UNIVERSITY OF MARY WASHINGTON
where great minds get to work

OFFICE OF THE REGISTRAR

Fredericksburg Campus
Lee Hall 206
Phone: (540) 654-1063
Fax: (540) 654-2145

Stafford Campus
South Building 144
Phone: (540) 286-8008
Fax: (540) 286-8000

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 registrar@umw.edu or LH 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. **DO NOT submit originals.**

Name:_____ Banner ID _____

Mailing Address: _____
Street

_____
City State Zip

Telephone:_____ Email Address: _____

Academic Advisor:_____ Major: _____

Degree Sought: ❒ BA ❒ BS ❒ BLS ❒ B.Ed. ❒ Undeclared

Transfer Course from_____during_____semester of _____
College or University Year

Transfer Discipline	Course Number	Transfer Course Title	Transfer Course Equivalent

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

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

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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.

Provide a copy of the syllabus attached to this form.

ARTS, LITERATURE, AND PERFORMANCE - Appreciation

- How did you address theories/perspectives/values of those engaged in the creative process?
- How did you move beyond a descriptive account to an evaluative or critical analysis?
- How did you reflect on the value of creative works in society?

ARTS, LITERATURE, AND PERFORMANCE - Practice

- Explain how you created a work of substance and value.
- How did you achieve the goals of a creative project? How successful was the process?
- How did you speak about work critically, both process and product?
- How did you evaluate your work's effectiveness in conveying your message or intent?
- How did you reflect on the value of the creative process?

EXPERIENTIAL LEARNING

- How did you apply what was learned in coursework to new scenarios outside standard university courses?
- How did you identify your personal values and learning goals and direct yourself by creating personalized learning experiences?
- How did you clarify and refine your understanding of your strengths and weaknesses in the content of the relevant disciplines? In terms of your time management, organization, and professionalism?
- How did you connect your undergraduate experiences and your post-graduation plans?

FIRST YEAR SEMINAR

- How many students were enrolled in the class?
- How did the course utilize active, discussion-based, participatory learning?
- How did you use research techniques to retrieve, evaluated, and synthesize information?
- How did you learn to communicate more effectively in written argument and oral communication?

GLOBAL INQUIRY

- Explain your understanding of forces that foster global connections among places, persons, groups, and/or knowledge systems.
- How did you demonstrate a knowledge of diverse perspectives on global processes and systems?
- How did you reflect on how global relations impact your own life and the lives of others?

HUMAN EXPERIENCE AND SOCIETY

- How did you explain human and social experiences and activities from multiple cultural and/or theoretical perspectives?
- How did you draw on appropriate conclusions based on evidence, texts, or other materials?
- How did you apply knowledge and skills related to human behavior, ideas, and social structures to better understand social life?

LANGUAGE

- Explain the degree to which you participated in conversations and gave presentations in the language.
- Explain the degree to which you wrote on familiar topics and presented information in the language.
- Explain your ability to listen to the main idea in messages and presentations on familiar topics.
- Explain the degree to which you learned the main idea of literary and non-literary texts.

- Explain how you understood the variety of cultures and cultural perspectives associated with the target language.

NATURAL SCIENCE

- How did students demonstrate understanding of scientific methods that advance scientific knowledge?
- How did students develop explanatory hypotheses for observations, report and display scientific data, and interpret data in a scientifically sound manner?
- How did students use theories and models as unifying principles to understand natural phenomena?
- How did students apply scientific methods and resultant knowledge to specific technological and/or societal challenges?

QUANTITATIVE REASONING

- How did you demonstrate an ability to interpret quantitative/symbolic information?
- How did you convert relevant information into various mathematical/analytical forms (e.g., equations, graphs, diagrams, tables, words)?
- How did you apply analytical techniques or rules to solve problems in a variety of contexts?
- How did you gain an appreciation for how analytical techniques or rules are used to address real-world problems across multiple disciplines?

SPEAKING INTENSIVE

- How many students were enrolled in the class?
- What were the speaking assignments, and how were they an integral part of the course?
- How did the course provide instructions for and feedback on speaking assignments?
- How did you apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes?
- How did you plan and craft your own oral messages?
- What did you learn about your own communication patterns?

WRITING INTENSIVE

- How did students demonstrate satisfactory knowledge of the strategies to convey arguments, main ideas, and support/evidence?
- How did students demonstrate satisfactory knowledge of the varying patterns of composition organization and development?
- How did students demonstrate satisfactory knowledge of the audience, the role of the writer, and rhetorical strategies?
- How did students demonstrate satisfactory knowledge of writing conventions and correctness?

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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.