

**UNIVERSITY OF MARY WASHINGTON**  
**REQUEST FOR RE-EVALUATION OF TRANSFER CREDIT**

**Please read and follow directions. Incomplete submittals will be returned. Do not submit originals.**

LAST	FIRST	MIDDLE	BANNER ID #	LAST 4 SSN DIGITS
HOME ADDRESS OR UMW BOX #			HOME OR CAMPUS PHONE	
ACADEMIC ADVISOR	MAJOR		DEGREE PROGRAM	
Transfer Course from _____ during _____ semester of _____ (college or university) _____ (year)				
TRANSFER COURSE & DISC. NO.	TRANSFER COURSE TITLE			

**TRANSFER COURSE EQUIVALENT**

**Student: Please list the UMW course for which you are seeking credit:** \_\_\_\_\_

Chairperson: Please select one: Not equivalent \_\_\_\_\_ **OR** UMW Course Number: \_\_\_\_\_

**OR** \_\_\_\_\_ elective credit: \_\_\_\_\_ **OR** elective credit in major: \_\_\_\_\_ **OR** Language credit \_\_\_\_\_

If no course credit is awarded, attach a statement indicating the reasons (to be shared with the student)

Department Chair Signature: \_\_\_\_\_

(only the chair of a UMW department that teaches foreign language courses may indicate language credit)

**GENERAL EDUCATION CREDIT**

**Student: Please provide the requested information.**

WAS THIS COURSE A GENERAL EDUCATION COURSE AT THE TRANSFER SCHOOL?				YES	NO
CATEGORY OF UMW CREDIT REQUESTED (please check)					
First Year Seminar	<input type="checkbox"/>	Human Experience & Society	<input type="checkbox"/>	Global Inquiry	<input type="checkbox"/>
Writing Intensive	<input type="checkbox"/>	Natural Science	<input type="checkbox"/>	Arts, Literature, Performance - Process	<input type="checkbox"/>
Speaking Intensive	<input type="checkbox"/>	Quantitative Reasoning	<input type="checkbox"/>	Arts, Literature, Performance - Appreciation	<input type="checkbox"/>
Experiential Learning	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

\_\_\_\_\_**Approved**\_\_\_\_\_ **Denied** Signature, General Education Committee Chair \_\_\_\_\_

If denied, attach a statement indicating the reasons (to be shared with the student)

**All transfer credit is subject to the regulations published in the current UMW Academic Catalog (for Arts and Sciences College)**

**Student: You will be notified by email. Please write legibly.**

Campus e-mail \_\_\_\_\_ Alternate e-mail \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

I have read the above and my signature indicates my willingness to participate in and accept the obligations imposed by this form and the Dictionary of Academic Regulations.

# UNIVERSITY OF MARY WASHINGTON

## REQUEST FOR RE-EVALUATION OF TRANSFER CREDIT

### INSTRUCTIONS

1. **Please complete one form per class.** Please read and complete all areas on the form. Incomplete forms will be returned. Return the form with the syllabus and answers to the faculty questions (if necessary) to the Office of the Registrar Lee Hall, Room 206.
2. **Provide the additional information required** in response to the instructions listed below..
3. **COMPLETE copies** of all documents are required. **Attach a course syllabus** to each request form. One copy will be retained by the Registrar's Office. **DO NOT submit originals.**

### FOR GENERAL EDUCATION CREDIT RE-EVALUATION

**Provide a typed response to the questions listed below (depending on the category of credit desired)**

<b>WRITING INTENSIVE</b>	(Just provide a copy of the syllabus attached to this form.)
<b>SPEAKING INTENSIVE</b>	<ol style="list-style-type: none"> <li>1. How many students were enrolled in the class?</li> <li>2. What were the speaking assignments, and how were they an integral part of the course?</li> <li>3. How did the course provide instructions for and feedback on speaking assignments?</li> </ol>
<b>FIRST YEAR SEMINAR</b>	<ol style="list-style-type: none"> <li>1. How many students were enrolled in the class?</li> <li>2. How did the course utilize active, discussion-based, participatory learning?</li> <li>How did the course stress an exploratory approach, rather than just presenting established conclusions?</li> </ol>
<b>QUANTITATIVE REASONING</b>	<ol style="list-style-type: none"> <li>1. How did the course emphasize the interpretation of quantitative information?</li> <li>How did the course cultivate the ability to solve problems and construct abstract arguments using mathematical techniques?</li> <li>How did the course develop skills to solve problems that have an explicit dependency on quantitative information?</li> </ol>
<b>NATURAL SCIENCE</b>	<ol style="list-style-type: none"> <li>1. How did the course provide a base of knowledge in a natural science discipline?</li> <li>How did the course employ the scientific mode of inquiry and relate it to the historical development of knowledge in the natural sciences?</li> <li>How did the course raise awareness about the social, political, philosophical, and ethical dilemmas that scientific progress often creates?</li> </ol>
<b>HUMAN EXPERIENCE AND SOCIETY</b>	<ol style="list-style-type: none"> <li>1. How did the course focus on individuals, relationships and/or the role of institutions within society?</li> <li>2. How did the course devote instruction to both topical subject matter and methodology?</li> <li>How did the course provide the broader cultural and historical context on the areas of human and social activities being explored?</li> </ol>
<b>GLOBAL INQUIRY</b>	<ol style="list-style-type: none"> <li>1. How did the course examine how past, present, or future persons, places, phenomena, and/or events affect or are affected by global interconnections?</li> <li>How did the course explore technological, economic, political, social, cultural, health-related, and/or environmental global interconnections?</li> <li>How did the course help students realize how global interconnections work in their lives and in the lives and of others?</li> </ol>
<b>ARTS, LITERATURE, AND PERFORMANCE</b>	<ol style="list-style-type: none"> <li>1. How did the course offer opportunities to explore expressions of the human spirit, imagination, aspiration and belief?</li> <li>2. How did the course create opportunities to expand self-awareness and creativity?</li> <li>How did the course engage students in creating, performing, participating in, examining, and/or critiquing artistic works?</li> </ol>
<b>EXPERIENTIAL LEARNING</b>	<ol style="list-style-type: none"> <li>How was this a faculty-supervised experience requiring the student to provide a summary analysis, synthesis, or reflection of the experience?</li> <li>How did this experience challenge you to go outside of the bounds of the typical classroom?</li> <li>How did this experience involve the application of skills, knowledge, and analytical tools acquired in an academic discipline?</li> </ol>
<b>LANGUAGE</b>	(Just provide two copies of the syllabus attached to this form.)