



## **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 one copy 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?

### **LANGUAGE**

Provide one copy of the syllabus attached to this form.

### **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?

### **ARTS AND LITERATURE**

1. How did the course offer opportunities to explore the processes used to create and or interpret creative works or performances?
2. How did the course offer you the opportunity to critically analyze and evaluate the aesthetic and/or compositional qualities of creative works or performances?
3. How and in what ways did you communicate about diverse perspectives, theories, values, and contexts relating to works within an artistic medium or genre?

### **HUMANITIES**

1. How did you use discipline-appropriate tools and methods to critically interpret both the form and content of a text, artifact, or other cultural expression?
2. Describe the opportunities you had to explain how historical, intellectual, or cultural contexts relate to human experiences – ideas, actions and/or experiences.
3. How and in what ways did you formulate arguments, draw logical conclusions, or support ethical decisions to engage key questions about humanity – our relation to nature, to society, and to ourselves?

### **NATURAL SCIENCE**

1. Did the course include a laboratory?
2. How and in what ways were you tasked with demonstrating understanding of scientific methods that advance scientific knowledge?
3. How and in what ways did you develop explanatory hypotheses for observations, report and display scientific data, and interpret data in a scientifically sound manner?
4. Describe how you used theories and models as unifying principles to understand natural phenomenon.
5. How did you demonstrate understanding of how scientific methods and resultant knowledge are applied to address specific technological and/or societal challenges?

### **QUANTITATIVE REASONING**

1. How did you demonstrate the ability to produce and interpret quantitative information in various forms such as graphs, equations, diagrams, etc?
2. Describe how you used appropriate methodologies to draw valid conclusions based on quantitative information.
3. How and in what ways were you asked to discern the validity and accuracy of an argument or conclusion derived from available numerical information.
4. Describe the ways in which the course tasked you with applying quantitative techniques to address multiple issues of contemporary significance in technology or society.

**SOCIAL SCIENCE**

1. How and in what ways were you responsible for explaining social experiences and issues from a social science perspective?
2. Describe the ways in which you were tasked with making evidence-based conclusions concerning social experiences and issues.
3. How did the course apply critical knowledge and skills to understanding aspects of social life beyond the classroom?

**DIGITAL INTENSIVE**

1. Describe the ways in which the course tasked you with successfully locating and critically evaluating information using the internet, library databases, and/or other digital tools.
2. How and in what ways did you use digital tools to safely, ethically, and effectively produce and exchange information and ideas?
3. How did the course encourage you to creatively adapt to emerging and evolving technology?

**DIVERSE AND GLOBAL PERSPECTIVES**

1. How did you develop an informed understanding of an issue or a group of related issues (e.g. economic, environmental, geographical, health-related, historical, linguistic, political, technological) that influences cultures, global systems, and/or societies?
2. Describe how you explored any range of topics including age, disability, ethnicity, gender, language, nationality, race, religion, sexuality, socioeconomic status, veteran status, and/or other salient social statuses that influence the human condition?
3. How and in what ways were you tasked with articulating how complex natural and/or human systems are influenced and/or constructed, operate with differential consequences, and can be altered. Students will reflect upon their own relationship to these processes?
4. In what ways did you reflect on how knowledge of these global or intercultural connections and/or consideration of diverse perspectives can help explain conflict and establish respect for other cultures and/or societies?

**BEYOND THE CLASSROOM**

1. How did this experience require you to apply what was learned in coursework to new scenarios outside standard university courses?
2. How and in what ways did you identify your personal values and learning goals and direct yourself by creating a personalized learning experience?
3. Discuss how you clarified and refined your understanding of your strengths and weaknesses in the content of the relevant disciplines?
4. How and in what ways did you clarify and refine an understanding of your strengths and weaknesses related to skills such as time management, organization, and professionalism?
5. How did this experience allow you to connect your undergraduate experience with your post-graduation plans?

**AFTER MARY WASHINGTON**

1. How and in what ways did you explore your own values, interests, skills and strengths that guide your personal and professional aspirations?
2. Describe the ways in which you developed and articulated your personal and professional identities in appropriate modalities.
3. How did you create professional relationships which support life-long career and growth and satisfaction?



UNIVERSITY OF MARY WASHINGTON

where great minds get to work

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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
Arts and Literature
Humanities
Natural Science
Social Science
Quantitative Reasoning
After Mary Washington
Beyond the Classroom
Diverse and Global Perspectives
Digital Intensive
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 Undergraduate Academic Catalog in effect.

Student Signature Date

Return this form and supporting material to the Office of the Registrar, registrar@umw.edu or Lee Hall 206.