



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. TWO 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.

Name: Banner ID

Mailing Address: Street City State Zip

Telephone: Email Address:

Academic Advisor: Major:

Degree Sought: BA BS BLS Undeclared

Transfer Course from College or University during semester of Year

Table with 4 columns: Transfer Discipline, Course Number, Transfer Course Title, Transfer Course Equivalent

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

Table with 3 columns: UMW Discipline, Course Number, UMW Course Title

Department Chair: Please select one:

- Not equivalent
Equivalent as UMW Course
Elective Credit (does not count in the Major) Elective
Credit (allowed to count in the Major) Language Credit*

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

Department Chair Signature

Date

*Only the chair of a UMW department that teaches language courses may approve language credit

RE-EVALUATION OF TRANSFER CREDIT FOR GENERAL EDUCATION USE

INSTRUCTIONS: Provide a typed response to the questions listed below, based on the category of credit requested.

WRITING INTENSIVE

Provide two copies of the syllabus attached to this form.

SPEAKING INTENSIVE

1. How many students were enrolled in the class?
2. What were the speaking assignments, and how were they an integral part of the course?
3. How did the course provide instructions for and feedback on speaking assignments?

FIRST YEAR SEMINAR

1. How many students were enrolled in the class?
2. How did the course utilize active, discussion-based, participatory learning?
3. How did the course stress an exploratory approach, rather than just presenting established conclusions?

QUANTITATIVE REASONING

1. How did the course emphasize the interpretation of quantitative information?
2. How did the course cultivate the ability to solve problems and construct abstract arguments using mathematical techniques?
3. How did the course develop skills to solve problems that have an explicit dependency on quantitative information?

NATURAL SCIENCE

1. How did the course provide a base of knowledge in a natural science discipline?
2. How did the course employ the scientific mode of inquiry and relate it to the historical development of knowledge in the natural sciences?
3. How did the course raise awareness about the social, political, philosophical, and ethical dilemmas that scientific progress often creates?

HUMAN EXPERIENCE AND SOCIETY

1. How did the course focus on individuals, relationships and/or the role of institutions within society?
2. How did the course devote instruction to both topical subject matter and methodology?
3. How did the course provide the broader cultural and historical context on the areas of human and social activities being explored?

GLOBAL INQUIRY

1. How did the course examine how past, present, or future persons, places, phenomena, and/or events affect or are affected by global interconnections?
2. How did the course explore technological, economic, political, social, cultural, health-related, and/or environmental global interconnections?
3. How did the course help students realize how global interconnections work in their lives and in the lives and of others?

ARTS, LITERATURE, AND PERFORMANCE

1. How did the course offer opportunities to explore expressions of the human spirit, imagination, aspiration and belief?
2. How did the course create opportunities to expand self-awareness and creativity?
3. How did the course engage students in creating, performing, participating in, examining, and/or critiquing artistic works?

EXPERIENTIAL LEARNING

1. How was this a faculty-supervised experience requiring the student to provide a summary analysis, synthesis, or reflection of the experience?
2. How did this experience challenge you to go outside of the bounds of the typical classroom?
3. How did this experience involve the application of skills, knowledge, and analytical tools acquired in an academic discipline?

LANGUAGE

Provide two copies of the syllabus attached to this form.



RE-EVALUATION OF TRANSFER COURSE FOR GENERAL EDUCATION USE

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 one only)

- [] First-Year Seminar
[] Human Experience & Society
[] Global Inquiry
[] Arts, Literature and Performance Appreciation
[] Arts, Literature and Performance-Process
[] Natural Science
[] Quantitative Reasoning
[] Experiential Learning
[] Writing Intensive
[] Speaking Intensive

General Education Committee: [] Approved [] Denied*

General Education Committee Chair Signature _____ Date _____

*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 Undergraduate Academic Catalog

Student: You will be notified by email. Please print legibly.

Campus email: _____

Alternate email: _____

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.

Student Signature _____ Date _____

Return this form and supporting material to the Office of the Registrar, Lee Hall 206.