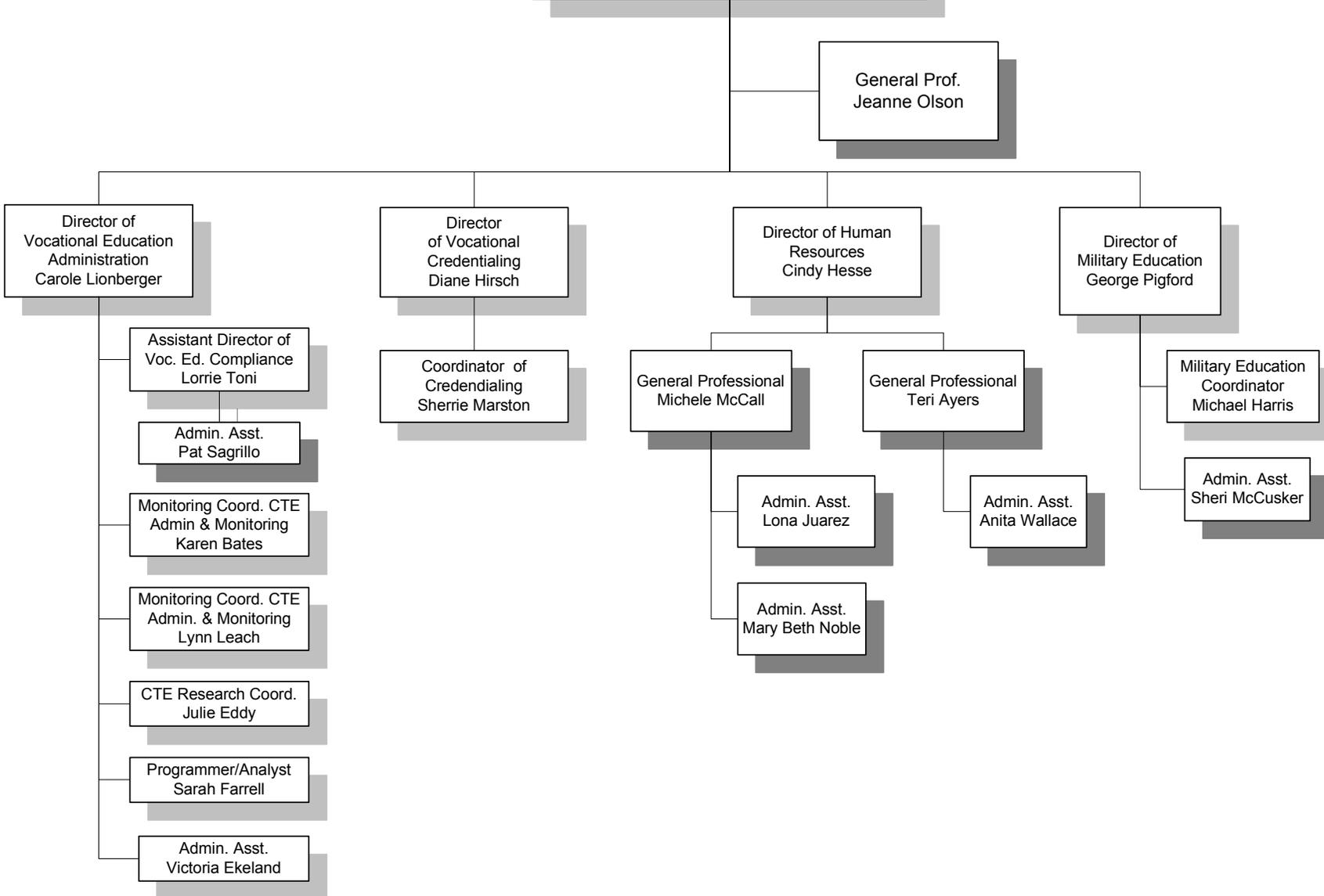
EDUCATION SERVICES DIVISION



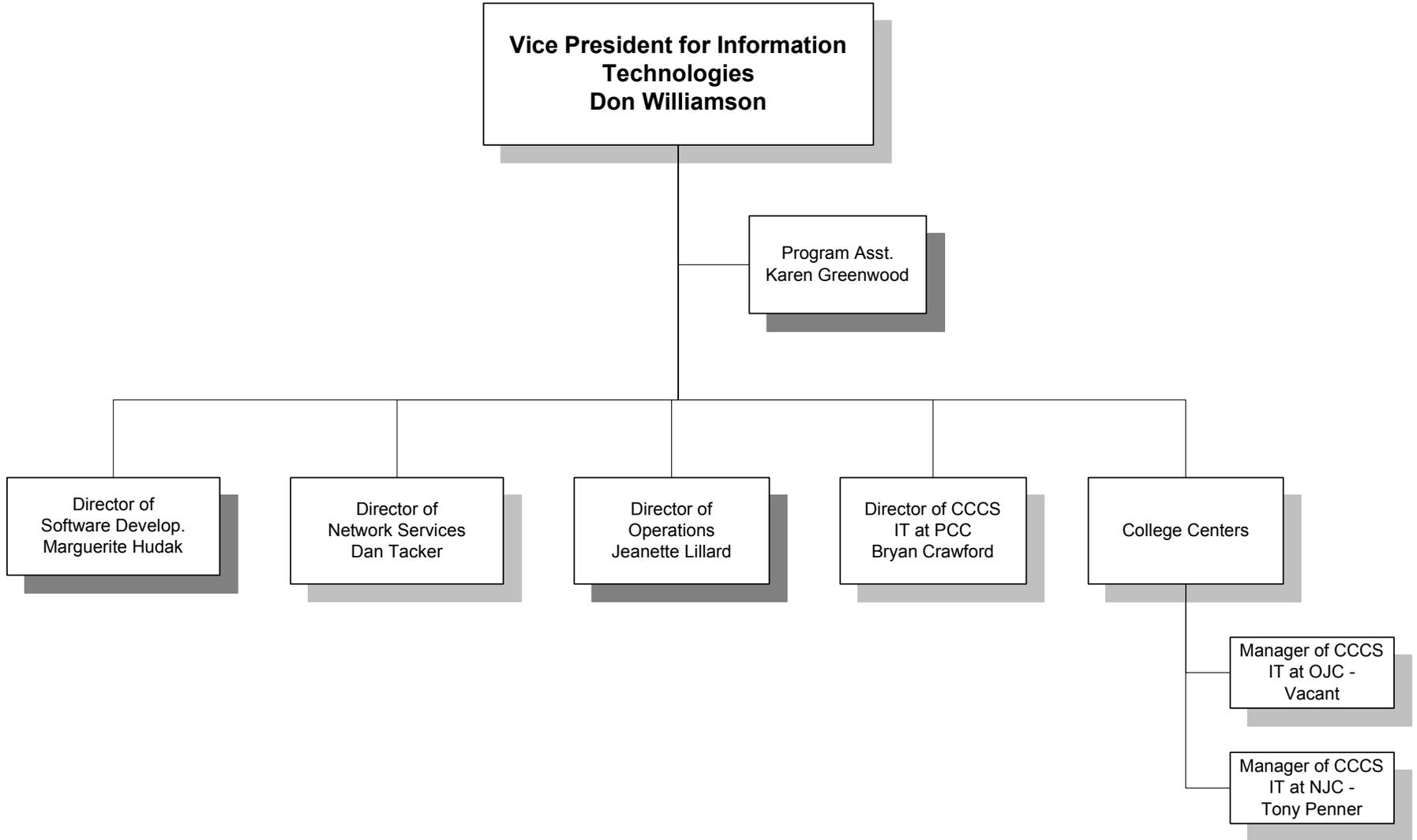


**LEGAL AFFAIRS AND VOCATIONAL
EDUCATION PROGRAM ADMINISTRATION**

**Vice President for Legal Affairs
and Vocational Education
Administration
Barbara McDonnell**



INFORMATION TECHNOLOGIES





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Updated 9/30/2003

Foreword

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Colorado Community College System

9101 E. Lowry Blvd.
Denver, CO 80230 / 303-620-4000

Student Enrollment Data

INSTITUTION	FY 2002 ACTUALS			FALL 2002 HEADCOUNT	FY 2002 Resident
	Resident	Nonresiden	TOTAL		
ACC	4,079.8	238.4	4,318.2	7,827.0	4,475.0
CCA	2,710.7	103.2	2,813.9	4,561.0	3,090.0
CNCC	796.3	76.0	872.3	1,210.0	832.2
CCD	3,924.6	263.6	4,188.2	7,183.0	4,800.0
FRCC	7,718.9	406.4	8,125.3	13,961.0	8,798.7
LCC	639.8	42.6	682.4	1,058.0	705.0
MCC	979.5	8.3	987.8	1,509.0	957.5
NJC	1,512.5	81.0	1,593.5	2,468.0	1,507.0
OJC	1,072.3	19.9	1,092.2	1,413.0	1,108.0
PPCC	5,507.2	172.4	5,679.6	8,574.0	6,141.9
PCC	3,492.3	57.6	3,549.9	4,639.0	3,787.1
RRCC	4,031.5	172.3	4,203.8	6,116.0	4,250.0
TSJC	1,339.8	148.1	1,487.9	1,666.0	1,421.0
TOTAL	37,805.2	1,789.8	39,595.0	62,185.0	41,873.3

003 ESTIMATES	
Nonresiden	TOTAL
198.1	4,673.1
113.0	3,203.0
80.0	912.2
300.0	5,100.0
409.8	9,208.5
67.0	772.0
6.0	963.5
80.0	1,587.0
28.0	1,136.0
172.4	6,314.3
57.8	3,844.9
150.0	4,400.0
137.9	1,558.9
1,800.0	43,673.3

TOTAL FTE PERCENT CHANGE FROM PREVIOUS YEAR

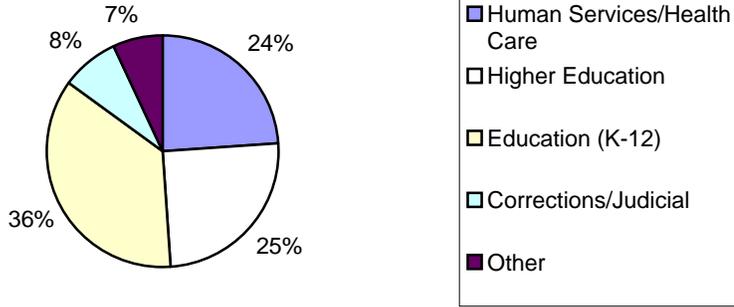
INSTITUTION	FY 91-92	FY 92-93	FY 93-94	FY 94-95	FY 95-96	FY 96-97	FY 97-98	FY 98-99	FY 99-2000	FY 2000-01	FY 2001-02
ACC	0.1%	-0.8%	-0.4%	-2.3%	2.4%	-0.3%	-0.9%	1.2%	-0.4%	-0.4%	7.4%
CNCC	18.8%	3.2%	-7.1%	-7.1%	1.0%	4.0%	4.9%	-7.6%	-8.3%	2.2%	19.6%
CCA	12.7%	6.6%	5.7%	-2.1%	-1.7%	-7.5%	-0.7%	6.2%	4.6%	-0.5%	4.4%
CCD	6.9%	9.5%	2.9%	-4.1%	-4.8%	-0.3%	-4.3%	0.4%	-1.4%	0.8%	3.5%
FRCC	4.2%	4.4%	-2.0%	-2.4%	7.0%	-4.3%	0.2%	8.0%	6.6%	4.3%	5.9%
LCC	-3.6%	4.4%	-5.1%	-4.1%	4.1%	7.1%	1.9%	2.5%	-5.4%	2.7%	1.5%
MCC	5.8%	25.8%	13.3%	-13.8%	6.9%	7.8%	7.4%	5.8%	4.1%	0.1%	3.2%
NJC	3.1%	1.7%	-8.9%	-0.7%	-2.8%	4.2%	-7.7%	3.0%	-2.4%	5.6%	-2.2%
OJC	5.2%	1.7%	10.6%	1.6%	-3.4%	5.2%	8.0%	6.2%	5.2%	2.3%	12.3%
PPCC	4.7%	3.2%	-5.9%	3.1%	-3.0%	5.1%	2.4%	4.7%	3.6%	0.7%	5.7%
PCC	8.0%	9.1%	-2.7%	2.6%	2.1%	3.1%	7.6%	0.3%	4.0%	-0.5%	10.6%
RRCC	0.4%	10.8%	6.9%	0.8%	1.1%	1.5%	8.5%	4.8%	-4.6%	0.7%	-0.8%
TSJC	-1.4%	2.5%	1.0%	27.5%	-3.9%	7.6%	0.5%	-6.8%	0.5%	-2.0%	4.0%

TOTAL FTE ENROLLMENT BY GOVERNING BOARD

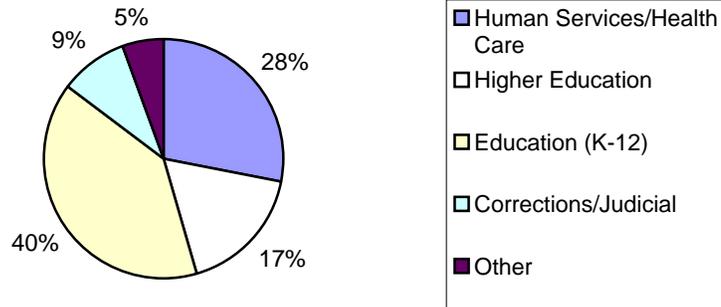
BOARD SUMMARY:	FY 97-98	% of Total	FY 98-99	% of Total	FY 99-2000	% of Total	FY 2000-01	% of Total	FY 2001-02	% of Total
Regents of the University of Colorado	36,200	25.7%	36,878	25.8%	37,463	25.9%	38,186	26.3%	39,547	26.2%
State Board of Agriculture	28,096	20.0%	28,199	19.7%	28,588	19.7%	28,335	19.5%	29,152	19.3%
Trustees of the Colorado School of Mines	3,211	2.3%	3,250	2.3%	3,276	2.3%	3,114	2.1%	3,216	2.1%
Board of Trustees Univ. of No. Colorado	9,619	6.8%	9,916	6.9%	10,295	7.1%	10,309	7.1%	10,329	6.8%
Trustees of State Colleges	21,042	14.9%	20,970	14.7%	20,951	14.5%	20,807	14.3%	22,075	14.6%
CCCOES	35,716	25.4%	37,013	25.9%	37,472	25.9%	37,718	26.0%	39,655	26.3%
Local District Colleges	6,915	4.9%	6,908	4.8%	6,775	4.7%	6,852	4.7%	6,906	4.6%
TOTAL	140,799	100.0%	143,135	100.0%	144,820	100.0%	145,322	100.0%	150,879	100.0%

Department	FY 1983	FY 1993	FY 2003
Human Services/Health Care	24.0%	28.0%	28.4%
Higher Education	25.0%	17.3%	13.1%
Education (K-12)	36.0%	39.6%	39.6%
Corrections/Judicial	8.0%	9.3%	11.9%
Other	7.0%	5.4%	6.9%
TOTAL	100.0%	99.6%	99.9%

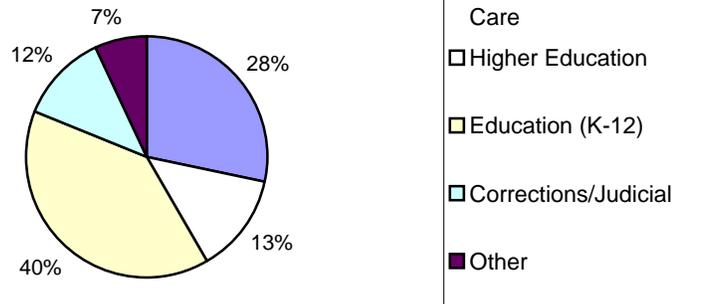
FY 1983
GENERAL FUND DISTRIBUTION



FY 1993
GENERAL FUND DISTRIBUTION

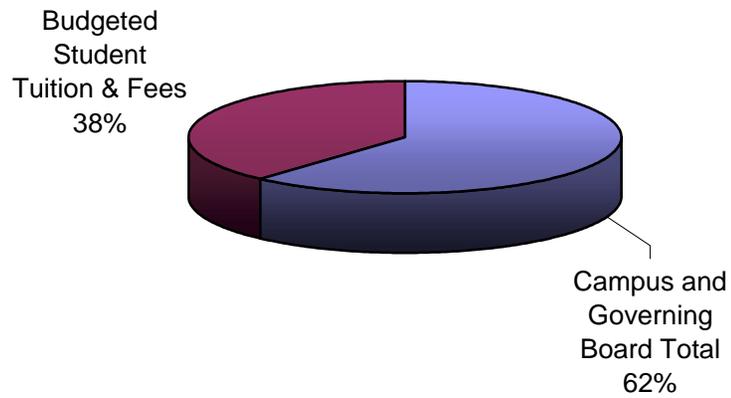


FY 2003
GENERAL FUND DISTRIBUTION

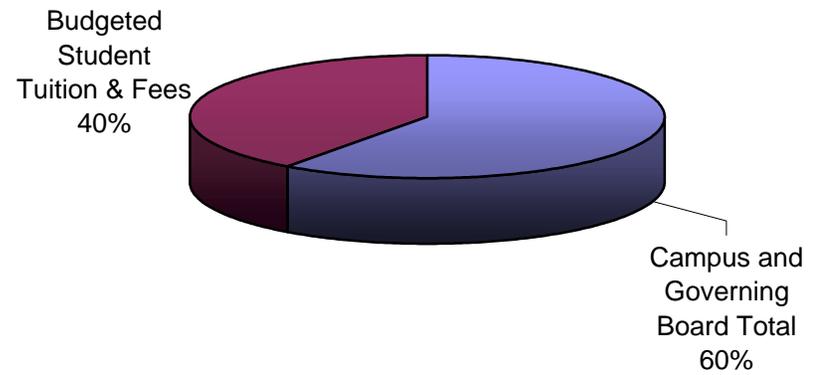


TUITION AND GENERAL FUND SPLIT

FY 2001-2002



FY 2002 - 2003 est.



Tuition Rates per Credit Hour from FY 1998-99 to 2003-04

BOARD/INSTITUTION	1999-00 Resident TUITION	% Increase	2000-01 Resident TUITION	% Increase	2001-02 Resident TUITION	% Increase	2002-03 Resident TUITION	% Increase	2003-04 Resident TUITION	% Increase
Resident	\$56.30	2.4%	\$57.75	2.6%	\$60.05	4.0%	\$62.90	4.7%	\$66.05	5.0%
Nonresident at residential campus	\$213.65	9.2%	\$221.95	3.9%	\$233.05	5.0%	\$251.00	7.7%	\$276.10	10.0%
Nonresident at commuter campus	\$266.80	2.4%	\$277.45	4.0%	\$291.30	5.0%	\$313.75	7.7%	\$345.15	10.0%

I. Sources of Revenue

Total System Revenues

The Colorado Community College System is supported primarily through state appropriations and student tuition and fee revenue. These two sources account for 62.1% of system revenue. Total revenue by source is shown in Table 1.

	FY 2001-02	FY 2002-03 est.
State Appropriations ¹	\$148,031,863	\$148,834,000
Student Tuition & Fees ²	78,221,601	97,821,000
Grants & Contracts	98,637,261	103,273,000
Gifts	927,042	500,000
Sales & Service of Educational Activities	2,952,771	3,385,000
Auxiliary Revenue	30,188,803	34,610,000
Interest Income & Other Revenue	8,531,365	8,932,000
Total	367,490,706	397,355,000

¹Does not include Local District Colleges or Area Vocational Schools.

²Does not include scholarship allowance of \$27,210,412.

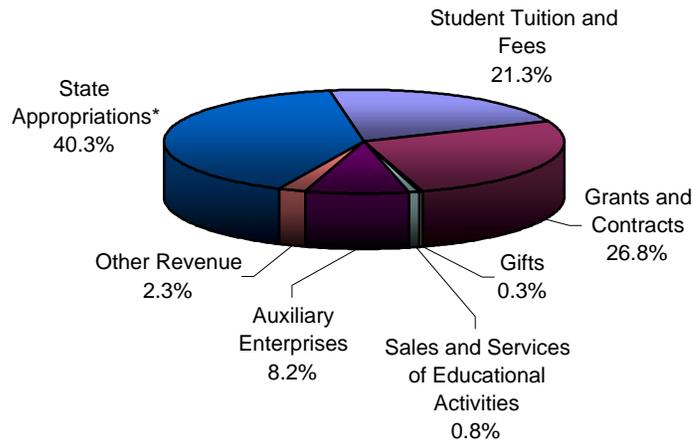
As noted above, Table 1 shows all sources of revenue, including Occupational Education. Grants and contract revenue includes financial aid and Carl Perkins funding. Auxiliary revenue includes revenue from bookstore, food service, housing operations, and CCCOnline programs. The legislature funds the community college system office and campus operations with a single line-item appropriation. Table 2 shows the state appropriation and tuition and fee revenue for the 13 system colleges, the system office, Lowry campus, and the system computer services office.

	FY 2001-02	FY 2002-03 est.
State Appropriations		
13 Colleges	111,113,121	110,553,220
System Office	4,217,053	4,072,414
Lowry Campus	3,295,756	2,956,219
System Computer Services	7,093,794	6,997,273
Campus and Governing Board Total	125,719,635	125,094,988
Budgeted Student Tuition & Fees	78,551,226	83,801,466
Total	204,270,861	208,896,454

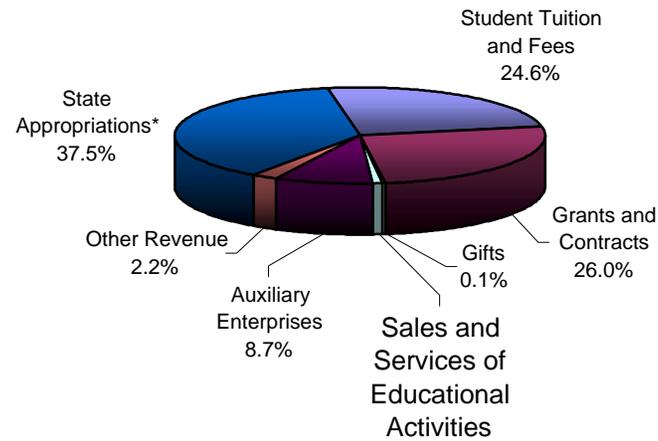
CCCS TOTAL REVENUES BUDGET OVERVIEW

*Does not include LDC and AVS

FY 2001-02



FY 2002-03



CCCS TOTAL REVENUES BUDGET OVERVIEW

FY 2001-02		FY 2002-03	
Student Tuition and Fees	0.213	Student Tuition and Fees	24.6%
Grants and Contracts	26.8%	Grants and Contracts	26.0%
Gifts	0.3%	Gifts	0.1%
Sales and Services of Educational Activities	0.8%	Sales and Services of Educational Activities	0.9%
Auxiliary Enterprises	8.2%	Auxiliary Enterprises	8.7%
Other Revenue	2.3%	Other Revenue	2.2%
State Appropriations*	40.3%	State Appropriations*	37.5%
	100.0%		100.0%

CCCS TOTAL REVENUES BUDGET OVERVIEW

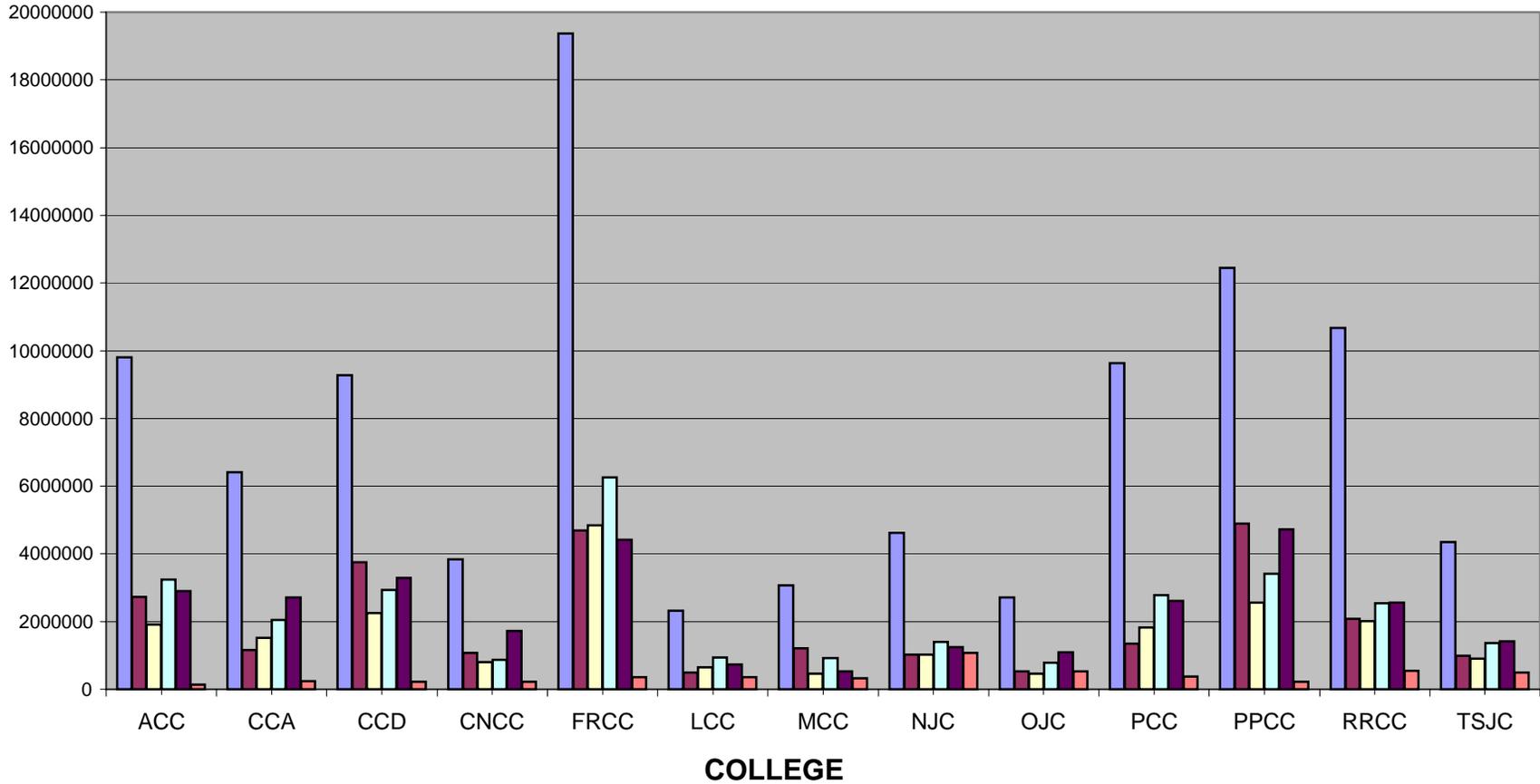
FY 2001-02

Student Tuition and Fees	21.3%
Grants and Contracts	26.8%
Gifts	0.3%
Sales and Services of Edu	0.8%
Auxiliary Enterprises	8.2%
Other Revenue	2.3%
State Appropriations*	40.3%
	100.0%

FY 2002-03

Student Tuition and Fees	24.6%
Grants and Contracts	26.0%
Gifts	0.1%
Sales and Services of Edu	0.9%
Auxiliary Enterprises	8.7%
Other Revenue	2.2%
State Appropriations*	37.5%
	100.0%

FY 2002 EXPENDITURES BY NACUBO CATEGORY



FY 2002 NACUBO EXPENDITURE AMOUNTS

Expenditure Amounts	ACC	CCA	CCD	CNCC	FRCC	LCC	MCC
Instruction	\$9,802,041	\$6,412,649	\$9,274,765	\$3,835,883	\$19,367,683	\$2,327,022	\$3,075,320
Research (State Supported)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Public Service	\$0	\$0	\$37,890	\$0	\$102,830	\$0	\$58,187
Academic Support	\$2,735,793	\$1,164,830	\$3,751,368	\$1,075,411	\$4,692,616	\$488,884	\$1,208,448
Student Services	\$1,904,184	\$1,519,474	\$2,250,840	\$804,217	\$4,836,889	\$642,029	\$454,330
Institutional Support	\$3,244,668	\$2,052,679	\$2,931,853	\$871,774	\$6,264,414	\$945,257	\$919,863
Operation & Maintenance of Plant	\$2,905,418	\$2,705,460	\$3,289,781	\$1,721,103	\$4,424,532	\$740,827	\$532,597
Scholarships & Fellowships	\$138,593	\$236,095	\$179,504	\$214,115	\$247,880	\$365,314	\$265,334
Hospitals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transfers	-\$1,091,707	-\$288,321	-\$759,357	-\$408,907	\$419,318	-\$482,064	-\$996,308
TOTAL	\$19,638,990	\$13,802,866	\$20,956,645	\$8,113,596	\$40,356,163	\$5,027,269	\$5,517,771

Expenditure Amounts	NJC	OJC	PCC	PPCC	RRCC	TSJC	TOTAL
Instruction	\$4,621,715	\$2,702,984	\$9,639,891	\$12,445,089	\$10,672,940	\$4,348,180	\$98,526,162
Research (State Supported)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Public Service	\$0	\$2,000	\$0	\$0	\$109,305	\$113,619	\$423,831
Academic Support	\$1,024,031	\$534,770	\$1,352,921	\$4,897,777	\$2,077,041	\$995,917	\$25,999,808
Student Services	\$1,022,358	\$454,105	\$1,829,336	\$2,565,482	\$2,003,979	\$910,630	\$21,197,853
Institutional Support	\$1,390,508	\$781,688	\$2,785,871	\$3,408,101	\$2,533,184	\$1,364,904	\$29,494,764
Operation & Maintenance of Plant	\$1,238,382	\$1,085,249	\$2,605,712	\$4,729,579	\$2,560,683	\$1,419,577	\$29,958,900
Scholarships & Fellowships	\$1,072,193	\$522,847	\$383,380	\$213,442	\$440,098	\$380,108	\$4,658,903
Hospitals	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transfers	-\$257,615	\$330,456	-\$968,276	-\$848,469	-\$641,672	-\$238,677	-\$6,231,599
TOTAL	\$10,111,572	\$6,414,099	\$17,628,834	\$27,411,001	\$19,755,558	\$9,294,258	\$204,028,622

FY 2002 PERSONNEL EXPENDITURES

Total Compensation	ACC	CCA	CCD	CNCC	FRCC	LCC	MCC
Exempt Staff	\$3,098,935	\$1,802,486	\$3,345,108	\$1,313,042	\$5,089,133	\$1,087,533	\$1,541,024
Faculty	\$8,283,082	\$4,657,900	\$7,537,557	\$2,866,244	\$14,227,529	\$1,542,951	\$2,279,031
Classified	\$4,866,061	\$2,738,957	\$2,897,353	\$1,354,934	\$8,220,571	\$694,646	\$948,611
Total Personnel	\$16,248,078	\$9,199,343	\$13,780,018	\$5,534,220	\$27,537,233	\$3,325,130	\$4,768,666
Hourly Compensation	\$232,337	\$262,686	\$1,069,632	\$72,577	\$1,312,674	\$198,331	\$61,755
Rentals/Leases	\$372,170	\$1,835,368	\$625,380	\$119,076	\$0	\$83,223	\$74,189
Travel	\$71,447	\$21,344	\$48,631	\$282,416	\$615,936	\$126,392	\$88,501
Other Current Expense	\$3,079,484	\$2,344,537	\$2,821,565	\$1,499,234	\$7,089,124	\$1,286,718	\$1,091,610
Capital	\$451,050	\$156,814	\$72,564	\$744,949	\$2,874,193	\$94,457	\$137,741
Learning Materials	\$137,538	\$35,000		\$55,916	\$259,804	\$29,768	\$26,283
AHEC			\$2,400,228				
TOTAL (Formats 1100 to 1700 only)	\$20,592,104	\$13,855,092	\$20,818,018	\$8,308,388	\$39,688,965	\$5,144,019	\$6,248,745

Total Compensation	NJC	OJC	PCC	PPCC	RRCC	TSJC	TOTAL
Exempt Staff	\$1,860,696	\$929,111	\$2,387,030	\$3,684,050	\$2,755,825	\$1,618,656	
Faculty	\$3,247,453	\$2,110,643	\$7,303,188	\$9,957,584	\$7,585,916	\$3,838,098	
Classified	\$1,735,491	\$1,094,373	\$3,730,731	\$8,168,367	\$3,961,062	\$1,681,322	
Total Personnel	\$6,843,640	\$4,134,127	\$13,420,949	\$21,810,001	\$14,302,803	\$7,138,076	
Hourly Compensation	\$119,671	\$65,807	\$451,359	\$201,473	\$869,088	\$32,152	\$4,949,542
Rentals/Leases	\$100,165	\$0	\$357,429	\$0	\$96,722	\$121,175	\$3,784,896
Travel	\$112,589	\$82,362	\$207,228	\$164,684	\$79,535	\$116,381	\$2,017,446
Other Current Expense	\$1,806,694	\$1,037,653	\$2,804,607	\$4,258,056	\$3,794,313	\$1,439,577	\$34,353,172
Capital	\$248,392	\$185,608	\$873,908	\$1,541,694	\$544,466	\$297,759	\$8,223,595
Learning Materials	\$65,843	\$55,239	\$98,251	\$70,120	\$270,205	\$9,544	\$1,113,511
AHEC							
TOTAL (Formats 1100 to 1700 only)	\$9,296,994	\$5,560,796	\$18,213,731	\$28,046,028	\$19,957,132	\$9,154,664	\$204,884,676

**EXPENDITURES BY NACUBO CATEGORIES
BY STUDENT FTE**

Expenditures per SFTE	ACC	CCA	CCD	CNCC	FRCC	LCC	MCC
Instruction	\$2,270	\$2,279	\$2,215	\$4,397	\$2,384	\$3,410	\$3,113
Academic Support	\$634	\$414	\$896	\$1,233	\$578	\$716	\$1,223
Student Services	\$441	\$540	\$537	\$922	\$595	\$941	\$460
Institutional Support	\$751	\$729	\$700	\$999	\$771	\$1,385	\$931
Oper & Maint of Plant	\$673	\$961	\$785	\$1,973	\$545	\$1,086	\$539
Other Categories	\$32	\$84	\$52	\$245	\$43	\$535	\$328
Total	\$4,801	\$5,008	\$5,185	\$9,770	\$4,915	\$8,074	\$6,595

Expenditures per SFTE	NJC	OJC	PCC	PPCC	RRCC	TSJC
Instruction	\$2,900	\$2,475	\$2,716	\$2,191	\$2,539	\$2,922
Academic Support	\$643	\$490	\$381	\$862	\$494	\$669
Student Services	\$642	\$416	\$515	\$452	\$477	\$612
Institutional Support	\$873	\$716	\$785	\$600	\$603	\$917
Oper & Maint of Plant	\$777	\$994	\$734	\$833	\$609	\$954
Other Categories	\$673	\$481	\$108	\$38	\$131	\$332
Total	\$6,507	\$5,571	\$5,239	\$4,976	\$4,852	\$6,407

1/22/2003

NACUBO Expenditures



ARAPAHOE COMMUNITY COLLEGE

ACC is the oldest metro campus founded in 1965 and was the first community college in the Denver Metro Area. ACC joined the Community Colleges of Colorado System in 1970 and today serves students on its 51-acre main campus in Littleton as well as at the Triad Center in Greenwood Village and the University Center at Chaparral near Parker.

PRESIDENT: BERT GLANDON

Address: 5900 S. Santa Fe Dr.
P.O. Box 9002
Littleton, CO 80160-9002

Telephone: (303) 797-5701
FAX: (303) 797-5708

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 7,880

Part-time = 71%

Minority = 16%

Female = 62%

2001-02 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	Protective Services	Liberal/Gen Studies	Health Sciences	Business & Management	Other	Total
Certificate	128	0	31	270	18	447
Associate	10	131	108	83	66	398
Total	138	131	139	353	84	845

FY 2001-02 FULL-TIME FACULTY: 95

FY 2001-02 CURRENT UNRESTRICTED REVENUE:

	\$25,841,036
State Appropriated	37%
Tuition	46%
Other Revenue, including auxiliaries	17%

FY 2002-03 TUITION PER CREDIT HOUR:

In-State	\$62.85
Out-of-State	\$305.00
*Mandatory Student Fees	\$154.50
*Resident Student Cost Per Year	\$2,040.00

*Based on 30 credit hours/year



COMMUNITY COLLEGE OF AURORA

CCA was founded in 1983, serves students on its main campus and in eight outreach centers. CCA is a primary occupant of the Lowry campus. The college collaborates with the T.H. Pickens Technical Center to offer career and technical education degrees. The Faculty Development program at CCA is a designated Program of Excellence by the Colorado Commission on Higher Education.

PRESIDENT: LINDA S. BOWMAN

Address: 16000 E. CentreTech Parkway
Aurora, CO 80011-9036

Telephone: (303) 360-4700
FAX: (303) 360-4761

FINAL FALL 2001 HEADCOUNT ENROLLMENT: 4,857

Part-time = N/A

Minority = 33%

Female = 58%

2000-01 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	LIBERAL/GEN STUDIES	BUSINESS & MANAGEMENT	PROTECTIVE SERVICES	LAW	OTHER	TOTAL
Certificate	0	20	84	9	91	204
Associate	212	14	7	0	38	271
Total	212	34	91	9	129	475

FY 2001-02 FULL-TIME FACULTY: 30

FY 2001-02 CURRENT UNRESTRICTED REVENUES

	\$14,482,837
State Appropriated	47%
Tuition	44%
Other Revenue, including auxiliaries	9%

FY 2002-03 TUITION PER CREDIT HOUR:

In-State	\$62.90
Out-of-State	\$313.75
*Mandatory Student Fees	\$100.20
*Resident Student Cost Per Year	\$1987.20

*Based on 30 credit hours/year



COMMUNITY COLLEGE OF DENVER

CCD, founded in 1967 and located on the Auraria Campus, is the leading point of access to higher education for the City and County of Denver, serving a diverse, inner-city population with complete ethnic parity. The college operates three technical branch campuses in the city, as well as a Corporate Training Center and a state-of-the-art Health Sciences Center on the Lowry Campus. CCD's Computer Training for People with Disabilities, branch campus technical training and Graphic Design programs are designated Colorado Programs of Excellence.

PRESIDENT: CHRISTINE JOHNSON

Address: 1111 West Colfax Avenue
Denver, CO 80204

Telephone: (303) 556-2600
FAX: (303) 556-3586

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 7,924

Part-time = 73%

Minority = 58%

Female = 62%

2001-02 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	HEALTH SCIENCES	LIBERAL/GEN STUDIES	BUSINESS MANAGEMENT	LAW	OTHER	TOTAL
Certificate	65	0	109	19	117	310
Associate	107	136	68	3	30	344
Total	172	136	177	22	147	654

FY 2002-03 FULL-TIME FACULTY: 94

FY 2001-02 CURRENT UNRESTRICTED REVENUES:

\$22,510,929

State Appropriated	51%
Tuition	39%
Other Revenue, including auxiliaries	10%

FY 2003-04 TUITION PER CREDIT HOUR:

In-State	\$66.05
Out-of-State	\$345.15
*Mandatory Student Fees	\$304.10
*Resident Student Cost Per Year	\$2,285.60

*Based on 30 credit hours/year



COLORADO NORTHWESTERN COMMUNITY COLLEGE

CNCC has a residential campus in Rangely and a campus in Craig. The college operates centers in Meeker, Hayden and Oak Creek. Founded in 1962, CNCC joined the System in 1999. It is nationally recognized for its aviation flight and maintenance, dental hygiene and distinctive outdoor studies programs.

PRESIDENT: PETER ANGSTADT

Address: 500 Kennedy Drive
Rangely, CO 81648

Telephone: (970)675-2261
FAX: (970)675-3330

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 2109

Part-time = 1,639

Minority = 7.1%

Female = 49.6%

2001-02 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	Liberal/Gen Studies	Mechanics & Repair	Health Sciences	Business & Management	Other	Total
Certificate	0	2	0	17	8	27
Associate	34	6	25	14	16	95
Total	34	8	25	31	24	122

FY 2002-03 FULL-TIME FACULTY: 43

FY 2002-03 CURRENT UNRESTRICTED REVENUES:

\$8,030,832

State Appropriated	62%
Tuition	24%
Other Revenue, including auxiliaries	14%

FY 2003-04 TUITION PER CREDIT HOUR:

In-State	\$66.05
Out-of-State	\$276.10
*Mandatory Student Fees	\$180.10
*Resident Tuition Cost per Year	\$1,981.50

*Based on 30 credit hours/year



FRONT RANGE COMMUNITY COLLEGE

FRCC, Colorado's largest community college has campuses in Westminster, Fort Collins, Longmont and Boulder and operates a center in Brighton serving more than 22,000 students. FRCC's Interpreter Preparation, Hazardous Materials Technician, and Nursing Education have all been designated Programs of Excellence by the Colorado Commission on Higher Education.

PRESIDENT: THOMAS GONZALES

Address: 3645 West 112th Avenue
Westminster, CO 80031

Telephone: (303) 466-8811
FAX: (303) 466-1623

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 14,188

Part-time = 68.5%

Minority = 17%

Female = 59%

2001-02 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	LIBERAL/GEN STUDIES	HEALTH SCIENCES	BUSINESS & MANAGEMENT	ENGR TEC	OTHER	TOTAL
Certificate	0	497	336	18	132	983
Associate	<u>462</u>	<u>149</u>	<u>110</u>	<u>34</u>	<u>64</u>	<u>819</u>
Total	462	646	446	52	196	1,802

FY 2002-03 FULL-TIME FACULTY: 172

FY 2001-02 CURRENT UNRESTRICTED REVENUE:

\$53,840,243

State Appropriated	34%
Tuition/Fees	50%
Other Revenue, including auxiliaries	16%

FY 2002-03 TUITION PER CREDIT HOUR:

In-State \$62.90

Out-of-State \$313.75

*Mandatory Student Fees: Westminster: \$167.70 Larimer: \$227.70 All Others: \$107.70

*Resident Student Cost Per Year Westminster Campus \$2,054.70

*Resident Student Cost Per Year Larimer Campus \$2,114.70

*Resident Student Cost Per Year Other Sites \$1,994.70

*Based on 30 credit hours/year



LAMAR COMMUNITY COLLEGE

LCC, founded in 1937, occupies a 110-acre campus. While its nationally recognized baseball program has sent numerous players to professional baseball, its academic programs have attracted students from around the world. Its horse management program is considered one of the best.

PRESIDENT: BETTE MATKOWSKI

Address: 2401 South Main Street
Lamar, Colorado 81052

Telephone: (719) 336-2248
FAX: (719) 336-2448

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 1160

Part-time = 56%

Minority = 20%

Female = 60%

2002-03 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	LIBERAL/GEN STUDIES	AGRICULTURE/ AGRIBUSINESS	HEALTH SCIENCES	BUSINESS & MANAGEMENT	OTHER	TOTAL
Certificate	0	28	9	41	11	89
Associate	49	8	9	1	0	67
Total	49	36	18	42	11	156

FY 2002-03 FULL-TIME FACULTY ON CONTRACT: 20

FY 2001-02 UNRESTRICTED REVENUE:

	\$5,940,595
State Appropriated	52%
Tuition	27%
Other Revenue, including auxiliaries	21%

FY 2003-04 TUITION PER CREDIT HOUR

In-State	\$66.05
Out-of-State	\$276.10
*Mandatory Student Fees	\$351.90
*Resident Student Cost Per Year	\$2,333.40

*Based on 30 credit hours/year



MORGAN COMMUNITY COLLEGE

Founded in 1970, MCC serves students in an 11,500-square-mile service area with its main campus in Fort Morgan and centers at Bennett, Burlington, Limon, Wray, and Yuma. The College has a reputation for quality and excellence for its transfer courses and occupational programs, and it has been a statewide leader in providing coursework via fully interactive distance delivery methods.

PRESIDENT: MICHELE HANEY

Address: 17800 County Road 20
Fort Morgan, CO 80701

Telephone: (970) 542-3100
FAX: (970) 867-6608

FINAL FALL 2001 HEADCOUNT ENROLLMENT: 1,784

Part-time = N/A

Minority = 14%

Female = 63%

2000-01 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	Agribusiness/ AGRICULTURE	HEALTH SCIENCES	LIBERAL/GEN STUDIES	BUSINESS & MANAGEMENT	OTHER	TOTAL
Certificate	20	59	0	15	39	133
Associate	0	16	62	7	9	94
Total	20	75	62	22	48	227

FY 2001-02 FULL-TIME FACULTY: 35

FY 2001-02 CURRENT UNRESTRICTED REVENUE:

	\$7,043,071
State Appropriated	55%
Tuition	36%
Other Revenue, including auxiliaries	9%

FY 2002-03 TUITION PER CREDIT HOUR:

In-State	\$62.90
Out-of-State	\$313.75
*Mandatory Student Fees	\$154.50
*Resident Student Cost Per Year	\$2,041.50

*Based on 30 credit hours/year



NORTHEASTERN JUNIOR COLLEGE

NJC was founded in 1941 and joined the Colorado state system in 1997. As the largest residential 2-year campus in Colorado, it takes huge pride in providing students with an entire collegiate "experience" not only buildings and books. NJC boasts having an impressive event center that is home to the college's nationally-recognized sports programs, including women's volleyball and men's and women's basketball. NJC is a comprehensive community college offering a full array of undergraduate transfer programs and numerous career/technical options. Its agriculture program is one of the largest in the nation, but other programs are equally as popular. As Colorado's premier two-year campus, NJC attracts students from throughout Colorado, the nation and the world.

PRESIDENT: BRUCE PERRYMAN

Address: 100 College Avenue
Sterling, CO 80751

Telephone: (970)521-6600
FAX: (970)522-4945

FINAL FALL 2002 HEADCOUNT ENROLLMENT:

Part-time = 75%

Minority = 8%

Female = 59%

2002-03 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	Liberal/Gen Studies	Agriculture/ Agribusiness	Health Sciences	Business & Management	Other	Total
Certificate	0	61	19	46	34	160
Associate	114	20	15	38	20	207
Total	114	81	34	84	54	367

FY 2002-03 FULL-TIME FACULTY: 60

FY 2002-03 CURRENT UNRESTRICTED REVENUE:

State Appropriated	40%
Tuition	25%
Other Revenue, including auxiliaries	35%

FY 2002-03 TUITION PER CREDIT HOUR:

In-State	\$62.90
Out-of-State	\$251.00
*Mandatory Student Fees	\$572.00
*Resident Student Cost Per Year	\$2,479.10

*Based on 30 credit hours/year



OTERO JUNIOR COLLEGE

OJC, founded in 1941, joined the System in 1967. OJC's residential campus in La Junta attracts students from the service area of Otero, Bent, and Crowley counties as well as throughout Colorado. Its strong academic programs, especially in the pre-professional studies of law, engineering, business and healthcare, combined with its nationally recognized athletic programs, have established OJC as a focal point in southern Colorado. The campus serves as a regional hub of activity for educational and cultural events.

PRESIDENT: JAMES RIZZUTO

Address: 1802 Colorado Ave
La Junta, CO 81050

Telephone: (719)384-6831
FAX: (719)384-6993

FINAL FALL 2001 FINAL HEADCOUNT ENROLLMENT: 1,402

Part-time = 40%

Minority = 36%

Female = 53%

2001-02 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	LIBERAL/GEN STUDIES	HEALTH SCIENCES	BUSINESS & MANAGEMENT	AGRICULTURE/ AGRIBUSINESS	OTHER	TOTAL
Certificate	0	14	33	82	24	153
Associate	124	13	7	0	3	148
Total	124	27	41	82	27	301

FY 2002 FULL-TIME FACULTY: 32

FY 2001-02 CURRENT UNRESTRICTED REVENUE:

\$10,096,371

State Appropriated	42%
Tuition	22%
Other Revenue, including auxiliaries	36%

FY 03 TUITION PER CREDIT HOUR:

In-State	\$62.90
Out-of-State	\$251.00
*Mandatory Student Fees.	\$170.10
*Resident Student Cost Per Year	\$2057.10

*Based on 30 credit hours/year



PUEBLO COMMUNITY COLLEGE

PCC, established in 1933, was instrumental in Pueblo renaissance in the early 1990s. Its high-tech offerings at the state-of-the-art Gorsich Advanced Technology Center and its high-demand healthcare programs serve students through Southern Colorado. PCC has a new campus in Canon City, as well as campuses in Cortez and Durango.

PRESIDENT: MICHAEL P. DAVIS

Address: 900 West Orman Avenue
Pueblo, CO 81004

Telephone: (719) 549-3213
FAX: (719) 549-3333

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 4,866

Part-time = 68.5%

Minority = 35.3%

Female = 62.5%

2001-02 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	HEALTH SCIENCES	PROTECTIVE SERVICES	BUSINESS & MANAGEMENT	LIBERAL/GEN STUDIES	OTHER	TOTAL
Certificate	99	0	6	0	45	150
Associate	<u>118</u>	<u>17</u>	<u>39</u>	<u>144</u>	<u>70</u>	<u>388</u>
Total	217	17	45	144	115	538

FY 2002-03 FULL-TIME FACULTY: 77

FY 2001-02 CURRENT UNRESTRICTED REVENUE:

	\$21,569,424
State Appropriated	50%
Tuition/Fees	32%
Other Revenue, including auxiliaries	18%

FY 2002-03 TUITION PER CREDIT HOUR:

In-State	\$62.90
Out-of-State	\$313.75

*Mandatory Student Fees: Pueblo/Fremont: \$247.50 Southwest Center: \$33.00

*Resident Student Cost Per Year Pueblo/Fremont Campuses: \$2,134.50

*Resident Student Cost Per Year Southwest Center : \$1,920.00

*Based on 30 credit hours/year



PIKES PEAK COMMUNITY COLLEGE

Pikes Peak Community College, founded in 1968 in Colorado Springs, has seven locations serving El Paso, Teller, and Elbert Counties. PPCC offers more than 125 programs in liberal arts and sciences transfer, and technical and occupational education. Degrees and certificates can be earned at any of the three full-service campuses, or through distance education programs.

PRESIDENT: JOSEPH A. GARCIA

Address: 5675 South Academy Boulevard
Colorado Springs, CO 80906

Telephone: (719) 576-7711
FAX: (719) 540-7614

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 10,444

Part-time = 67%

Minority = 29%

Female = 56%

2001-02 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	LIBERAL/GEN STUDIES	HEALTH SCIENCE	BUSINESS & MANAGEMENT	PROTECTIVE SERVICES	OTHER	TOTAL
Certificate	0	53	28	0	50	131
Associate	385	91	86	93	121	776
Total	385	144	114	93	171	907

FY 2002-03 FULL-TIME FACULTY: 153

FY 2001-02 CURRENT UNRESTRICTED REVENUE:

	\$39,000,000
State Appropriated	39%
Tuition	46%
Other Revenue, including auxiliaries	15%

FY 2003-04 TUITION PER CREDIT HOUR:

In-State	\$66.05
Out-of-State	\$345.15
*Mandatory Student Fees	\$125.40
*Resident Student Cost Per Year	\$2106.90

*Based on 30 credit hours/year



RED ROCKS COMMUNITY COLLEGE

RRCC, founded in 1969, serves the residents of Clear Creek, Jefferson, Gilpin and Park Counties on its campuses in Lakewood, Arvada. Its unique offerings include Emergency Management; Physician Assistant; Teacher Preparation; and a nationally recognized OSHA Training Program. The Colorado Commission on Higher Education designated RRCC's Fire Science a *Program of Excellence*.

PRESIDENT: ERIC RENO

Address: 13300 West Sixth Avenue
Lakewood, CO 80228

Telephone: (303) 988-6600
FAX: (303) 969-8039
www.rrcc.edu

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 7,096

Part-time = 73%

Minority = 17%

Female = 48%

2002-03 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	Liberal/Gen Studies	Business & Management	Protective Services	Health Sciences	Other	Total
Certificate	0	103	76	222	151	552
Associate*	223	30	40	6	81	380
*AA, AS, AGS						
Total	223	133	116	228	232	932

FY 2002-03 FULL-TIME FACULTY: 74

FY 2002-03 CURRENT UNRESTRICTED REVENUE:

\$25,151,637

State Appropriated 39%

Tuition 41%

Other Revenue, including auxiliaries 20%

FY 2003-04 TUITION PER CREDIT HOUR:

In-State \$66.05

Out-of-State \$345.15

*Mandatory Student Fees. \$216.10

*Resident Student Cost Per Year \$2,197.60

*Based on 30 credit hours/year



TRINIDAD STATE JUNIOR COLLEGE

TSJC was established in 1925 and joined the System in 1968. It is the oldest public two-year college in Colorado. In addition to its Trinidad Campus, TSJC has a campus in Alamosa. The Colorado Commission on Higher Education designated TSJC's Occupational Safety Technology program a Program of Excellence. The college is also nationally recognized for its aquaculture and gunsmith programs.

PRESIDENT: FRANK ARMIJO

Address: 600 Prospect Street
Trinidad, CO 81082

Telephone: (719)846-5541
FAX: (719)846-5667

FINAL FALL 2002 HEADCOUNT ENROLLMENT: 2,196

Part-time = 55%

Minority = 46%

Female = 60%

2001-02 DEGREES CONFERRED BY BROAD PROGRAM CATEGORIES:

	Liberal/Gen Studies	Business & Management	Health Sciences	Protective Services	Other	Total
Certificate	0	118	95	17	78	308
Associate	68	21	27	2	52	170
Total	68	139	122	19	130	478

FY 2002-03 FULL-TIME FACULTY: 50

FY 2002-03 CURRENT UNRESTRICTED REVENUE:

	\$10,066,662
State Appropriated	53%
Tuition	28%
Other Revenue, including auxiliaries	19%

FY 2002-03 TUITION PER CREDIT HOUR:

In-State	\$62.90
Out-of-State	\$251.00
*Mandatory Student Fees (Trinidad)	\$466.70
*Resident Student Cost Per Year	\$2,353.70
*Mandatory Student Fees (Alamosa)	\$288.60
*Resident Student Cost Per Year	\$2175.600

*Based on 30 credit hours/year

PROPOSED

Repeal and Reenact RULES OF THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION UNDER THE COLORADO VOCATIONAL EDUCATION ACT 8 CCR 1504-2

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PROPOSED RE-ENACTED
RULES OF THE STATE BOARD FOR COMMUNITY COLLEGES
AND OCCUPATIONAL EDUCATION
UNDER THE COLORADO VOCATIONAL EDUCATION ACT

1.0 STATEMENT OF BASIS AND PURPOSE

The Colorado Vocational Act of 1970, CRS 23-8-101 et. seq., was adopted by the Colorado General Assembly to provide assistance to local school districts operating vocational education programs approved by the State Board for Community Colleges and Occupational Education. These rules are adopted pursuant to the rulemaking authority granted in CRS 23-8-103(4), 23-60-102(1), (2) and (3), 23-60-209 and CRS 23-60-303 for the purpose of clarifying the requirements and processes for reimbursement of school districts under the Colorado Vocational Act of 1970.

2.0 DEFINITIONS. As used in these rules, the following words shall have the meanings set forth below.

2.1 "Act" shall mean the Colorado Vocational Act of 1970, CRS 23-8-101 et. seq., as it may be amended from time to time.

2.2 "Actual cost" shall mean the invoice cost, less discounts and allowances for trade-ins of goods and services received.

2.3 "Approved program" shall mean a series of courses within a vocational education program which are approved by the Board as eligible for reimbursement under the Act pursuant to Section 3.0 of these rules, taught by appropriately credentialed instructors, which meets or exceeds the standards for quality vocational education adopted by the Board. Approved programs do not include Colorado customized training programs created under CRS 23-60-306, or Colorado existing industry training programs created under CRS 23-60-307.

2.4 "Board" shall mean the State Board for Community Colleges and Occupational Education. In the administration of the Act and these rules, the Board shall act through the President of the Community Colleges and Occupational Education System or his designee, except that the Board shall retain the responsibility to hear any appeals filed pursuant to Section 7.4 of these rules.

2.5 "CDE" shall mean the Colorado Department of Education.

2.6 "District" shall mean any public school district as defined in CRS 22-30-103(13).

2.7 "Eligible cost" shall mean costs which are eligible for reimbursement under the Act.

2.8 "Equipment" shall mean items of tangible personal property costing \$1,000 or more, with a useful life of more than one year, but not including ordinary furniture.

2.9 "Fiscal year" shall mean the period from July 1 through June 30.

2.10 "FTE" shall mean the equivalent of a student who is enrolled on the CDE census date in an approved class within an approved program which provides 1,080 student/teacher contact hours per fiscal year.

2.11 "Material" shall mean equal to or greater than five (5) percent of a district's entitlement under the Act.

2.12 "PPOR" shall mean the per pupil operating revenues established pursuant to CRS 22-54-103(a) for that fiscal year. The estimate shall be done utilizing the projected PPOR; adjustments shall be made utilizing the final PPOR, all as determined by the Colorado Department of Education.

2.13 "VSO" shall mean a vocational student organization recognized in accordance with Section 3.1(G).

2.14 "Year purchased" shall mean the fiscal year in which an item (i) is received by the district and (ii) is either paid for or the purchase is encumbered in the district's financial accounting system.

3.0 PROGRAM APPROVAL

3.1 Criteria for Review. A proposed vocational program is eligible for approval only if the program meets all of the following criteria:

- (A) Is designed to provide students with entry level occupational skills;
- (B) Is of sufficient duration to provide entry level occupational skills and related knowledge required by business and industry;
- (C) Utilizes a local program advisory committee to assist the district in planning, conducting and evaluating each vocational education program;
- (D) Is conducted in owned or leased facilities that are sufficiently equipped to permit adequate training and education;
- (E) Meets an employment potential which is found to exist by a survey, recognized by the Board, of business and industry needs;
- (F) Provides leadership training opportunities by establishing and maintaining all appropriate vocational student leadership organizations as listed herein, or such other leadership organization as may be approved by the Board in special circumstances: DECA, Future Business Leaders of America, FFA, Family Career and Community Leaders of America (Consumer and Occupational), Health Occupation Students of America and Vocational and Industrial Clubs of America;
- (G) Falls within one of the following program areas: Agriculture, Business, Consumer and Family Studies, Health, Marketing, Multi-Occupational Education, Alternative Cooperative Education, Technical, Trades and Industrial, or Wage Earning Home Economics.

3.2 In addition, the Board will determine whether a program:

- (A) Meets and is operated in accordance with Board-approved standards for quality vocational education for that program area as determined in the program approval process;
- (B) Is designed to enable a student to articulate from one level/system to another without unnecessary duplication of educational experiences;
- (C) Provides instruction in the safe use of facilities, equipment and materials prior to the time the students will use such facilities, equipment, and/or potentially hazardous materials;

(D) Institutes all state and federal safety standards including the following provisions:

1. Safety rules are posted in the facilities and are enforced.
2. Fire extinguishers and emergency exits from the facilities are identified and evacuation routes are posted.
3. The Colorado Eye Safety Act is adhered to at all times.

(E) Makes provisions to assure that no student is unlawfully denied an equal opportunity to benefit from occupational education on the basis of race, color, national origin or handicap;

(F) Develops strategies which are implemented by the district to eliminate sex discrimination and sex role stereotyping in occupational education;

(G) Plans and coordinates occupational programs for each student with a disability as part of the “Individualized Educational Plan”;

(H) Assures that programs are in compliance with related state or federal agencies statutes, rules and regulations, or standards; and

(I) The cooperative education component assures that there is a written training agreement which includes a plan for the expected achievements of the student during on-the-job training experience; a plan for compensation of the student; and that the program is delivered in cooperation with local business and/or any governmental organization or agency through specialized in-the-school instruction provided by qualified teachers and on-the-job training.

3.3 Application and Renewal. Districts shall submit requests for approval of a proposed new vocational educational program and for renewal of approval of existing programs on forms and containing information required by the Board. Program approvals may be granted for a period of time not exceeding five (5) years, and must be renewed before the expiration of the prior approval period unless an extension is granted by the Board for special circumstances. Program approvals may be conditioned on meeting requirements for improving the quality of the program within a certain period of time.

3.4 Program Revision. Any changes made to an approved program must be approved by the Board. If a revision materially changes the focus or content of the program, the district shall be required to follow the requirements for renewal of a new program.

3.5 Disapproval or Revocation of Approval. The Board may deny approval of a proposed program, or may revoke approval of an existing program, if it finds that any of the criteria for review is not being met.

3.6 Nonduplication. In approving programs, the Board will attempt to avoid unnecessary duplication in either facilities or staffing in any school district or area and, where feasible, sharing of facilities may be required by the Board.

3.7 Program Evaluation, Reports. Each participating district will participate in periodic evaluations of approved programs as required by the Board, which may include self-evaluations, and will provide such reports as may reasonably be required by the Board.

4.0 VOCATIONAL CREDENTIALS

4.1 Credential Required. All vocational personnel employed in an approved vocational program, except substitute teachers, teacher aides and paraprofessionals, must have a current Colorado vocational credential endorsed for the applicable subject area. Vocational credentials are issued by the Board-designated Vocational Credentialing Officer.

4.2 Application. Each applicant for a Colorado vocational credential must submit a completed application, supporting materials and any required fees to the credentialing officer.

4.3 Criteria for Credential. Each applicant for an initial Colorado vocational credential shall demonstrate competency in basic skills and occupational skills appropriate to the specific occupational area to be taught, shall have obtained any regulatory license or certificate required for a specific program, and shall meet the requirements for specific education and experience set forth in the standards adopted by the Board for each type of occupational credential. Assessment criteria and performance levels shall relate to the specific competency needed for each occupational area.

4.4 Degrees. All accepted degrees must be from an institution accredited by a regional accrediting association and recognized by the Board.

4.5 Occupational Experience. All occupational experience must be paid experience verified by the employer, obtained within the last ten years, with not less than 1,000 hours within the last five (5) years, and relate to the area to be taught. Health, Consumer and Family Studies, and Fire Science/Service volunteer experience may be accepted in lieu of paid occupational experience. For Health and Fire Science/Service areas, three years (6,000 hours) of volunteer experience may be substituted for one year of paid experience; in Health occupations, one year of clinical experience may be substituted for one year of paid occupational experience. One hour of work in an approved supervised occupational experience teacher education program will be equal to two hours of paid occupational experience. The two-for-one occupational credit may be used for a maximum of 2,000 hours of the initial total occupational experience in all areas.

4.6 Out-of-State Persons. A person hired to work in Colorado and holding a valid vocational credential from another state, issued by the state in which the person attended college or was employed as a vocational educator, will be issued a one-year Colorado vocational credential without being required to

meet the Colorado credential requirements. The credential will be renewed annually upon reapplication, for up to three years total, providing the applicant documents annual progress toward meeting the Colorado requirements within the three-year period.

4.7 Renewal of Credential. The original credential will state the actions required in order for the credential to be renewed. Applications for renewal of currently valid vocational credentials must be made with the ninety (90) days prior to the expiration date of the present credential. Renewal will be granted if the person has performed satisfactorily in the job and has completed six semester credit hours since the last renewal, which may include college or university courses, occupational experience, or professional staff development activities. Renewal credit must have the prior approval of the local vocational director or the superintendent of the district or designee. One hundred and fifty hours of approved occupational experience equals one semester hour credit. A minimum of thirty hours' participation in an approved seminar or workshop equals one semester hour credit.

4.8 Reinstatement of Credential. Reinstatement of a lapsed vocational credential (including credentials for which application for renewal was not filed prior to the expiration date) will be granted if the requirements stated on the expired credential were completed within the five year period preceding the date of application for reinstatement and the applicant meets the other requirements for renewal. In addition, if the credential expired more than two years prior to the filing of the application for reinstatement, the applicant must document 1,000 hours of related occupational experience within the five year period preceding the date of the application for reinstatement.

4.9 Emergency Authorization. An emergency credential may be granted if essential to the preservation of the vocational program of a district or institution, as certified by the local governing board, if the district or institution has made conscientious efforts to secure the services of a properly credentialed person. An emergency credential is limited to a specific district or institution and to a specific program, and may be issued for one year, from July 1 to June 30. Emergency credential applications received in the credentialing office before October 31 may be issued retroactive to July 1; applications received after that date, if approved, will be effective from the date of issuance only. It may be renewed for one year upon the request of the local governing board if the emergency continues, no properly credentialed person has been found after efforts to do so, and the holder of the emergency credential has performed satisfactorily.

5.0 ELIGIBLE COSTS

5.1 General.

(A) Certain Costs Only. In order to be eligible for reimbursement under the Act, an expenditure must be incurred by a district in offering an approved vocational program and be one of the types of costs described in Sections 5.2 through 5.6. Costs incurred in the year the program is approved will be allowed retroactive to July 1 of the fiscal year the program is approved.

(B) Apportionment. If personnel, equipment, books and supplies or any other item is used both in an approved program and in another program, only costs reasonably allocated to the approved program (on the basis of the percent of time spent by the instructor teaching in approved programs) are eligible costs.

(C) Nonduplication. Otherwise eligible costs which are reimbursed to the district from a source other than the Act must be deducted when reporting eligible costs. Such other sources include, without limitation, funds from the Colorado Department of Education or the federal government, income from programs offering services to the general public for a fee, or reimbursements from leadership club activities.

(D) Uniform Requests. The district must submit information on eligible costs for all courses approved for reimbursement within an approved program, and for all students attending all such courses.

5.2 Equipment.

(A) The following are eligible costs, which must be reported in the year purchased:

- (1) The actual cost of purchasing, renting and leasing equipment used in learning activities in approved classes;
- (2) The actual cost of shipping and installation of such equipment;
- (3) The actual cost of normal repair and maintenance of such equipment.

(B) The cost of furniture is not eligible for reimbursement unless:

- (1) The item is necessary to allow a special needs student to participate in the learning activities in an approved class; or
- (2) The item is specially designed to accommodate another vocational instructional device which cannot otherwise be used.

(C) Such equipment must be used in an approved program for at least one fiscal year after the end of the year of purchase.

5.3 Books and Supplies. The actual cost to the district of books and supplies (including equipment costing less than \$1,000 per unit and operating and maintenance costs of motor vehicles) used in learning activities in approved programs, or used by program advisory committees and vocational student organizations, are eligible costs and must be reported in the year purchased.

5.4 Contracted Programs.

(A) The actual cost to the district of services purchased from another education agency or institution providing approved programs to students of the reporting district is an eligible cost. The cost of transporting students to the site of a contracted program is not an eligible cost.

(B) Contracted programs must be approved in the same manner as programs provided by any district.

(C) A district which provides approved programs to students of another district may not report the FTE those students represent, and must reduce eligible costs by the amount it is paid to provide such programs.

5.5 Costs of Providing Services of Instructional Personnel.

(A) Instructors. All instructors in approved programs, with the exception of substitute teachers, teacher aides and paraprofessionals, must possess a valid current Colorado Vocational Credential issued by the Board and a current teaching certificate issued by the Colorado Department of Education, both appropriately endorsed in the program area being taught. Enrollment and costs associated with an instructor (including costs of equipment and supplies in a one person program) are not eligible for reimbursement for any period of time the instructor's credentials and certification were not current and valid.

(B) Administrators and Job Placement Specialists. No costs for administrators or job development/placement specialists are eligible for reimbursement without the prior approval of the Board. Such approval will be granted if the person is appropriately vocationally credentialed and the district documents the percentage of time that person spends on matters directly related to approved programs.

(C) Eligible Costs. The following costs paid by a district for instructors and approved administrators and job development/placement specialists are eligible costs:

- (1) Salary for time spent teaching or supporting approved programs, including any extra compensation paid to instructors for vocational duties in addition to regular duties.
- (2) Benefit costs paid to a third-party provider or a self-insurance pool.
- (3) Other lump sum payments, such as cash sick leave or cash retirement payouts, to the extent earned in the fiscal year in which they are reported as costs.
- (4) Official travel related to approved programs, as permitted by district policies.
- (5) Vocationally-related professional development costs, including sabbatical leaves.

(D) Other Employees. The salary and benefit costs of substitute teachers, teacher aides, and paraprofessionals providing approved programs are eligible costs as provided in 5.5 (1)-(5).

(E) Vocational Student Organization Costs. The following are eligible costs when paid by the school district:

- (1) Mileage and per diem for vocational directors, administrators, teachers and chaperons attending vocational student organization events.
- (2) Transportation, meals and lodging costs of students and staff while attending VSO events held away from the district.

(3) VSO equipment, clothing, and paraphernalia which becomes the property of the district. Items which become the property of an individual student are not eligible for reimbursement.

(4) Registration fees for contests, conferences and similar events in connection with official VSO activities.

5.6 Administrative costs. In addition to other eligible costs, districts may claim up to 5% of their total eligible costs to defray the administrative expenses of operating the vocational programs.

6.0 PAYMENT AND AUDIT

6.1 Amount of Reimbursement. In any fiscal year, a district shall be eligible to receive 80% of the first \$1,250, or part thereof, by which the district's eligible costs per FTE attending each approved program exceeds 70% of the district's PPOR for that fiscal year. In addition, if the district's eligible costs per FTE exceed 70% of its PPOR by an additional amount in excess of \$1,250, the district shall be eligible for 50% of such additional amount.

6.2 Insufficient Appropriations. If the Colorado General Assembly appropriates less than the total amount required to fully reimburse all districts under the formula set forth in Section 6.1, the amount paid to each district shall be prorated in the same proportion that the appropriation bears to such total amount.

6.3 Applications for Reimbursement. Not later than August 1 of each year, districts offering approved programs shall file with the Board estimated eligible costs, estimated FTE and any other information requested by the Board related to calculation of estimated reimbursement for approved programs to be delivered by the district in that fiscal year. Such information shall be provided in the format and shall follow the guidelines for submission identified by the Board.

6.4 Estimates and Revisions to Estimated Costs. At any time prior to March 31, a district may revise its estimate of eligible costs and FTE for that fiscal year, based on unanticipated changes, by submitting such forms as may be required by the Board. Payment adjustments to estimates will be made in the June payments.

6.5 Payments. Payments to districts will be made quarterly based on the estimates submitted by all districts. Such payments will be made on or about September 30, December 31, March 31, and June 30. If any district revises its estimate as permitted under section 6.4, the fourth quarter (June) payments to all participating districts will be adjusted to take into account the revised estimates.

6.6 Actual Cost Reports. Not later than August 1, districts offering approved programs shall file with the Board a final report of actual eligible costs, FTE, and any other information required by the Board to determine actual costs and enrollments for the prior fiscal year, in the format identified by the Board. Such information shall be provided in the format and shall follow the instructions for submission identified by the Board.

6.7 Adjustments for Actual Costs.

(A) Using the actual costs and enrollments submitted by all participating districts pursuant to section 6.6, the Board shall recalculate the reimbursement due to each district for the prior fiscal year, and shall notify each district in writing of the amount of overpayment or underpayment (if any) of actual eligible costs, and a brief description of the methodology used to make that determination.

(B) If a district believes that the calculation of its underpayment or overpayment is in error, it must file a written complaint within 10 days of the date of the notice sent by the Board in Section 6.7(A) stating, at a minimum, what the district believes are the correct figures for eligible costs and FTE and the reasons the district believes an error was made. The Board shall review the submittal and accept or reject it within thirty (30) days. No district may challenge the calculation of overpayment or underpayment after the time for filing a complaint has expired.

(C) If no appeals are filed by any of the districts, the amount of the overpayment or underpayment set forth in the notice shall be deducted from or added to the first quarter September 30 payment (and subsequent payments if necessary). If the district does not participate in CVA the subsequent fiscal

year, it shall be invoiced for the amount of the overpayment or paid the amount of the underpayment.

(D) If a timely appeal is filed by any district, the Board may adjust proportionately the amounts to be paid to all districts and hold back the amount necessary to make proper payments if the appellants are successful.

(E) Except as provided in Section 6.7 (G), the eligible costs and enrollments reported by a district which do not appeal pursuant to Section 6.7(B) shall be deemed to be complete and final and may not subsequently be changed or challenged by that district.

(F) In no event shall the total amount paid to all participating districts exceed the funds appropriated for that fiscal year.

(G) If, after the time for appeal has expired, a district discovers a mistake in the information it submitted pursuant to Section 6.6 which resulted in a material under or over payment of funds under the Act, the district may petition the Board to amend its previous submission under Section 6.6. Upon receipt of such a submission, the staff of the Board may audit all of that district's figures for the fiscal year in question and prepare a detailed statement of whether it agrees or disagrees with the district's assertion that an error has been made. If the staff agrees, no further action shall be required and the amount paid to all districts for the subsequent fiscal year shall be adjusted to accommodate the error. If the staff disagrees, the statements of staff and district shall be reviewed by the Board, which shall make a final determination whether the district has been under or over paid for the fiscal year in question. In no event shall any district be permitted to file a petition under this section more than two years after June 30th of the fiscal year in question.

6.8 Audit. The Board may audit any district at any time up to two years after the date of submission by that district of the actual costs and enrollments for a given fiscal year, to determine if eligible costs and enrollments have been properly reported. If the audit reveals that reimbursement to the district under the Act was greater than the district was entitled to, the amount of overpayment, if material, shall be paid by the district to the Board by check or warrant, unless other arrangements for repayment are agreed to by the Board and the district. Amounts so repaid shall be added to the appropriations for funding the Act in the fiscal year repaid by the district. If the audit reveals that reimbursement to the district under the Act was less than the district was entitled to, the amount of the underpayment, if material, shall be paid by adjusting the proration for the fiscal year following the audit. If the district

disagrees with the result of the audit, it may appeal to the Board pursuant to Section 7.

6.9 Records. All participating districts shall keep complete and auditable records of all transactions related to the calculation of eligible costs and enrollments for a period of five years from the date of submission of actual costs and enrollments.

7.0 APPEALS

7.1 Initial Review. A party adversely affected by an action of the Board under these rules may appeal that action by filing a written complaint sent by certified mail to the System President within thirty (30) days of the date of written notice of the action which is the subject of the complaint, or within such shorter period of time specified in these rules. The complaint shall be on a form provided by the Board and may be accompanied by additional written information supporting the position of the complainant.

7.2 Review Committee. In all cases except those described in Section 7.3, a review committee composed of three people appointed by the System President shall review the complaint and any accompanying materials and shall respond promptly to the complaining party by certified mail sent to the address set forth in the complaint.

7.3 Vocational Credentials.

(A) Review Committee. If the complaining party is a person whose vocational credential has been denied, revoked, nonrenewed or suspended, a three person committee appointed by the System President including one practitioner from the respective occupational area, one credentialed instructor from the occupational area and the Board program manager for that occupational area shall act as the review committee.

(B) Review Process. The complaining party will be notified of the time, date and location of the review by certified mail sent to the address in the complaint not less than 20 days in advance. The complaining party will be notified of the decision of the review committee by certified mail.

7.4 Appeal. A complaining party who believes that the decision of the review committee formed under Section 7.2 or 7.3 above is in error may appeal to the Board by filing a written notice of appeal, stating why and in what way the committee decision was incorrect. The notice must be mailed or delivered not more than 30 days after receipt of the notice of the review committee's decision. The Board shall conduct a hearing and make a decision in accordance with CRS 24-4-105 and the Board's decision shall constitute final agency action.

Carl D. Perkins Vocational And Applied Technology Education Act

The State Board, as the sole state agency for vocational education and pursuant to C.R.S. 23-60-303, administers and distributes federal vocational education funds under Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Congressional authorization for the current law expired June 30, 1996; the program requirements of the original law were amended and funds have received continuation appropriations since that time.

The purpose of the Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose is primarily achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies necessary for work in a technologically advanced society.

SBCCOE is charged with adopting a state plan for administration of the grant; determining the secondary/postsecondary split of the basic grant; distributing special program awards to school districts, community colleges and area vocational schools. It is also responsible for monitoring recipients' compliance with federal law, regulations and local plan.

The Education Foundation

9101 East Lowry Boulevard
Denver, Colorado 80230-6011
(303) 620-4000

~ Profile ~

The Education Foundation, established in 1987 by the State Board for Community Colleges and Occupational Education, is a public foundation created to support the Community College System's mission. The Foundation exists to bridge the gap between the needs and resources of the Colorado Community College System, serving as the development arm of the system by securing resources outside the typical realms of state government.

Specific purposes of The Education Foundation are to:

- advance the vision, mission, goals, and objectives of the CCCS
- serve as catalyst and provide leadership and coordination for the resource development programs and activities of CCCS;
- raise funds for system-wide initiatives and needs;
- serve as cooperative and supportive resource for college foundations;
- seek support from state, regional, and national funders; and
- provide oversight and guidance for the management and investment of private funds.

The Education Foundation Board of Directors:

The Education Foundation is governed by a Board of Directors, which is appointed by a majority vote of the Foundation Board. The Chair of the SBCCOE and the System President serve as ex officio voting members. In addition, the System President appoints a CCCS college president for one-year renewable terms to serve as a voting member of the board. The officers of the corporation consist of a Chair, a Vice Chair, Secretary, and a Treasurer. The President of the CCCS serves as President of the Education Foundation.

The Education Foundation Board Members

William Hornby – Chair
Lawrence E. Hamilton – Vice Chair
Thomas Grimshaw – Secretary
Marvin Buckels - Treasurer
Rolf Anderson
Tilman (Tillie) Bishop
John Buechner
Jay Fox
Julianne Haefeli
Leonard Perlmutter
Jerome Wartgow
Raymond (Buzz) Wilder

Ex Officio Voting Members

Patricia Erjavec, SBCCOE Chair
Joe May, System President
Linda Bowman, President, CCA

Executive Director:

Mary Gershwin, Executive Director of System Advancement

The Education Foundation engages public, private, and non-profit sectors to support recognition and outreach:

Scholarships based on financial need and academic merit

- Bob Turner Memorial Fund
- Colorado State Employees Credit Union Scholarship
- Disabled American Veterans Scholarship
- Father Woody Scholarship
- Louise Keller Scholarship Fund
- Lyle B. Wood Endowment
- Rothenburg Endowment
- The Education Foundation System Staff Scholarship Fund
- 9 News Scholarship

Support for system strategic priorities through externally funded initiatives

HCA/HealthOne Grant – addressing Colorado’s nursing shortage by increasing college capacity to provide training for nurses

Bridges to Opportunity – a Ford Foundation Grant supporting our efforts to strengthen college capacity to improve access to workforce development and remedial education opportunities for the economically disadvantaged

Recognition of excellence and achievement of students and System employees

- The Jerome Wartgow Teaching with Technology Award
- Faculty of the Year
- Career and Technical Education Educator of the Year
- Classified Employee of the Year
- Employee Service
- Phi Theta Kappa All Colorado Team

Cooperative development with the individual college foundations to support multi-college projects and fundraising efforts.

Engagement of the Clements Group at a reduced system rate; sponsor of CASE standards training and consulting.

The Education Foundation facilitates investments in education through the development of capital projects at the 13 campuses and the System office, including:

- Purchase and renovation of two classroom buildings for Pikes Peak Community College in Colorado Springs
- Purchase of a classroom building for Arapahoe Community College in Littleton
- **Purchase and renovation of buildings on the Lowry Campus in Denver for System administration**