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**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

Virtual Only

January 3, 2025

ZOOM

(Meeting ID: 833 8429 0792 / Passcode:

994261) BUSINESS MEETING

1:00 pm - 4:00 pm

1600 Broadway, Suite 2200 • Denver, Colorado 80202 • (303) 862-3001



CCHE December Agenda Book

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Friday, January 3, 2025

Virtual Only

ZOOM

11:30 am – 1:00 pm

COMMISSIONER & ADVISOR WORK SESSION(Meeting ID: 833 8429 0792 / Passcode: 994261)

11:30 am -12:30 pm CDE Strategic Plan/Connection with Postsecondary and Workforce

Readiness – *Susanna Cordova, CDE Commissioner*

12:30 pm – 1:00 pm Lunch Break

1:00 pm

BUSINESS MEETING

- I. **Opening Business (30 minutes)**
 - A. Attendance
 - B. Approval of the Minutes for the December 5, 2024, Commission Meeting
 - C. Reports
 1. Chair
 2. Vice Chair
 3. Commission Standing Committees
 - a. Student Success & Workforce Alignment
 - b. Finance, Performance & Accountability
 4. Commissioners
 5. Advisors
 - D. Executive Director Report
 - E. Public Comment

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II. Consent Items (5 minutes)

- A. Degree Authorization – Approval for the Renewal of Authorization for Galen College of Nursing – *Heather DeLange*
- B. Degree Authorization – Approval for the Renewal of Authorization for Religious Training Institutions – *Heather DeLange*

III. Action Items (25 minutes)

- A. Recommended Approval of Proposed Revisions to CCHE Policy I, Section L: Statewide Transfer and GT Pathways – *Christina Carrillo, Academic Policy Officer and Advocate; and Chris Rasmussen, Senior Director of Academic Pathways and Innovation*

IV. Discussion Items (90 minutes)

- A. Legislative Update – *Rachel Fischer, CDHE Legislative Liaison*
- B. Continued conversations on Colorado minimum value threshold and postsecondary value/ROI - *Michael Vente, CDHE Chief Performance Officer and Senior Director of Research and Data Governance*
- C. Updates on Colorado Statewide Longitudinal Data System (SLDS) - *Michael Vente, CDHE Chief Performance Officer and Senior Director of Research and Data Governance*
- D. Updates on Implementation of SB24-164 (Institution of Higher Education Transparency Requirements) – *Chris Rasmussen, Senior Director of Academic Pathways and Innovation; Carl Einhaus, Chief Student Success and Academic Affairs Officer; and Christina Carrillo, Academic Policy Officer and Advocate*



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Minutes of the Colorado Commission on Higher Education (CCHE) Meeting Virtual December 5, 2024

BUSINESS MEETING

Chair Walmer called the business meeting to order at 1:00 pm.

I. Opening Business

A. Attendance

Commissioners attending: Chair Walmer, Vice Chair Gonzales, Commissioners Abramson, Barkin, Harber, Hughes, Kostenbauer, Temu-Otting, Tucker, Walker Harvey, Wilson, Executive Director Paccione

Advisors attending: Mr. Mark Cavanaugh, Ms. Leilani Domingo, Dr. Michael Lightner, Mr. Mark Superka, Mrs. Jamie Viefhaus-Zak, Dr. Melinda Piket-May,

- B. Approval of the Minutes for the October 24, 2024 Commission Meeting
Commissioner Tucker moved to approve the October minutes. Seconded by Commissioner Kostenbauer. The motion was approved by consent with no opposition.

C. Reports

1. Chair - Chair Walmer started by thanking everyone for the rich conversation during the working session today that produced some topics for the working sessions in 2025. Chair Walmer informed the Commission that the Formula Review Working Group will have its first meeting on Wednesday, December 18th and will meet monthly through July 2025. Chair Walmer and Commissioner Tucker will serve on this committee along with representatives from all IHEs across Colorado. These meetings are scheduled in coordination with the FPA and full Commission meetings to ensure seamless communication as the project progresses. She also informed the Commission that Emily House has been selected to facilitate this project. Chair Walmer shared that the funding formula survey draft is being finalized and should be done by the end of next week. Once the survey is finalized, Commissioners will be asked to help distribute to a wide range of folks as to ensure there is robust feedback.



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- Finally, Chair Walmer shared that she had an opportunity to gather with the CCCS. She was invited to speak to 60 leaders about the history of the Commission and the work of the Commission. She also gave an overview of the strategic plan and had time for questions at the end. She believes that these leaders will go on to do amazing things in Colorado.
2. Vice Chair - Vice Chair Gonzales started with Kudos for Chair Walmer and the great work that she is doing with National Governor's Association and our Governor with the Let's Get Ready initiative. Vice Chair Gonzales had an opportunity to participate in the Fireside Chat and walked away fired up! Vice Chair Gonzales also gave Kudos to Dr. Paccione and the team at the Department. She attended a site visit at Regis recently and it reminded her how important it is to include the IHEs in the work of the Commission. Gaining their perspective is an incredible asset to the work of CCHE.
 3. Commission Standing Committee
 - a. Student Success & Workforce Alignment - Commissioner Abramson shared that this committee has a number of items on the consent agenda for today. He also mentioned that there was an item that did not make the agenda today regarding the termination or winding down of a program. They are hoping to get that on the agenda for January. Commissioner Abramson also shared that as a committee they will be looking at the full spectrum of post-secondary pathways. They will create a "heat map" of all the options and post-secondary pathways for students in Colorado. This committee wants to create a visual representation that includes apprenticeships, internships, credentials, certificates, and IHEs. They will keep the Commission updated as their work progresses.
 - b. Finance, Performance & Accountability - Commissioner Tucker reported that this committee has several items on the agenda for today including consent, action and discussion. He also shared that the majority of their recent discussions have focused on the capital construction rubric. This is an action item for today's meeting. They have been discussing cut off points for different institutions in terms of their cash funding and wanted to discuss this with the full Commission before voting.



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4. Commissioners

- a. Commissioner Harber thanked Chair Walmer for her leadership! He appreciated the Commissioners having an opportunity to discuss what they would like to see happen with the Commission over the next year. Commissioner Harber also offered to look at the survey for the funding formula before it is finalized as he has an extensive background in public opinion and survey research. Chair Walmer said that she would take him up on that offer!
- b. Commissioner Kostenbauer echoed what Vice Chair Gonzales shared regarding the Fireside Chat with the Governor. Commissioner Kostenbauer was encouraged by the Governor's leadership and all of the folks that are committed to the learners of Colorado. Commissioner Kostenbauer also shared that she had met with folks from different institutions about the changes that could be coming with the new Administration for our country. She believes it is important for people to share their thoughts and feelings. She also been having conversations with employers and trying to ensure they have a good talent pipeline with diverse leadership. This will be important for recruiting talent in Colorado.

5. Advisors

- a. Advisor Lightner echoed the concerns that Commissioner Kostenbauer has for the IHEs with the new Administration for our country. He believes that the leadership of the Commission will be key for the next 6-12 months for our institutions and for our state.
- b. Advisor Domingo reported that she had the unique opportunity to participate in Senator Hickenlooper's Fireside Chat. She shared that student leaders from several different universities were able to speak about some challenges that students were facing on their campuses. Advisor Domingo highlighted some of the challenges for the Commission and they included, mental health initiatives, housing security, food security and recognition equity for some of the smaller or more rural universities (this is one that Advisor Domingo faces on her campus).
- c. Advisor Cavanaugh thanked the Department for their outreach to the different campuses across the state. He had an opportunity to join in on the recent visit to Regis along with Vice Chair Gonzales. They had an opportunity to speak with staff about a variety of issues including FAFSA. Advisor Cavanaugh mentioned that the real treat was the student panel and getting to hear from them. He appreciated that the students felt heard on a statewide level and he thanked Executive Director, Dr. Paccione for this.



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D. Executive Director Report

Executive Director Paccione - Executive Director, Dr. Johnson delivered the report for Dr. Paccione who is limited in her participation today as she care for her mom. Dr. Johnson shared that the Colorado GearUp program has begun the process to apply for another seven year cohort grant. There are some concerns for this program with the incoming Administration. The team is working exceptionally hard to get this application submitted. Special thanks to the Governor for his letter of support for this application!

Dr. Johnson also shared gratitude for President Aceves and his staff for an engaging visit at Regis recently.

Dr. Johnson also mentioned that the staff at the Department are working hard to prepare for the Joint Budget hearings and the Smart Act hearings that are coming up. She shared that the JBC Hearings are set for January 9th and 10th. When the dates are finalized for the Smart Act Hearing, that will be shared out.

Dr. Johnson moved on to share staff updates for the Department. She announced that Lilianna Diaz Solodukhin is the new Senior Director of Student Success and P-20 Alignment. She also announced the departure of Dr. Chris Rasmussen, who accepted a position as Vice Chancellor and Chief Academic Officer for the West Virginia Higher Education Policy Commission and the Community and Technical College System of West Virginia. Dr. Rasmussen joined CDHE in 2018 and has done some amazing work for the students of Colorado. He will be sorely missed!

Dr. Johnson also announced the departure of our Chief Financial Officer, Crystal Collins. Crystal has accepted a position of Vice President for State Affordability Initiatives for the Strata Education Foundation. Crystal has done some amazing work for the department in her short time and she will be hard to replace!

E. Public Comment -

1. Brittany Bell, anthropology professor at the University of Northern Colorado thanked the Commission for the work that they do and for allowing her comment today. Ms Bell spoke briefly about her opposition to a new 90 credit degree being called a Bachelor Degree. She understands



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that college can be difficult to pay for but she does not believe that offering less education is the best way to address the cost of college. Better outcomes are associated with more education. She also believes that if there are 2 tracks for a bachelor's degree students with financial difficulties will choose the 90 credit and those who do not have difficulties paying will choose the traditional path and this may in turn cause inequities in recruitment for the workforce.

2. Claude D'Estree, professor of international law and human rights at the University of Denver, addressed the Commission about some of the potential impacts of the proposed 90 hour bachelor's degree. He is concerned about the implications for a graduate degree for students who complete a 90 hour bachelor's as they would not meet the current qualifications for a graduate program. He is also concerned that this would create inequities between students who have a 90 hour bachelor's degree and those who have the traditional 120 hour bachelor's degree. Finally, he asked the Commission to consider the implications for Financial Aid for these students.
3. Greg Kinney, research assistant professor of Epidemiology at Anschutz Medical Campus. On behalf of the Anschutz Medical Faculty Assembly, which represents about 5,500 faculty members on the Anschutz Campus, they are in support of the 90 hour bachelor's degree. They believe that this could result in better career outcomes for students compared to the 60 hour associate degree. They are not in favor of calling it a bachelor's degree as it may create an illusion of equivalence to the 120 hour bachelor's degree. They do not believe it will have the same breathe and depth of the traditional 120 hour bachelor's degree.
4. Liz Goodnight, philosophy professor and president of the faculty center at MSU Denver, thanked the Commission for the opportunity to speak at today's meeting. She mentioned that MSU Denver has some great ideas for 90 credit stackable degree programs that will help students save money and enter the workforce sooner. She did say



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that she is apprehensive about the unintended consequences that could occur if it's called a bachelor's degree.

5. Sasha Breger , associate professor in the School of Public Affairs and Chair of Faculty Assembly at CU Denver, thanked the Commission for the opportunity to speak. Sasha echoed the unintended negative consequences of a reduced credit BA on the student population. She says that while a 3 year degree may be appealing to the students, it may not easily be turned into a 4 year degree if the student changes their minds. There is also a concern that if this degree is not represented well in it's name and other communications, universities across Colorado are going to take one step closer to being the for profit diploma mills that has been criticized for so many years.

II. Consent Items

- A. Recommended Approval of Institutional Grants for the 2024-25 OER Grant Program - *Chealsye Bowley, Director of Open Education and Learning Innovation*
- B. Recommended Approval of New Mexico Reciprocity Agreement - *DeAnna Castaneda, Budget and Policy Analyst*
- C. Degree Authorization - Approval of Full Authorization for Rosalind Franklin University of Medicine & Science - *Heather DeLange*
- D. Degree Authorization - Renewal of Authorization for Harvest Bible College - *Heather DeLange*
- E. Capital Projects — Recommended Approval of Two-Year Capital Cash List Edits - Colorado Mesa University - *Kennedy Evans, Budget and Policy Analyst*

Commissioner Kostenbauer motioned to approve the consent agenda and Vice Chair Gonzales second the motion. The consent agenda was approved with no opposition.

III. Action Items

- A. Recommended Approval of Fiscal Year 2025-30 Capital Construction, Renewal, and IT Rubric - *Kennedy Evans, Budget and Policy Analyst*



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Kennedy Evans presented to the group on the Capital Construction Rubric. She provided a detailed overview of the timeline, stakeholder feedback, working group membership and all of the meeting dates, as well as all of the FPA meetings. Kennedy also went into details of how the capital construction renewal projects are scored. She mentioned that the number of base points remains 58. She also reviewed the specific changes made for the capital construction projects. The Commission engaged in some conversation about this item and Kennedy was able to answer questions before we moved to the next item on the agenda. For more details, Kennedy's presentation can be found on the CCHE website.

Commissioner Tucker motioned to approve action item A and Commissioner Kostenbauer second the motion. The action item was approved with no opposition.

B. Recommend Approval of Fiscal Year 2025-26 Student Budget Parameters - *DeAnna Castaneda, Budget and Policy Analyst*

Deanna gave a brief presentation requesting approval for the student budget parameters for FY2025-26, which is an annual report that sets the student budget figures for the upcoming year. Since the Commission has heard a lot of the information before, Deanna kept the presentation brief and focused on changes that have been made since the last FPA meeting. This was reflected on table 2 of the presentation and was regarding childcare costs.

Commissioner Tucker motioned to approve action item B and Commissioner Kostenbauer second the motion. The action item was approved with no opposition.

IV. Discussion Items

A. Legislative Update - Rachel Fischer, CDHE Legislative Liaison- Rachel started by introducing herself to the Commission. She also thanked Kennedy for



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providing policy and advocacy support to the Legislative dept. Rachel also mentioned that she is working on hiring a legislative affairs intern. They have some great candidates and are hoping to have someone onboard sooner than later. Rachel also shared a presentation and reviewed the 2025 session legislative priorities for CDHE and CCHE. These include Higher Education Statute modernization, technical changes to HB-1340 (Colorado Promise), Work based learning and the creation of a state-wide transfer website. Chair Walmer added that Rachel will be doing a legislative update for the Commission in the January-May CCHE meetings.

- B. Fiscal Year 2025-26 Governor's Budget Request Overview - Crystal L. Collins, CDHE Chief Financial Officer - Crystal facilitated a discussion around the Governor's Budget and the Higher Education budget requests for FY2025-26. She also discussed some of the deficits that may be seen in the next fiscal year.
- C. Michael Vente (Chief Performance Officer and Senior Director of Research and Data Governance) provided an update to the Commission on the work to calculate the Colorado Minimum Value Threshold (MVT) in alignment with the CCHE Strategic Plan and implementation of HB22-1349. Mr. Vente summarized various documents that were sent to commissioners prior to the meeting including documents prepared by Education Strategy Group (ESG) on the Technical Working Group process, the statewide MVT outputs for 2-digit CIP programs, and updated wage outcomes data (at the 2-digit and 4-digit CIP levels) aligned to CDHE's annual ROI report. Commissioners provided feedback on the documents including a desire to see more MVT outputs aggregated at different levels. Mr. Vente thanked commissioners for the feedback and said he would work with CDHE staff to modify MVT output data as needed.
- D. Michael Vente (Chief Performance Officer and Senior Director of Research and Data Governance) provided an update to the Commission on the work to implement HB24-1364 and develop a Colorado Statewide Longitudinal Data System (SLDS). Mr. Vente explained that the Office of Information Technology (OIT) convened representatives across the education, training, and workforce agency continuum to develop pieces of the SLDS infrastructure including the Governance Board (identifying the vision, mission, and values for the SLDS), the Sustainability Advisory Group (developing use cases for the newly created SLDS), and the Build and Implementation Advisory Group (discussing the technical considerations of linking data). Mr.



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Vente represents CDHE on all three groups. OIT will release a report on this work over the past year in January 2025. Mr. Vente said he would continue to update CCHE as OIT provides more updates.

TOPIC: Degree Authorization: Galen College of Nursing – Request for Renewal of Provisional Authorization

PREPARED BY: Heather DeLange, Office of Private Postsecondary Education

I. SUMMARY

This agenda item recommends the renewal of Provisional Authorization for Galen College of Nursing to operate in Colorado pursuant to the Degree Authorization Act (§23-2-101 et seq.).

II. BACKGROUND

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

The DAA outlines the Department’s jurisdiction over private education programs available to the residents of the state of Colorado. The DAA establishes standards to (1) prevent misrepresentation, fraud, and collusion in offering educational programs to the public and (2) protect, preserve, foster, and encourage the educational programs offered by private educational institutions, which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

Provisional authorization is the authorization level for institutions, new or new to Colorado, which have been evaluated by Department staff under Commission procedures and authorized by the Commission to enroll students, offer instruction, graduate students, and award degrees under the condition that the institution is continuously seeking and is making satisfactory progress toward accreditation at the local site. Institutions with provisional authorization are required to renew annually and must receive accreditation at the Colorado site within three years of initial authorization.

Galen College of Nursing is a private, for-profit institution with its main campus in Louisville, Kentucky with several campuses in other states. Over the years Galen has evolved into an institution offering nursing programs, including a baccalaureate degree. Galen was founded by Humana Health Institutes in 1989 to fill a need during a critical shortage of nurses. It was acquired in 2020 by Hospital Corporation of America and has embarked on an expansion program, with campuses opened in Miami, Florida and Austin, Texas during 2020. The College plans to open a branch campus in Aurora, Colorado. The degree programs planned for the Colorado site are already offered at seven locations, the Aurora location would be the eighth. Galen plans to offer the same curriculum and enforce the same academic regulations and admissions policies as the other sites.

In Colorado, Galen College of Nursing

- Associate Degree in Nursing (ADN), Two Year Option
- Associate Degree in Nursing (AND) LPN to ADN Bridge
- Baccalaureate Degree in Nursing, Pre-Licensure Option

Galen College of Nursing is institutionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS). Galen also holds programmatic accreditation through the Commission on Collegiate Nursing Education (CCNE) for its baccalaureate degrees and the Accreditation Commission for Education in Nursing (ACEN) for all degree levels at its existing sites.

III. STAFF ANALYSIS

As required by the Degree Authorization Act, Galen College of Nursing submitted the required documents for the renewal of provisional authorization.

Galen is in the process of applying for approval for its nursing programs through the Colorado State Board of Nursing in concert with applying for operational authority to operate as a degree-granting institution. While the recommended provisional authorization allows institutions to begin enrolling students, institutions seeking approval for nursing programs must obtain partial approval from the Board of Nursing prior to doing so.

The College has submitted Phase II (of four) of the application to the Colorado State Board of Nursing. Recruiting for students can only begin once the Board of Nursing approves the Phase II submission. The College has been asked to provide some revisions to the CO Board of Nursing and is currently gathering the documents to submit. If all revisions are in order, they will receive the Phase II Interim approval.

Pursuant to statute, new institutions new under the Degree Authorization Act has executed a bond or other surety instrument to provide indemnification to any student that the Commission finds to have suffered loss of tuition or any fees as a result of any act or practice that is a violation of statute. Galen College of Nursing officials have renewed the bond pursuant to the requirement.

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission approve the renewal of provisional authorization for Galen College of Nursing to offer its nursing programs in Colorado under the Degree Authorization Act.

STATUTORY AUTHORITY

C.R.S. §23-2-103.3 Authorization to operate in Colorado – renewal

(1) (a) To operate in Colorado, a private college or university shall apply for and receive authorization from the commission. A private college or university shall obtain a separate authorization for each campus, branch, or site that is separately accredited. A private, nonprofit college or university shall submit with its application verification of nonprofit status, including a copy of the institution's tax-exempt certificate issued by the Colorado department of revenue.

(b) After receiving an application, the department shall review the application to determine whether the private college or university is institutionally accredited by a regional or national accrediting body recognized by the United States department of education. The department shall not recommend and the commission shall not approve an application from a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state or that has substantially the same owners, governing board, or principal officers as a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state.

(2) To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by a regional or national accrediting body recognized by the United States department of education; except that a private college or university may operate for an initial period without accreditation if the commission determines, in accordance with standards established by the commission, that the private college or university is likely to become accredited in a reasonable period of time or is making progress toward accreditation in accordance with the accrediting body's policies. The commission may grant a provisional authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report annually to the commission concerning the institution's progress in obtaining accreditation.

Topic: Degree Authorization - Renewal of Authorization for New Geneva Theological Seminary

Prepared By: Heather DeLange, Office of Private Postsecondary Education

I. Summary

This agenda item concerns renewal for New Geneva Theological Seminary which is currently authorized as a Religious Training Institution/Seminary under the Degree Authorization Act.

II. Background

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

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization that the institution holds from the CCHE. Seminaries and religious training institutions are required to apply for renewal of authorization every three years. To be considered for renewal of authorization, an institution must demonstrate that it continues to meet the minimum operating standards specified in statute and in CCHE policy, Section I, Part J, demonstrated through:

- An updated list of program offerings;
- Confirmation of non-profit status;
- Confirmation of property (real or personal) exemption pursuant to Colorado State Law;
- Updated contact information; and
- Submission of the required renewal fee.

III. Staff Analysis

Based on review of required documentation submitted by institutions, staff recommends renewal for New Geneva Theological Seminary through November 30, 2027. The Seminary continues to comply with the applicable statute and policy regulations to operate as a bona fide postsecondary educational institution in Colorado.

III. Staff Recommendation

Staff recommends approval of continued authorization of the New Geneva Theological Seminary as a Religious Training Institution under the Degree Authorization Act.

Statutory Authority

§23-2-103.3 C.R.S.

(II) A seminary or religious training institution that continues to meet the minimum operating standards specified in this section is presumed qualified for renewal of authorization, and the department shall recommend that the commission renew the institution's authorization for three additional years.

TOPIC: **Approval of Proposed Revisions to CCHE Policy I, Part L: Statewide Transfer and GT Pathways Policy**

PREPARED BY: **Christina Carrillo, Academic Policy Officer and Advocate**
 Chris Rasmussen, Senior Director of Academic Pathways and Innovation

I. SUMMARY

This item presents for action changes to the Commission’s Statewide Transfer and GT Pathways policy to codify changes to policy language as required by Senate Bill 24-164, as well as changes in policy language concerning the awarding of GT Pathways credit for successful completion of courses in world languages and removal of references to MAPS (Minimum Academic Preparation Standards) in the University of Colorado System.

II. BACKGROUND

In 2001, the addition of §23-1-108.5 to Colorado Revised Statutes charged the Commission to “oversee the adoption of a statewide articulation matrix system of course numbering for general education courses” that “every student...must successfully complete to attain an associate’s or bachelor’s degree”. Statute also created the General Education Council, which was charged with developing and maintaining the articulation matrix. The Council—working closely with institutional faculty—developed content criteria and competencies (student learning outcomes) to guide institutions in mapping existing courses, and creating new courses, to align with the matrix. GT Pathways courses are grouped into 6 broad categories, 14 sub-categories, and 10 competencies. The 31 required credits are distributed among the categories and sub-categories in a manner articulated by Commission policy.

Senate Bill 24-164 modified §23-1-108.5 in a number of ways, along with making changes to the Student Bill of Rights in §23-1-125 and creating new expectations for the timing of institutional responses to requests for transfer credit through the addition of §23-5-150. This agenda item presents revised language to reflect some, but not all, of the changes to Commission policy required by Senate Bill 24-164, with a focus on modernizing language to align with revisions to statute. The staff will present additional recommended changes to policy in the coming months.

An unrelated change in policy language presented to the Commission concerns the awarding of GT Pathways credit for successful completion of courses in world languages, which will allow students to qualify for credit after completing only one semester of world language study, instead of the three-course sequence currently required. Another unrelated change is to remove references to MAPS (Minimum Academic Preparation Standards) in the University of Colorado System, as this particular requirement was eliminated for all newly admitted students as of the Summer 2023 academic term.

III. STAFF ANALYSIS

The change to GT Pathways eligibility for world language study was originally proposed by Spanish language faculty during a routine review of the Statewide Transfer Articulation Agreement in Spanish. Faculty participants asserted that the acquisition of knowledge and development of competencies required for the world languages GT Pathways category (Arts and Humanities-4) could be attained through a single semester of study, and that it was not necessary to require “intermediate” level study of a language. The faculty noted that many students decline to begin study of a world language because they know that GT Pathways credit is not possible unless they successfully complete three semesters of study (or its equivalent, for students who test out of one or more semesters of study).

This has exacerbated a multi-year trend of declining enrollments in the study of world languages nationally, which is troubling given the various benefits to world language study, not the least of which is an improved understanding of the structure of English with associated improvement in English writing skills. The recommended changes align with standards of ACTFL (Association for the Collegiate Teaching of Foreign Languages) and state-level general education requirements among western states, as surveyed by staff. Following these recommendations, the CDHE academic affairs staff twice convened world languages study from across the state to develop recommended revisions to GT Pathways requirements for the AH4 category. Representative faculty presented to the full General Education Council at its October retreat and again at its November meeting, at which time the Council accepted the recommendations and advised the staff to make necessary changes to policy and associated process documents. With Commission approval of the change, institutions can begin submitting first- and second-semester world languages courses for review and inclusion in GT Pathways.

Regarding recommended changes from Senate Bill 24-164, the majority codify the term “guaranteed transfer pathways matrix” and eliminate the redundant terms “common course numbering” and “common course numbering matrix”. This change ensconces the commonly used name of Colorado’s general education transfer initiative in law.

Guidance from the statutes listed below under “Statutory Authority” was used in developing proposed revisions to the policy. The following changes are proposed:

1. Section 2.00 Statutory Authority

- a. In sub-section 2.02, revise language as “...a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions and that will ensure that the quality and requirements that pertain to general education” to “...the guaranteed transfer pathways matrix, which includes all higher education institutions and will ensure that the quality of the guaranteed transfer pathways matrix.”

- b. In sub-section 2.03, revise language as “test” to “testing”; and add text “-prior work-related experience – policies – definition – repeal.”
 - c. In sub-section 2.04, revise language as “gtPathways” to “guaranteed transfer pathways matrix.”
- 2. Section 3.00 Definitions
 - a. In sub-section 3.07, revise language as “‘gtPathways’ means guaranteed transfer pathways as described in §23-1-108.5 and §23-1-125(3)” to “‘gtPathways’ means the guaranteed transfer pathways matrix as described in §23-1-108.5, §23-1-125(3), and §23-1-125(6)....”
- 3. Section 4.00 Policy Goals
 - a. New sub-section 4.02.08, add text indicating that “[s]tudents have a right to transparency of the cost of postsecondary education programs, including information on fees, associated expenses, and financial aid in the form of scholarships, grants, and loans;”
 - b. New sub-section 4.02.09, add text indicating that “[s]tudents have the right to seamless transfer of courses in the guaranteed transfer pathway matrix, transparency in the process for transferring credits, a timely response on applications for transferring credits, and transparency in how and why a credit is accepted or rejected by an institution and how and why a credit is or is not applied toward degree requirements;”
 - c. New sub-section 4.02.10, add text indicating that “[s]tudents have the right to appeal an institution’s failure to accept the student’s request for transfer credit; and”
 - d. New sub-section 4.02.11, add text indicating that “[s]tudents have the right to know what work-related experiences or prior learning opportunities are awarded postsecondary academic credit at the institution in which the student is enrolled, pursuant to section 23-5-145.5.”
- 4. Section 5.00 Roles and Responsibilities
 - a. In sub-section 5.03.01, revise language as “the Student Bill of Rights [23-1-125(1)(a-g)...” to “the Student Bill of Rights [23-1-125(1)(a-k)....”
 - b. In sub-section 5.03.04, revise language “...shall review its course offerings and identify those general education courses offered by the institution that correspond with the courses included in the course numbering system. The higher education institution shall submit its list of identified courses...for review and approval by the commission on or before March 1, 2003...” to “Each higher education institution shall submit its list of identified courses in the guaranteed transfer pathways matrix,...for review and approval by the commission on or before March 1, 2003, and on March 1 of each odd-numbered year thereafter.”
 - c. In sub-section 5.03.05, delete text “those general education”; and revise language “course numbering system” to “guaranteed transfer pathways matrix.”

- d. In sub-section 5.03.06, add text indicating that public institutions of higher education “[s]hall re-evaluate the application of transfer credits to a student’s new major or program requirements ‘if a student changes the student’s major or declared program of study’”
 - e. In sub-section 5.05.04, revise language as “shall oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality and requirements that pertain to general education...” to “oversee the adoption of a guaranteed transfer pathways matrix, which includes all higher education institutions and will ensure that the quality of the guaranteed transfer pathway matrix....”
 - f. In sub-section 5.05.07, revise language as “...statewide articulation matrix system of common course numbering...” to “guaranteed transfer pathway matrix...” and “such” to “the”.
 - g. In sub-section 5.06.02, revise language as “...statewide articulation matrix system of common course numbering...” to “...guaranteed transfer pathway matrix....”
 - h. In sub-section 5.06.03, revise language as “...a list of general education courses” to “...a list of courses...”; “...course numbering system...” to “...guaranteed transfer pathways matrix...”; “...said general education courses...” to “...the courses...”; and “...focusing first...” to “...focusing on....”
 - i. In sub-section 5.06.04, revise language as “...the list of general education courses and the course numbering system...” to “the list of courses and the guaranteed transfer pathway matrix...”; “...recommend such changes as may be necessary...” to “recommend changes necessary...”; and “...course numbering system...” to “...guaranteed transfer pathways matrix....”
5. Section 7.00 General Education and GT Pathways Curriculum
- a. In Table 2: GT Pathways Curriculum, delete text “must be 200 level” from the arts and humanities sub-category GT-AH4 World Languages. At its November 2024 meeting, the General Education Council (GE Council) adopted the statewide world languages discipline group’s revisions to the GT-AH4 content and competencies to allow for GT Pathways credit to be awarded after completion of the first or second course in the typical language sequence.
6. Section 8.00 Transfer Options for Students
- a. In sub-section 8.03, delete language concerning “...students transferring to a University of Colorado institution (Boulder, Colorado Springs, Denver) must satisfy the CU System’s MAPS (Minimum Academic Preparation Standards) requirements.” The University of Colorado System discontinued these requirements in 2023.

IV. STAFF RECOMMENDATION

Staff recommends approval of the proposed revisions to CCHE Policy Section I, Part L: Statewide Transfer and GT Pathways Policy.

V. STATUTORY AUTHORITY

C.R.S. § 23-1-108.5

Duties and powers of the commission with regard to common course numbering system – council of higher education representatives – rules – legislative declaration – definitions – repeal.

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

...

(4)(a) Each higher education institution shall submit its list of identified courses in the guaranteed transfer pathway matrix, including course descriptions and, upon request of the commission, summaries of course syllabi, for review and approval by the commission on or before March 1, 2003, and on March 1 of each odd-numbered year thereafter.

(4)(b) Beginning with the fall semester of 2003, each higher education institution shall publish, and update as necessary, a list of course offerings that identifies courses offered by the institution that correspond with the courses included in the guaranteed transfer pathway matrix.

(5)(a) All credits earned by a student in the guaranteed transfer pathways matrix are automatically transferable and applicable to the student's declared major or program requirements. If the credits earned by a student cannot be applied to the student's declared major or program requirements, the credits must be used to fulfill any remaining general elective course requirements needed for the student's major or program. If a student changes the student's major or declared program of student, the application of transfer credits to the student's new major or program requirements must be re-evaluated. This requirement applies to all higher education institutions upon transfer and acceptance of the student. All higher education institutions shall participate in the guaranteed transfer pathways matrix. The commission shall adopt policies and guidelines as necessary for the implementation of this section. Each institution's governing board shall modify its existing policies as necessary to accept the transfer of these credits.

(5)(b) All courses in the guaranteed transfer pathway matrix system must qualify as the same

course at the receiving institution, irrespective of the total credits assigned to the course.

(5)(c) A receiving institution shall not require a transfer student to take the same or similar courses who has completed the required course in the guaranteed transfer pathway matrix, regardless of whether the student earned an associate's degree prior to transfer.

(6)(a) The Council shall devise and recommend to the commission procedures for exchanging information to document students' success in transferring among higher education institutions. The commission shall adopt and implement such procedures.

(6)(b) The commission, in consultation with the governing boards and the higher education institutions, shall design and implement a statewide database to implement the provisions of this section.

...

C.R.S. §23-1-125

Commission directive – student bill of rights – degree requirements – implementation of core courses – competency test – prior learning – prior work-related experience – policies – definition – repeal.

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

...

(h) Students have a right to transparency of the cost of postsecondary education programs, including information on fees, associated expenses, and financial aid in the form of scholarships, grants, and loans.

(i) Students have the right to seamless transfer of courses in the guaranteed transfer pathways matrix, transparency in the process for transferring credits, a timely response on applications for transferring credits, and transparency in how and why a credit is accepted or rejected by an institution and how and why a credit is or is not applied toward degree requirements.

(j) Students have the right to appeal an institution's failure to accept the student's request for transfer credit; and

(k) Students have the right to know what work-related experiences or prior learning opportunities are awarded postsecondary academic credit at the institution in which the student is enrolled, pursuant to section 23-5-145.5.

...

(3) **Core Courses.** The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist

of at least thirty credit hours but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education courses guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.

...

(6) **Definitions.** As used in this section, unless the context otherwise requires:

...

(6)(b) “Guaranteed transfer pathway matrix” means a group of general education courses or lower-division courses required for a specific program at the institution that every student enrolled in the specific program at the institution must successfully complete in order to transfer to or from an institution and has equivalent learning outcomes as the same level of courses offered by another institution.

...

ATTACHMENTS

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

Attachment B (for informational purposes): GT Pathways Curriculum Course Submittal Form GT-AH4 World Languages

SECTION I

PART L STATEWIDE TRANSFER AND gtPATHWAYS POLICY

1.00 Introduction

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

The policy is divided into the following sections:

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

2.00 Statutory Authority

This policy is based on the following Colorado Revised Statutes:

- 2.01 §23-1-108(7)(a), C.R.S. “The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education...”
- 2.02 §23-1-108.5(1), C.R.S. “...The general assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of the guaranteed transfer pathway matrix, which includes all higher education institutions and will ensure that the quality of the guaranteed transfer pathways matrix courses are comparable and transferable systemwide.”

¹ Additional resources related to gtPathways and transfer of courses are available [online](#).

² A listing of degrees that have been waived of gtPathways requirements can be found [online](#) including all bachelor’s degrees at the Colorado School of Mines, and professional degrees at other public institutions subject to specialty accreditation criteria (e.g., nursing, engineering, business, music).

- 2.03 §23-1-125 et seq., C.R.S. Commission directive – student bill of rights – degree requirements – implementation of core courses – competency test – prior learning – prior work-related experience – policies – definition – repeal.
- 2.04 §23-1-125(3), C.R.S. “In creating and adopting the [guaranteed transfer pathways matrix] guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission.”
- 2.05 §23-1-131(3)(a), C.R.S. “The commission shall collaborate with the governing boards of the two-year and four-year institutions to develop and coordinate a process to notify students concerning eligibility for the award of an associate degree. The notification process shall apply to students at a four-year institution who have accumulated seventy credit hours at a four-year institution³ and who transferred to the institution after completing the residency requirements for an associate degree at a two-year institution.”
- 2.06 §23-5-122(1), C.R.S. “...the governing board of every state-supported institution of higher education shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system.”
- 2.07 §23-60-802, C.R.S. Area technical colleges – credits – transfer.

3.00 Definitions

- 3.01 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes.
- 3.02 “Core courses” means the thirty-one credit lower division gtPathways curriculum to which “...Individual institutions of higher education shall conform their own core course requirements...” (i.e., general education requirements). “The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology.

The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours” [§23-1-125(3), C.R.S.].⁴

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

⁴ Note that this does not apply to every degree program at every institution; §23-1-125(3) gives the Commission authority to “...make allowance for baccalaureate programs that have additional degree requirements...” A list of degrees that have been waived of gtPathways requirements is maintained on the Department’s [website](#).

- 3.03 “Course numbering system” means the common system of numbering used by all institutions for gtPathways courses, such as GT-CO1 for an introductory written communication course, GT-CO2 for an intermediate written communication course, GT-MA1 for a mathematics course, and so on, pursuant to §23-1-108.5(2)(b), C.R.S.
- 3.04 “Degree with Designation” means a two-year degree with academic designation in a particular discipline or interdisciplinary field, and that is part of a Statewide Transfer Articulation Agreement (with the exception of dental hygiene), as described in §23-60-211, C.R.S. A Degree with Designation is a 60-credit Associate of Arts or Associate of Science degree that includes the 31-credit GT Pathways curriculum, plus a collection of required and elective courses that provides students with a solid foundation for further study in a given discipline or program area. Exceptions to the 60-credit limit, and to the GT Pathways requirement, may be made by the Commission to facilitate transfer in certain disciplines or fields, including where the associated bachelor’s degree program has received a waiver from the 120-credit cap and/or GT Pathways curriculum requirements.
- 3.05 “Department” means the Colorado Department of Higher Education created and existing pursuant to section §24-1-114, C.R.S.
- 3.06 “GE Council” means the General Education Council convened pursuant to §23-1-108.5(3)(a), C.R.S.
- 3.07 “gtPathways” means the guaranteed transfer pathways matrix as described in §23-1-108.5, §23-1-125(3), and §23-1-125(6), C.R.S.
- 3.08 “gtPathways content criteria” means the sets of criteria for the six content areas that make up the gtPathways curriculum: 1) written communication, 2) mathematics, 3) arts and humanities, 4) social and behavioral sciences, 5) history, and 6) natural and physical sciences.⁵
- 3.09 “gtPathways competency criteria” means the ten competencies embedded in the gtPathways content criteria in which students must demonstrate proficiency: 1) civic engagement, 2) creative thinking, 3) critical thinking, 4) diversity & global learning, 5) information literacy, 6) inquiry & analysis, 7) oral/presentational communication, 8) problem solving, 9) quantitative literacy, and 10) written communication, pursuant to §23-1-125(3), C.R.S.⁶
- 3.10 “‘General education courses’ means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate’s or bachelor’s degree” [§23-1-108.5(2)(c), C.R.S.]

⁵ Available on the Department’s [website](#).

⁶ Available on the Department’s [website](#).

and that meet the requirements of §23-1-125(3), C.R.S. It should be noted that besides a general education core, degrees also have major, elective and other requirements (see Table 1 under section 7.00). It should also be noted that general education requirements may differ between degree programs at the same institution and that some degree programs at some institutions have received waivers from the Commission not to have to include the 31 credit gtPathways curriculum in the general education cores for some baccalaureate degrees.⁷ Institutions may designate certain upper division courses as fulfilling requirements in their general education curriculum, but only lower division courses can be identified as part of gtPathways, with the exception of courses designated as GT-CO3 (Advanced Written Communication), which are often numbered as 300/3000-level courses.

- 3.11 For the purposes of this policy, “native student” means a student at a Colorado public four-year institution who did not transfer from a Colorado community or local-district college under a statewide transfer agreement.
- 3.12 “Prior Learning Assessment” is the evaluation—using approved practices—of learning that occurs outside of the institution where a student is enrolled or may enroll. Learning can be demonstrated by a student through achieving a certain score on a national exam; through achieving a certain score or rating on an institutionally-devised exam or other assessment; through performance in a course taken at another institution; through completion of certain military training, education, and occupational programs; and through work products and other professional achievements included in a student’s portfolio.
- 3.13 “Reverse Transfer” means the process whereby a student who begins his or her postsecondary education at a two-year institution and transfers to a four-year institution prior to receiving an associate degree, or who has left the four-year institution prior to completing a bachelor’s degree, and has accumulated at least 70 credits and completed the residency requirements at the two-year institution, may be eligible to receive an associate of arts or associate of science degree.
- 3.14 “Statewide Transfer Articulation Agreement” means a transfer agreement between two-year and four-year state institutions of higher education and among four-year institutions, which includes provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science Degree with Designation, pursuant to §23-1-108(7)(a), C.R.S. Further guidance is found in 23-1-108(7)(g)(III), C.R.S., which defines a Statewide Transfer Articulation Agreement as a “Statewide degree transfer agreement,” which “...means an agreement among all of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree. A statewide degree transfer agreement applies to common degree programs and specifies the common terms, conditions, and expectations for students enrolled in statewide degree transfer programs.”

⁷ A list of degrees that have been waived of gtPathways requirements is maintained on the Department’s [website](#).

- 3.15 “Transfer” means transferring the credit for courses taken at one institution of higher education to another. It is important to note that while most coursework can transfer, not all credit can be applied to a student’s chosen major. That is, the receiving institution will usually *accept coursework in transfer* and list those courses on the student’s transcript but may not be able to *apply the credit* for those courses to any of the requirements in the student’s degree program.
- 3.16 “Transfer Student” means a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g. undergraduate, graduate) after high school graduation (or passing an equivalency exam). The student may transfer with or without credit. This excludes students who completed remedial coursework and students who completed college-level coursework as a high school student through Concurrent Enrollment or as their homeschool curriculum.

4.00 Policy Goals

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

- 4.01 gtPathways, “that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable⁸ and transferable system wide,” [§23-1-108.5(1), C.R.S.]; and
- 4.02 The Student Bill of Rights, which states that:
- 4.02.01 “(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;”⁹
- 4.02.02 “(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years,

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

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

unless there are additional degree requirements recognized by the commission;”

- 4.02.03 “(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;”
- 4.02.04 “(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;”
- 4.02.05 “(e) Students, upon successful completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;”
- 4.02.06 “(f) Students have a right to know if courses from one or more public higher education institutions satisfy the students’ degree requirements;”
- 4.02.07 “(g) A student’s credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferable;”
- 4.02.08 “(h) Students have a right to transparency of the cost of postsecondary education programs, including information on fees, associated expenses, and financial aid in the form of scholarships, grants, and loans;”
- 4.02.09 “(i) Students have the right to seamless transfer of courses in the guaranteed transfer pathway matrix, transparency in the process for transferring credits, a timely response on applications for transferring credits, and transparency in how and why a credit is accepted or rejected by an institution and how and why a credit is or is not applied toward degree requirements;”
- 4.02.10 “(j) Students have the right to appeal an institution’s failure to accept the student’s request for transfer credit; and”
- 4.02.11 “(k) Students have the right to know what work-related experiences or prior learning opportunities are awarded postsecondary academic credit at the institution in which the student is enrolled, pursuant to section 23-5-145.5.”
[§23-1-125(1), C.R.S.]

5.00 Roles and Responsibilities

5.01 Students

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

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

5.02 Governing Boards of Public Institutions or Systems

All Governing Boards of public institutions or systems:

- 5.02.01 “...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements.” [23-1-108(7)(a), C.R.S.]
- 5.02.02 “...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements.” [23-1-108(7)(f), C.R.S.]
- 5.02.03 “...shall modify its existing policies as may be necessary to accept the transfer of these [gtPathways course] credits.” [23-1-108.5(5), C.R.S.]
- 5.02.04 “...shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system. Such policies shall include, but shall not be limited to, the following provisions:
 - (a) If, not more than ten years prior to transferring into an undergraduate degree program, a student earns credit hours which are required for graduation from such undergraduate degree program, such credit hours shall apply to the completion of such student's graduation requirements from such undergraduate degree program following such transfer;
 - (b) A student who transfers into an undergraduate degree program shall not be required to complete a greater number of credit hours in those courses which are required for graduation from such undergraduate degree program

than are required of students who began in such undergraduate degree program, nor shall there be any minimum number of credit hours required post-transfer other than the normal degree requirements for non-transferring students; and

(c) The grade point average which is required for a student to apply for and be fully considered for transfer into an undergraduate degree program shall be no higher than that which is required for graduation from such undergraduate degree program.” [23-5-122(1), C.R.S.]

5.02.05 “...shall adopt policies to ensure that, if a student completes a program of study at an area technical college and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area technical college to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area technical college will apply in full at another area technical college or to an appropriate program leading to a certificate or to an associate degree at a community or technical college. Postsecondary credits earned by a student at an area technical college may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in section 23-1-108(7) and the state credit transfer policies established by the Colorado commission on higher education.” [23-60-802, C.R.S.]¹⁰

5.03 Public Institutions of Higher Education

All public institutions:

- 5.03.01 Shall publish the Student Bill of Rights [23-1-125(1)(a-k), C.R.S.] in course catalogs and advising centers.
- 5.03.02 Shall honor the Student Bill of Rights.
- 5.03.03 Shall comply with “...the intent of the general assembly that academic degree programs at state-supported institutions of higher education be designed and implemented to assure and emphasize that undergraduate students have the maximum range of opportunities and assistance to complete their course of study and obtain their degree in a reasonable amount of time.” [23-1-108(13)(a), C.R.S.]

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

- 5.03.04 “...Each higher education institution shall submit its list of identified courses in the guaranteed transfer pathways matrix, including course descriptions and, upon request of the commission, summaries of course syllabi, for review and approval by the commission on or before March 1, 2003, and on March 1 of each odd-numbered year thereafter.” [23-1-108.5(4)(a), C.R.S.]¹¹
- 5.03.05 “...shall publish, and update as necessary, a list of course offerings that identifies courses offered by the institution that correspond with the courses included in the guaranteed transfer pathways matrix.” [23-1-108.5(4)(b), C.R.S.]
- 5.03.06 Shall re-evaluate the application of transfer credits to a student’s new major or program requirements “if a student changes the student’s major or declared program of study” and “...shall participate in the course numbering system.” [23-1-108.5(5), C.R.S.]
- 5.03.07 Shall develop effective transfer advising systems, including but not limited to, training faculty and academic advisors, providing freshman students with planning information, and providing transfer students with appeals information.
- 5.03.08 Shall develop advising partnerships among all four-year and two-year public institutions to jointly advise students.
- 5.03.09 “...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements.” [23-1-108(7)(f), C.R.S.]
- 5.03.10 “...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements.” [23-1-108(7)(a), C.R.S.]
- 5.03.11 “...shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines.” [23-1-125(3), C.R.S.]
- 5.03.12 “...shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.” [23-1-125(4), C.R.S.]
- 5.03.13 “...shall adopt and make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]
- 5.03.14 Shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from attempting to

¹¹ This process was completed.

meet general education/GT Pathways requirements with prior learning assessment credit.

- 5.03.15 To approve degrees with designation, the Colorado Community College System shall "...submit the degree program designation to the board for its review and approval. The community college may offer the degree program only after it has been approved by the board and by the Colorado commission on higher education. The community college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts" [23-60-211(1), C.R.S.] and Colorado Mountain College and Aims Community College shall "...submit the degree program designation to the board of trustees for its review and approval. The local district college may offer the degree program only after it has been approved by the board of trustees and by the Colorado commission on higher education.¹² The local district college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts" [23-71-123(3), C.R.S.].¹³
- 5.03.16 "...should work in collaboration with the commission to develop a process that reduces a potential barrier to degree completion by providing students with information about the student's eligibility for an associate degree" [23-1-131(1)(b)]. "The two-year and four-year institutions shall agree upon the contents of the notification to eligible students. At a minimum, the notification shall include the requirements for the degree audit by the two-year institution and information concerning the process for a student to be awarded an associate degree in the future if the degree requirements are not met or the student declines the associate degree at the time of the notification" [23-1-131(3)(b), C.R.S.]. "Each two-year and four-year institution shall provide students with information concerning the process developed pursuant to this section" 23-1-131(4), C.R.S.].
- 5.03.17 Shall follow their standard teach-out provisions for academic programs when statewide transfer articulation agreements are revised or when an institution discontinues a program that is part of a statewide transfer articulation agreement.
- 5.04 Participating Private Institutions of Higher Education

Private institutions of higher education may choose to participate in gtPathways, provided an institution meets the statutory criteria outlined in 23-1-125(5)(e), C.R.S., including accreditation by an accrediting agency or association approved by the United States Department of Education; provision of an educational program for which it awards a bachelor's degree or a graduate degree; and determination by the United States Department of Education to be eligible to administer federal financial aid programs pursuant to Title

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

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

IV of the federal Higher Education Act of 1965, as amended. Participation by private institutions of higher education in gtPathways may include conforming their general education curricula to include the gtPathways curriculum; being guaranteed their approved gtPathways courses will transfer to all public and other participating nonpublic institutions, and agreeing to accept in transfer and apply credit for gtPathways courses from other participating nonpublic and public institutions of higher education, pursuant to §23-1-125(5), C.R.S.

5.05 Colorado Commission on Higher Education

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

- 5.05.01 “...shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education.” [23-1-108(7)(a), C.R.S.]
- 5.05.02 “...shall establish and enforce student transfer agreements between degree programs offered on the same campus or within the same institutional system.” [23-1-108(7)(f), C.R.S.]
- 5.05.03 Shall, “...within existing resources, ...implement and revise appropriate policies, including financial incentives, to assure that students at state-supported institutions of higher education complete their academic degree programs in the most efficient, effective, and productive manner. The policy implementation and review shall include:
 - (I) Academic advising and counseling at such institutions and consideration of methods for the improvement of early and continuous availability of such academic advising and counseling in order to assist students with the completion of degree programs;
 - (II) The frequency and availability of courses essential to completion of degree programs at such institutions and evaluation of what changes may be necessary to assure that the course scheduling for degree programs by such institutions maximizes the opportunities for students to complete their course of study efficiently, effectively, and productively;

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

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

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

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

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

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

5.05.04 “oversee the adoption of a guaranteed transfer pathways matrix, which includes all higher education institutions and will ensure that the quality of the guaranteed transfer pathway matrix courses are comparable and transferable systemwide.” [23-1-108.5(1), C.R.S.]

5.05.05 Consider for approval gtPathways courses recommended by GE Council, pursuant to §23-1-108.5(3), C.R.S.

5.05.06 “...shall consult with the governing boards when convening representatives from the higher education institutions [to serve on GE Council].” [23-1-108.5(3)(a), C.R.S.]

5.05.07 “...shall review the [GE] council's recommendations and adopt a guaranteed transfer pathway matrix for general education courses, including criteria for the courses...” [23-1-108.5(3)(c)(I), C.R.S.]

5.05.08 “...shall adopt and implement such procedures [recommended by GE Council to document students’ success in transferring among higher

education institutions].” [23-1-108.5(6)(a), C.R.S.]

- 5.05.09 “...in consultation with the governing boards and the higher education institutions, shall design and implement a statewide database to [document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(b), C.R.S.]
- 5.05.10 Resolve student complaints regarding the requirements of this policy, pursuant to CCHE Policy I, T Student Complaint Policy. “The Commission shall have final authority in resolving transfer disputes.” [23-1-108(7)(a), C.R.S.]
- 5.05.11 “...shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.” [23-1-125(3) C.R.S.]

5.06 General Education (GE) Council

The GE Council:

- 5.06.01 “...shall create a process through which it shall seek input from and consult with various higher education student organizations for each articulation agreement and for the review of general education courses and the course numbering system as required in [23-1-108.5(3)(c)].” [23-1-108.5(3)(a), C.R.S.]
- 5.06.02 “...shall recommend to the commission a guaranteed transfer pathway matrix to which the general education courses for each higher education institution may be mapped.” [23-1-108.5(3)(b), C.R.S.]¹⁴
- 5.06.03 “ ...shall recommend to the commission a list of courses to be included in the guaranteed transfer pathway matrix. In identifying the courses, the council shall review the course descriptions and may request summaries of course syllabi for review, focusing on lower division general education courses.” [23-1-108.5(3)(c)(I), C.R.S.]¹⁵
- 5.06.04 “...shall annually review the list of courses and the guaranteed transfer pathway matrix, including the criteria, adopted by the commission and recommend changes necessary to maintain the accuracy and integrity of the guaranteed transfer pathway matrix. The council's annual review shall include consideration of the course descriptions, and the council may

¹⁴ This process was completed and the common course numbering system for gtPathways courses is linked on the Department’s [website](#).

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

request summaries of course syllabi for further review.” [23-1-108.5(3)(c)(II), C.R.S.]¹⁶

- 5.06.05 “...shall devise and recommend to the commission procedures for exchanging information to document students’ success in transferring among higher education institutions.” [23-1-108.5(6)(a), C.R.S.]
- 5.06.06 Shall act as their respective institutions’ liaisons to assist the Department in: the creation, adoption, and revision of statewide transfer articulation agreements; the review of proposed gtPathways courses; training of academic advisors and other institutional staff members on the requirements of this policy; and providing guidance to the Department in the resolution of transfer disputes.
- 5.06.07 Shall assist the Department in reviewing and revising statewide transfer articulation agreements no less frequently than every five years; facilitating meetings for discipline-specific faculty to negotiate revisions to their agreement; recruiting discipline-specific faculty to participate in revision negotiations; and facilitating institutional adoption of revisions to statewide transfer articulation agreements.

6.00 Other Statutory Provisions that Affect Transfer

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

¹⁶ Standard practice has been that gtPathways courses continue to carry that designation unless the institution chooses to withdraw the course from general education, the course is not offered within a two-year period, or evaluations indicate that a course does not meet the state content and competency criteria, which are linked on the Department’s [website](#).

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

- 6.02.01 “A state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements” [23-1-108(7)(b)(II)(A), C.R.S.]; and
- 6.02.02 “A student who transfers under a statewide degree transfer agreement may be required to complete lower-division courses that are part of the major, but are not part of the statewide degree transfer agreement, if taking the courses does not require the transfer student to take more total credit hours to receive the degree than a native student and does not extend the total time required to receive the degree beyond that required for a native student”¹⁸ [23-1-108(7)(b)(II)(A), C.R.S.]; and
- 6.02.03 “A state institution of higher education...is responsible for the total cost of tuition, without participation by the student in the college opportunity fund...for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student” [23-1-108(7)(b)(II)(A), C.R.S.].
- 6.03 Competency testing.
 - 6.03.01 “...the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.” [23-1-125(4), C.R.S.]
 - 6.03.02 Standard practice is that institutions do not have to allow students to test out of every core course but there must be a means to test out of every gtPathways category (e.g., GT-CO1, GT-MA1, and so on).
 - 6.03.03 Institutions may choose the assessment instruments. Portfolio review and prior learning assessment are allowable instruments.
- 6.04 Credit for prior learning.
 - 6.04.01 “...each public institution of higher education shall adopt and

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

make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]

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

7.00 General Education and gtPathways Curriculum

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

Table 1: The Parts of a Bachelor’s Degree

Bachelor’s Degree (usually 120 credits) Examples: Bachelor of Arts Bachelor of Science	General Education Requirements, includes: - gtPathways (31 credits) and/or - other courses specified by the institution or major department, not to exceed 40 credits²¹
	Major Requirements (number of credits varies) Examples: - Biology - English - Political Science
	Electives (number of credits varies)
	Other graduation requirements

As shown in Table 2 below, the gtPathways curriculum is organized into six categories: 1) written communication, 2) mathematics, 3) arts and humanities, 4) history, 5) social and behavioral

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

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

²¹ §Per 23-1-125(3), C.R.S.

sciences, and 6) natural and physical sciences, and several sub-categories.

Table 2: gtPathways Curriculum

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

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

7.01 Limitations to gtPathways

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

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

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

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

²² A list of degrees that have been waived of gtPathways requirements is maintained on the Department's [website](#).

not *apply* so it won't get the student closer to completing the bachelor's degree. Early transfer may be a good option in these instances.

7.01.02 Limitation #2: Similarly Named Courses May Not Be Equivalent.

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

7.02 Waivers of gtPathways Curriculum Requirements

Per §23-1-125(3), C.R.S., the Commission “may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission”, thereby enabling institutions to develop academic programs that do not contain the full gtPathways curriculum. Institutions that seek a waiver from gtPathways curriculum requirements for a particular academic program must submit a formal request to the Department that includes responses to the following questions:

1. Why it is important that a gtPathways waiver be granted for this program (address the nature of the degree relative to the profession, if applicable, including work pathways for students entering the program)?
2. Which specific components of the gtPathways curriculum are requested to be waived or modified?
3. How will the institution ensure that the program includes a “core of courses” that provide a general education through which “students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology”, as articulated in Colorado Revised Statutes 23-1-125(3)? How will the general education provided respond to the 10 competencies of the gtPathways curriculum?
4. What additional degree requirements, such as those associated with accreditation and licensure, make it impossible to include the full gtPathways in the program curriculum?
5. How will the absence of a gtPathways waiver potentially harm students (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?
6. How will the institution ensure that the gtPathways waiver will not create barriers to student transfer?

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

7.03 Colorado GenEd Foundational Skills Credential

The *Colorado GenEd Foundational Skills Credential* is a mechanism to formally recognize students when they have fulfilled all gtPathways requirements. The credential rewards students for achieving a significant milestone in their degree pathways and highlights the in-demand skills and competencies that are developed through general education – competencies that employers indicate regularly are foundational for workplace success, including civic engagement, creative thinking, critical thinking, diversity and global learning, information literacy, inquiry and analysis, problem solving, quantitative literacy, and written communication.

The *Colorado GenEd Foundational Skills Credential* is designed to be awarded to students who have completed all gtPathways requirements and appear on the academic transcript similar to other academic credentials including degrees, certificates, minors, and areas of concentration. Recognizing that some institutions require additional general education courses that go above and beyond gtPathways, institutions may require students to meet the institution's full general education requirements before issuing the award. It is the prerogative of institutions to determine whether to award the credential, as well as the credential name, documentation, and method of award.

8.00 Transfer Options for Students

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

8.01 Transfer of gtPathways Courses

When evaluating a transfer student's transcript, each public higher education institution will apply gtPathways credits to its general education requirements (where the degree's general education core contains gtPathways courses), subject to the limitations listed above. In some cases, an institution, at its own discretion, may apply gtPathways courses to both general

education and major requirements. Receiving institutions may not require students to demonstrate that the GT Pathways courses they took at another institution adequately prepared the student for subsequent coursework at the receiving institution.

8.02 Statewide Transfer Articulation Agreements

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

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

Statewide Transfer Articulation Agreements and other Degree Transfer Agreements are listed on the Department's [website](#).

8.03 Institutional Transfer Guides

Institutional Transfer Guides ensure that a student who completes an A.A. or A.S. degree with a grade of C- or better in all courses will have at least 60 credits of his or her A.A. or A.S. degree applied to the bachelor's degree requirements at the receiving institution and the students will be granted junior status if admitted. Because most liberal arts and sciences degrees are designed to be completed in 120 credit hours, a transfer student can complete many degrees in 120 credit hours and 4 years, given that the transfer student follows the degree plan outlined in the transfer guide and does not take courses that are not required. It

should be noted, however, that not all degrees for which there are transfer guides can be completed in an additional 60 credits. Completion of the curriculum prescribed within Institutional Transfer Guides does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution including the submission of all required documentation by stated deadlines.

Institutional Transfer Guides for each four-year institution are linked on the Department's [website](#).

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

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

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

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

- The student has completed 15 credit hours at a community college in Colorado;
- The student has a minimum of 70 credit hours, including coursework at the four-year institution;
- The student has completed those 70 credit hours within 10 years of enrollment at any institution;
- The student's completed credit hours meet the requirements for an Associate of Science, Associate of Arts or Associate of General Studies, to be determined via degree audit at the community college; and
- The student has not requested that her or his data be withheld at either institution.

For more information, see the Department's [website](#).

8.06 Transfer of Credits from Area Technical Colleges

Students who successfully complete Career and Technical Education (CTE) coursework may be able to transfer the credit for those courses into an Associate of General Studies (A.G.S.) degree, an Associate of Applied Science (A.A.S.) degree or a related certificate program. In

regards to coursework completed at Area Technical Colleges, (including, but not limited to, Emily Griffith Technical College, Pickens Technical College, and Technical College of the Rockies) pursuant to §23-60-802, Colorado Revised Statutes:

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

9.00 Student Complaints

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

HISTORY: CCHE Agenda Item V, D – March 14, 2014; CCHE Agenda Item III, I – April 11, 2014; CCHE Agenda Item V, B – February 7, 2019; CCHE Agenda Item III, B – March 8, 2019; CCHE Agenda Item III, A – May 3, 2019; CCHE Agenda Item IV, A – May 1, 2020; CCHE Agenda Item IV, E – October 22, 2020; CCHE Agenda Item III, A – December 3, 2020; CCHE Agenda Item III, D – June 6, 2024; CCHE Agenda Item III, A – January 3, 2025.

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



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Use this new form starting January 6, 2025

GT Pathways Curriculum

Course Submittal Form and Institutional Verification

Content Area: Arts & Humanities

Subcategory: **GT-AH4 - World Languages**

Date: _____

Institution: _____

Section I: Arts & Humanities (AHUM) Content Criteria - **GT-AH4**

The following required [AH4 content criteria](#) shall be either: 1) *copied and pasted verbatim* into each instructor's syllabus, OR 2) *mapped* to the institution's own content criteria in each instructor's syllabus:

Develop an ability to understand and communicate in, a language other than spoken and written English. Students should be able to:

- a. Demonstrate measurable proficiency at the appropriate level informed by current ACTFL (American Council for the Teaching of Foreign Languages) Proficiency Guidelines for specific languages in speaking, aural comprehension, reading, and writing in a language other than English, or in signing and visual comprehension in American Sign Language.
- b. Demonstrate cultural competency through communication in the target language, utilizing knowledge and understanding of cultural norms, values, and practices.





Section II: Competencies & Student Learning Outcomes for **GT-AH4**

The following Student Learning Outcomes (SLOs) for the required GT-AH4 competency, Oral/Presentational Communication, shall be either: 1) *copied and pasted verbatim* into each instructor's syllabus, OR 2) *mapped* to the institution's own competencies and SLOs in each instructor's syllabus.

Oral/Presentational Communication:

2. **Develop a Central Message (required for GT-AH4)**
 - a. Develop a central message using the content and supporting materials.
3. **Address Language (required for GT-AH4)**
 - a. Employ language that enhances the presentation.
 - b. Incorporate language that is appropriate to the audience.
4. **Execute Delivery (required for GT-AH4)**
 - a. Demonstrate performance skills (posture, gesture, eye contact, and vocal/visual expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.



Section III: **GT-AH4** Courses to Include in GT Pathways Curriculum

Add additional rows as needed.

Course Prefix & Number	Course Title	Number of Credits	Effective Date

NOTE: New **GT-AH4** course submissions **must** include a sample syllabus, demonstrating how the course meets content and competencies.

Section IV: Institutional Process to Verify GT Pathways Compliance

Brief description of the on-campus process(es) used to ensure that, going forward, instructors are uniformly and consistently communicated to regarding the following expectations: (1) either copy and paste verbatim the required GT Pathways content criteria, competencies, and SLOs into their syllabi, or (2) map the required GT Pathways content criteria, competencies, and SLOs to the institution's own content criteria, competencies, and SLOs. (Provide a link, add additional rows or attach a document, if necessary.):



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Section V: Institutional Verification

1. I verify that the courses listed above are part of our institution's general education core.
2. I verify that the courses listed above are offered at least once every two years (for CCCS, offered at a campus in the System).
3. I verify that course instructors are uniformly and consistently directed to include the required GT Pathways content criteria and competencies/Student Learning Outcomes, and that our institution will make a good faith effort to ensure faculty have the necessary resources to teach these content criteria and competencies.
4. I verify that instructors of these courses will be/have been directed to include the following statement in their course syllabi:

The Colorado Commission on Higher Education has approved [course prefix & number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-XXX] category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, please visit the [Colorado Department of Higher Education website](https://www.cde.state.co.us/cde/p120/assess/gt-pathways).

Chief Academic Officer:

Printed Name

Signature

Date

SB24-164 Institution of Higher Education Transparency Requirements

Summary and Implementation Plan Updates

CDHE Implementation Leads

- Chris Rasmussen, Senior Director of Academic Pathways and Innovation (Main Lead)
- Carl Einhaus, Chief Student Success and Academic Affairs Officer
- Michael Vente, Chief Performance Officer and Senior Director of Research and Data Governance
- Christina Carrillo, Academic Policy Officer and Advocate

SB24-164: Five Key Elements

- Expand General Education Council
- Improve transfer within GT Pathways
- Transfer admissions notification
- SMART Act reporting
- Student appeals process

SB24-164 Modifies the Student Bill of Rights for the First Time Since 2001

Adds the following to the Student Bill of Rights in 23-1-125:

Transparency of cost of postsecondary education programs;

** Seamless transfer of guarantee transfer pathway matrix courses;

** Timely and transparent response on requests for transfer credit;

The right to appeal an institution's decision on transfer courses; and

The right to know about credit for work-related experience per HB20-1002

**** CCHE to adopt relevant policies by April 1, 2025**

Key Elements / Mandated Actions

- Expand the General Education Council to include one representative from each of the 31 public institutions of higher education (12/31/24)
- Identify highest enrollment and transfer activity in GT Pathways and recommend changes to CCHE to improve transferability (10/1/25 then annually)
- A guaranteed transfer pathway course must fulfill 1) general education requirements; or 2) academic major or other program requirements; or 3) be counted toward general electives

Key Elements / Mandated Actions (cont.)

- Notify students of decisions on transfer credit within 30 days of admission including information on why certain courses will not be accepted or applied
- Re-evaluate transfer credit requests when a student changes majors
- Create an appeals process at CDHE specifically related to guaranteed transfer pathways matrix courses with statutory enforcement action (with rulemaking following the Administrative Procedures Act)
- Requires IHE reporting on transfer student data for SMART Act presentation (starting in 2026)

Key Elements/Mandated Actions:

Expand the General Education Council to include one representative from each of the 31 public institutions of higher education (by 12/31/24)

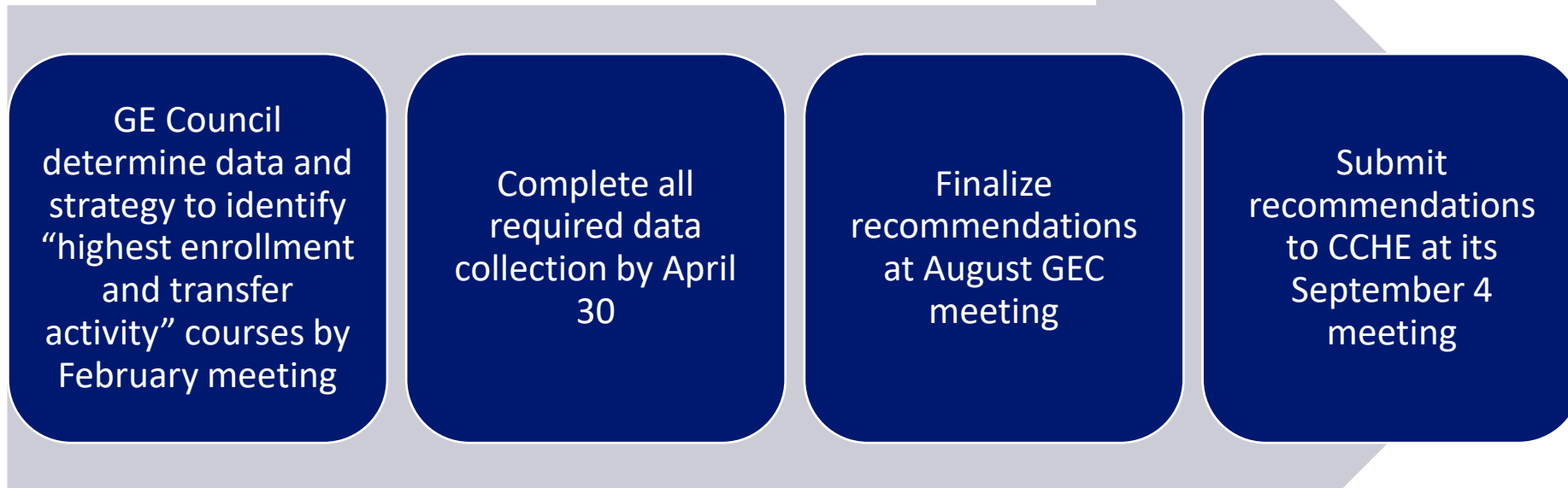
- Completed 9/9/24
- Retreat held 10/21/24 with 28 institutions represented (including 22 in person)

Key Elements/Mandated Actions:

Identify high volume courses that may be problematic in transfer and recommend changes to the Commission (by 10/1/25 then annually)

- Ongoing monthly discussions with the General Education Council on strategies for identification including SURDS data pulls and possible transcript analysis
- Early course identification includes:
 - Math and world language courses (differing credit values)
 - Natural sciences (differences in treatment of labs)
 - Written communication (CO2/CO3 requirements at Boulder and Fort Collins)
 - Intro courses in social and natural sciences not applying toward major requirements

Timeline - Identify High Enrollment Courses (Deadline: October 1)

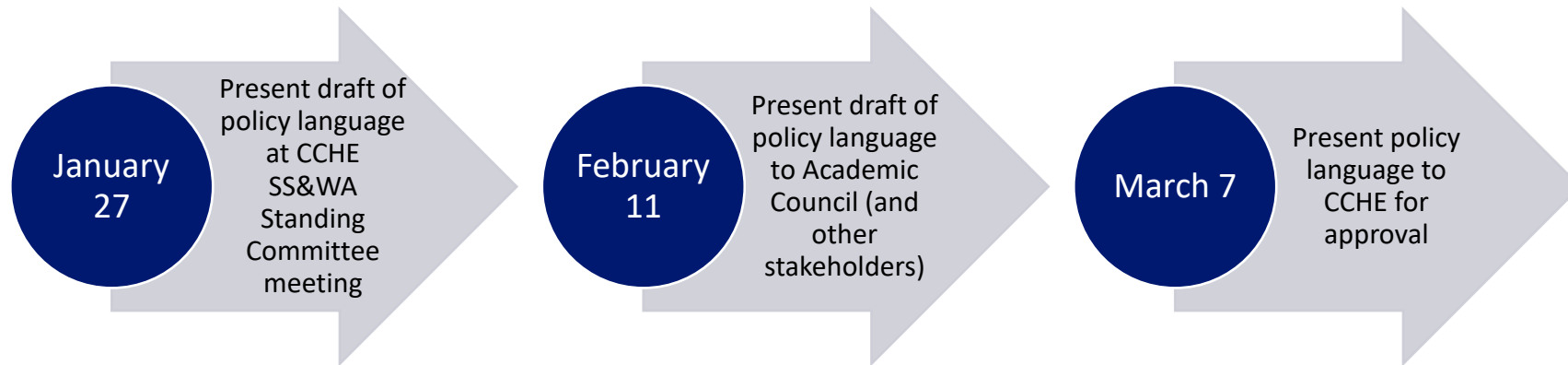


Key Elements/Mandated Actions:

Notify students of decisions on transfer credit within 30 days of a commitment to enroll (including the which, the how, and the why not) AND re-evaluate transfer credit when a student changes majors

- CDHE staff engaging a cross-section of registrars, admissions officers, institutional research officers, and academic administrators to operationalize terms and ensure consistent interpretation across institutions
- The 30-day clock proposed to begin once all three criteria are met: 1) the student is admitted; 2) the student requests a transfer determination in writing, which can include email; and 3) the student has provided *all* required documentation for evaluation, including official transcripts.
- For open admissions institutions where a student is not “admitted,” the Commission has authority to make the determination on what proxy should be used to determine “admitted.”
- Additional clarification will be sought from COAG on whether the 30-day clock re-starts every time a new official transcript is received by the institution.

Timeline - Develop Policy for Notification of Transfer Credit within “30-days” (Deadline: April 1)

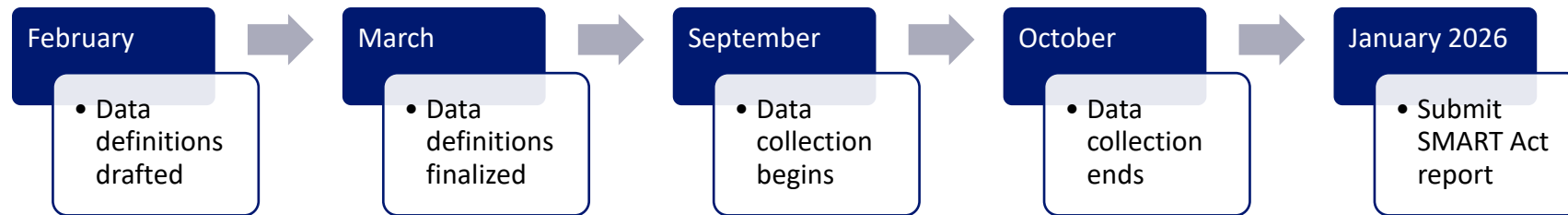


Key Elements/Mandated Actions:

Requires institutional reporting on transfer activity, including student completion data, for SMART Act presentation (starting in 2026)

- Same cross-section of registrars, admissions officers, institutional research officers, and academic administrators to operationalize terms and ensure consistent interpretation across institutions
- Working group met on 11/21/24; 12/11/24; scheduled to meet again on 01/08/25
- Additional clarifications to be sought from COAG

Timeline - SMART Act Reporting



Key Elements/Mandated Actions:

Requires creating an appeals process at CDHE specifically related to guaranteed transfer pathways matrix courses with statutory enforcement action (with rulemaking following the Administrative Procedures Act)

Page 8, Section 2, 23-1-108.5(8)(d) reads:

- A STUDENT ENROLLED AT AN INSTITUTION MAY APPEAL AN INSTITUTION'S DECISION REGARDING THE DENIAL OF CREDIT FOR COURSES IN THE GUARANTEED TRANSFER PATHWAY MATRIX THAT THE STUDENT SEEKS TO TRANSFER THROUGH AN APPEALS PROCESS ESTABLISHED BY THE DEPARTMENT.

Proposed Student Appeals Process

1

Student
exhausts all
appeals with
institution

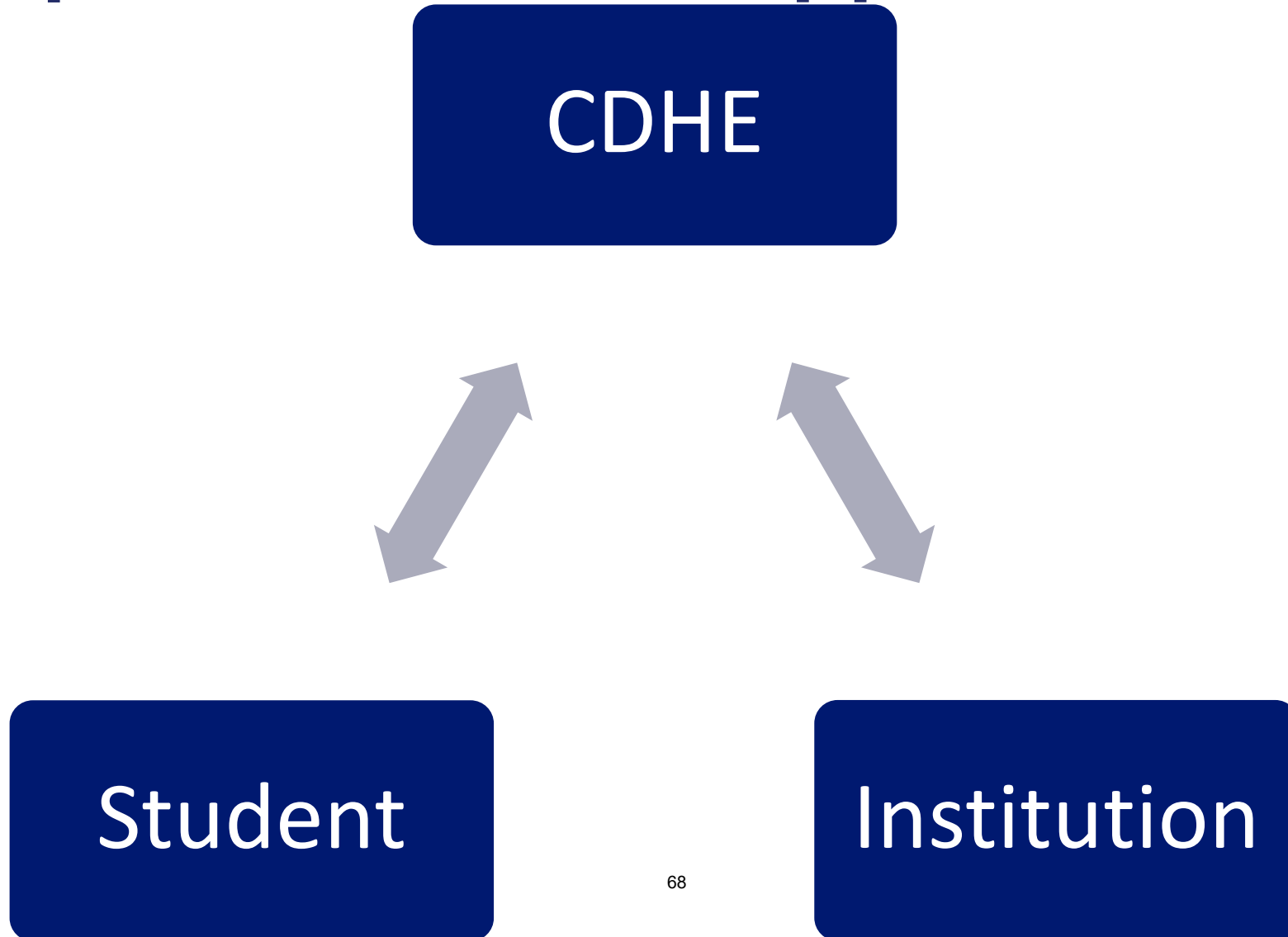
2

Student files a
formal
complaint with
CDHE

3

Student and
institution
provide all
required
documentation

Proposed Student Appeals Process



Proposed Student Appeals Process

4

Student appeals
subcommittee
meets to review
and make
recommendation

5

Subcommittee
provides
recommendation
to larger GE
Council, CDHE staff

6

CDHE staff
makes final
decision

Enforcement Action

Page 8, Section 2, 23-1-108.5(8)(a) reads THE DEPARTMENT HAS EXCLUSIVE AUTHORITY TO BRING AN ENFORCEMENT ACTION ON BEHALF OF THE STATE AGAINST AN INSTITUTION FOR A VIOLATION OF THIS SECTION.

The Department can bring enforcement action for any violations of §23-1-108.5.

Summary

GE Council expansion
complete

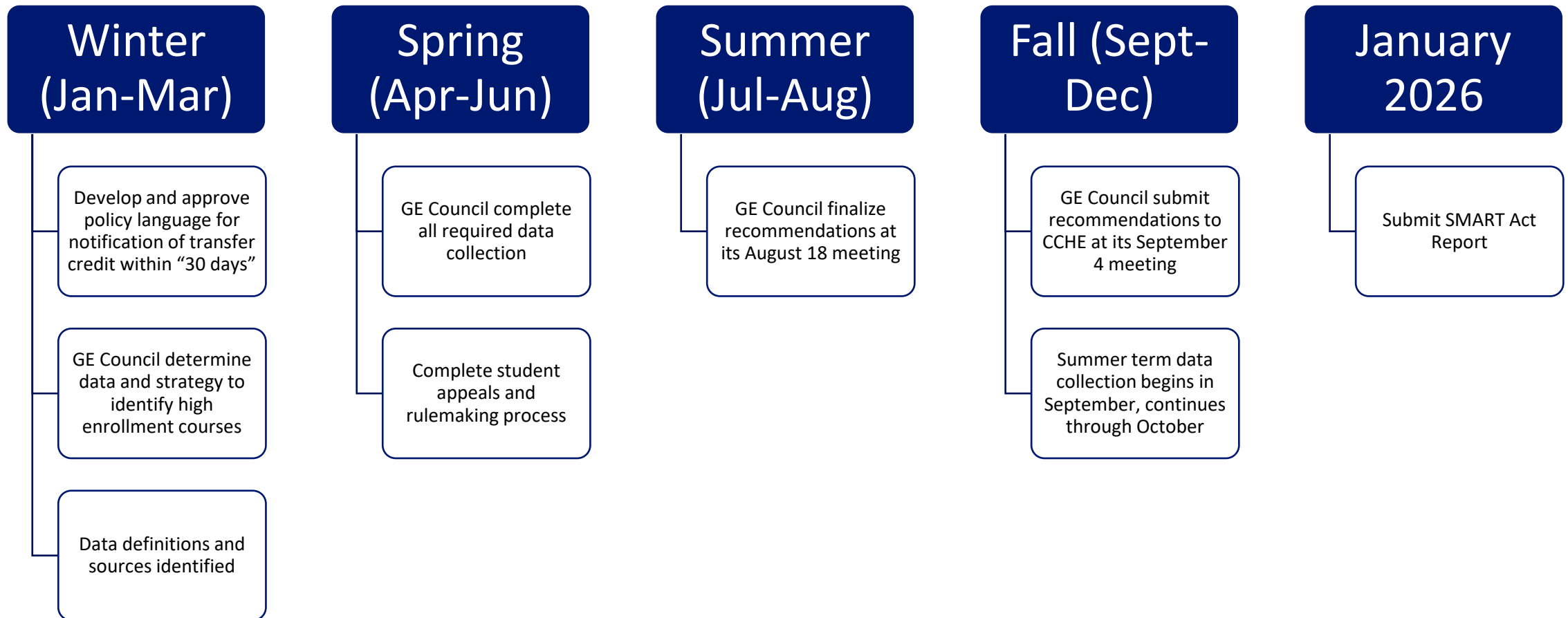
Work to improve
transfer within GT
Pathways underway

Policy for transfer
admission notification
to be approved by CCHE
by March 7, 2025

Cross-functional
working group assisting
with definitions and
implementation of 30-
day notification and
SMART Act reporting

Student appeals process
developed by CDHE by
end of academic year

Timeline - Summary



A group of graduates in academic regalia are silhouetted against a vibrant sunset sky. They are standing on a hill, and many have their arms raised in celebration. Numerous graduation caps are seen flying through the air, forming a semi-circular arc above the group. The sky transitions from a deep purple at the top to a bright orange near the horizon, with some wispy clouds.

Questions?

Contact Info

CDHE Academic Affairs

Academic.Affairs@dhe.state.co.us

Thank You!

CCHE Business Meeting

January 2025



COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

1.1 Organization: Pursuant to C.R.S. §23-1-102, the Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.

1.2 Officers: Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.

1.3 All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director. Any member may nominate themselves or another member to be chair or vice-chair. Members will vote on each position; if there is more than one nomination the vote will be conducted by private ballot to be counted by the Secretary. Officers shall be limited to two consecutive terms, unless an exception is approved by a vote of more than 60 percent of the Commission. When possible, a Commissioner is encouraged to serve as vice-chair prior to becoming chair.

1.4 Regular Meetings of the Commission: The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following calendar year.

1.3 Notice of Meetings: Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202 and on the Colorado Department of Higher Education website. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.

1.4 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office and on the website of the Colorado Department of Higher Education no less than two days prior to the meeting date.

1.5 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.

1.6 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.

1.7 Preparation of Agenda: Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.

1.8 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.

1.9 Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

Section 2. Duties and Responsibilities of Officers

2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance.

2.2 Vice Chair of the Commission: The Vice Chair shall perform all duties of the Chair in the Chair's absence.

2.3 The Secretary/Executive Director of the Commission: In addition to performing those duties established by law, the Executive Director of the Commission and Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the General Assembly on matters pertaining to the

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

Section 3. The Advisory Committee

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

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

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

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

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

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

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

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

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

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

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

3.2 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.

3.3 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

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

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



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

1600 Broadway, Suite 2200
Denver, CO 80202

Institution & System Leaders

Institution	CEO	Location
Adams State University	David Tanberg, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Joe Garcia, Chancellor	Denver
Arapahoe CC	President, Dr. Stephanie Fuji	Littleton
Colorado Northwestern CC	President, Dr. Lisa Jones	Rangely
CC of Aurora	President, Mordecai Brownlee	Aurora
CC of Denver	President, Marielena DeSanctis	Denver
Front Range CC	President, Colleen Simpson	Westminster
Lamar CC	President, Dr. Linda Lujan	Lamar
Morgan CC	President, Dr. Curt Freed	Fort Morgan
Northeastern JC	President, Michael White	Sterling
Otero JC	President, Dr. Timothy Alvarez	La Junta
Pikes Peak CC	President, Dr. Lance Bolton	CO Springs
Pueblo CC	President, Dr. Chato Hazelbaker	Pueblo
Red Rocks CC	President, Dr. Landon Pirius	Lakewood
Trinidad JC	President, Dr. Rhonda Epper	Trinidad
Colorado Mesa University	John Marshall, President	Grand Junction
Colorado Mountain College	Dr. Matt Gianneschi, President	Glenwood Springs
Colorado School of Mines	Paul Johnson, President	Aurora
CU System	Todd Saliman, President	Denver
CU- Boulder	Dr. Phillip DiStefano, Chancellor	Boulder
UCCS	Jennifer Sobanet, Chancellor	CO Springs
UCD	Michelle Marks, Chancellor	Denver
UC- Anschutz	Don Elliman, Chancellor	Aurora
Emily Griffin Technical College	Randy Johnson, Executive Director	Denver
Ft. Lewis College	Steven Schwartz, President	Durango
Metro State University	Janine Davidson, President	Denver
Pickens Technical College	Dr. Teina McConnell, Executive Dir.	Aurora
Technical College of the Rockies	Randall Palmer, Director	Delta
University of Northern CO	Dr. Andy Feinstein, President	Greeley
Western CO University	Brad Baca, President	Gunnison

1600 Broadway, Suite 2200, Denver, CO 80202

Phone 303-862-3001 • Email CDHE@dhe.state.co.us

Higher Education Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

FAP – Financial Aid Plan (HESP specific)

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

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

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

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

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

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

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

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

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

HEAR - Higher Education Admission Requirements, 2008-2010.

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

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

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

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

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

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

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

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

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional educational providers and “have as their primary goal the assessment of regional educational needs...” Regional education providers focus their attention on a certain geographical area.

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

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

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

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

SURDS - Student Unit Record Data System

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

WUE - Western Undergraduate Exchange Program, managed by WICHE