COLORADO
Department of
Higher Education

1600 Broadway, Suite 2200
Denver, CO 80202

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GT Pathways Course Review Checklist

This guide and its rubric will help General Education Council members evaluate sample syllabi and submittal forms for new Guaranteed Transfer (GT) Pathways courses, ensuring alignment with required content criteria and competencies.

Four Guiding Principles for Review

- **Content Alignment**: Extent to which the syllabus addresses all required content criteria for the GT Pathways area. *Does the syllabus cover all required topics for the GT Pathways area?*
- **Competency Integration**: Degree to which required competencies and student learning outcomes are explicitly incorporated into course objectives and activities. *Are the required skills and learning outcomes clearly included in the course goals and learning activities?*
- **Assessment Evidence**: Presence of assignments or assessments that allow students to demonstrate required competencies. *Are there assignments or tests that show students can demonstrate the required knowledge, skills, and abilities?*
- **Transparency**: Clarity of expectations, grading policies, and measurable learning outcomes in the syllabus. *Are expectations, grading rules, and learning goals clear and easy to understand?*

Course Evaluation Rubric

The rating system is as follows:
- Fully Meets (3): All required elements are clearly evident and well-integrated.
- Partially Meets (2): Some required elements are present, but coverage is incomplete or unclear.
- Does Not Meet (1): Required elements are missing or not evident.

1600 Broadway, Suite 2200, Denver, CO 80202
Phone 303-862-3001 • Email CDHE@dhe.state.co.us
cdhe.colorado.gov

After reviewing the course submittal form, syllabus, and GT Pathways content and competency criteria, use the detailed rubric below to help you assign a score for each area.

Category	Fully Meets (3)	Partially Meets (2)	Does Not Meet (1)	Comments
Content Alignment	Lists all required content criteria for the GT Pathways area; topical/weekly outline shows coverage; content matches the area.	Mentions some required content but coverage is incomplete or vague; topical outline unclear.	Required content criteria missing or content mismatched to the area.	
Competency Integration	Required competencies and learning outcomes are explicitly stated and connected to course objectives, activities, and assignments.	Competencies or outcomes present but are not linked to activities/assessments; some outcomes not measurable.	Competencies and outcomes are missing or not evident.	
Assessment Evidence	Assignments/exams clearly align to competencies; at least two substantial assessments include criteria or rubrics; performance expectations stated.	Assessments exist but alignment to competencies is unclear; criteria missing or minimal.	Assessments do not address required competencies or are not described.	
Transparency	Expectations, grading policies, and measurable outcomes are clear, easy to find, and written in student-facing language.	Some elements present but unclear (e.g., grading 12-scale or outcomes not specific/measurable).	Key elements are missing (e.g., grading policies, measurable outcomes, assignment descriptions).	

Final Score: ___ / 12
Decision:

- ✔️ **10-12:** Ready for CCHE Approval
- ⚠️ **8-9:** Needs targeted revision
- ❌ **1-7:** Major revision required

Appendix A: Required Competencies by GT Pathways Content Area

GT Pathways Matrix of Required Content Criteria and Competencies with Student Learning Outcomes can be found on the CDHE website and cross-walked with the information below.

GT-AH1: Arts & Expression

- Creative Thinking: 4a
- Critical Thinking: 2a-c, 5a-b
- Written Communication: 2a, 4a-b

GT-AH2: Literature & Humanities

- Critical Thinking: 2a-c, 5a-b
- Written Communication: 2a, 4a-b

GT-AH3: Ways of Thinking

- Critical Thinking: 1a, 2a-c, 5a-b

GT-AH4: World Languages

- Oral/Presentational Communication: 2a, 3a-b, 4a

GT-CO1, 2 & 3: Written Communication

- Written Communication: 1a, 2a, 3a, 4a-b, 5a

GT-HI1: History

- Critical Thinking: 3a-c, 4a, 5a-b
- Information Literacy: 3a-b, 4a, 5a

GT-MA1: Mathematics

- Quantitative Literacy: 1a, 2a, 3a-c, 4a-c, 5a (and 6a for Statistics)
- Problem Solving (future adoption)

GT-SC1 & 2: Natural & Physical Sciences

- Inquiry & Analysis: 4a, 5a-b, 6a
- Quantitative Literacy: 1a, 2a

GT-SS1: Economic or Political Systems

- Civic Engagement: 2a
- Critical Thinking: 1a, 2a-c, 5a-b

GT-SS2: Geography

- Critical Thinking: 1a, 2a-c, 5a-b
- Diversity & Global Learning: 1a, 2a, 3a

GT-SS3: Human Behavior, Culture or Social Frameworks

- Critical Thinking: 1a, 2a-c, 5a-b
- Diversity & Global Learning: 1a, 2a, 3a

Appendix B: Reviewer Instructions & Tips

1. Start by Reviewing Course Syllabus and Submittal Form
   a. Tip: Use the GT Pathways Matrix to cross-check required content and competencies for the area.
2. Check Content Alignment
   a. Tip: Start with the course description, objectives, and learning outcomes—do they match the GT Pathways area?
3. Check Competency Integration
   a. Tip: Scan the weekly/topic schedule—can you see all required topics?
4. Check Assessment Evidence
   a. Tip: Open the major assignments—do they say which competencies students will demonstrate?
5. Check Transparency
   a. Tip: Look for grading policies, due dates, and how student work is evaluated (rubrics, criteria).
6. Assign Ratings for each category
7. Use rating scale to make final approval decision
8. Submit vote via electronic GE Council Proposal Form, shared monthly by CDHE.