

# WASHBURN UNIVERSITY

## GENERAL EDUCATION TRANSFER COURSE PETITION

(Available On-Line <http://www.washburn.edu/admin/vpaa/forms/GenEdTransferPetition.pdf>)

### PROCEDURE FOR PETITIONING FOR APPROVAL OF TRANSFER COURSE AS ACCEPTABLE FOR GENERAL EDUCATION

- A. This form should be completed only if your transfer course is not a [direct transfer equivalent course](#) for an existing Washburn University course OR if the direct transfer equivalent Washburn course has not been approved for general education credit and you believe your transfer course meets the spirit and intent of Washburn's general education program. For direct transfer equivalent course credit, complete the [Direct Transfer Equivalency Course Petition](#).
- B. This petition should be completed and submitted as soon as possible but no later than two semesters after transferring to Washburn University.
- C. Petitions may be submitted at any time during the year.
- D. Submit this completed petition to your academic advisor for forwarding to the General Education Committee.
- E. You will be notified of the General Education Committee's decision within a few weeks (depending on the time of year the petition is submitted).

### GENERAL EDUCATION REQUIREMENT OVERVIEW

A course will count for General Education **only if** it meets each of the following requirements:

1. It requires the development of at least three of the nine General Education skills.
2. The **primary content** of the course is some significant area, aspect, or dimension of either the world of nature or the world of human ideas, aspirations, values and institutions (these worlds are characterized in the General Education Statement).

Prior to completing this petition, please consult the Washburn University Catalog for a more complete description of the general education statement approved by the University faculty.

**GENERAL EDUCATION**  
**TRANSFER COURSE APPROVAL PETITION**

***STUDENT INFORMATION***

**STUDENT NAME:** \_\_\_\_\_ **WIN NUMBER:** \_\_\_\_\_  
**STUDENT ADDRESS:** \_\_\_\_\_  
**STUDENT CITY/STATE/ZIP:** \_\_\_\_\_  
**STUDENT PHONE NUMBER:** \_\_\_\_\_  
**WASHBURN E-MAIL ADDRESS:** \_\_\_\_\_  
**MAJOR DEPARTMENT (If Applicable):** \_\_\_\_\_ **ACADEMIC ADVISOR:** \_\_\_\_\_

***TRANSFER COURSE INFORMATION***

**COLLEGE OR UNIVERSITY:** \_\_\_\_\_  
**LOCATION (CITY & STATE):** \_\_\_\_\_  
**SEMESTER & YEAR TRANSFER COURSE WAS COMPLETED:** \_\_\_\_\_  
**DEPARTMENT:** \_\_\_\_\_  
**OFFICIAL TRANSFER COURSE TITLE AND NUMBER:** \_\_\_\_\_  
(Do NOT Use the Course Number Assigned by Washburn University)  
**COURSE CREDIT HOURS EARNED:** \_\_\_\_\_  
**COURSE PREREQUISITES:** \_\_\_\_\_  
Course(s) and Number(s)

**DISTRIBUTION GROUP:**  
(Choose 1)

- Humanities
- Fine Arts (Art, Music, or Theatre)
- Social Sciences
- Natural Sciences/Mathematics

**AREA OF KNOWLEDGE:**  
(Choose 1)

- The World of Human Ideas, Aspirations,  
Values and Institutions
- The World of Nature

**DOES THIS COURSE CONTAIN A LAB COMPONENT?      YES      NO**  
**IF YES, DESCRIBE**

**ATTACH A CATALOG DESCRIPTION TO THIS APPLICATION**

**ATTACH A DETAILED COURSE SYLLABUS TO THIS APPLICATION**

**GENERAL EDUCATION SKILLS**

1. Read Intelligently
2. Write Effectively
3. Listen Sensitively
4. Speak Clearly
5. Think Creatively
6. Reason Mathematically and Understand Numerical Data
7. Process Information Both in Terms of Synthesis and Analysis
8. Interpret and Assess Human Values
9. Solve Problems Using the Methods of Analysis Considering Evidence, Relevance, and Validity

**LIST THE GENERAL EDUCATION SKILLS MET BY THIS COURSE:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IF YOU HAVE NOT ATTACHED A COURSE DESCRIPTION AND A DETAILED COURSE SYLLABUS, you must attach a typed explanation describing this course and why you believe it satisfies Washburn University's general education criteria (specifically respond to the general education requirement overview described on page 1). Explain how each of the indicated skills was met in this course as well as what outcome measurements were used to assess each of the indicated skills. (See the Following Page for Tips on Addressing Committee Requirements for General Education Criteria)**

**I have reviewed this student's petition for completeness and accuracy.**

\_\_\_\_\_  
Academic Advisor (Print)

\_\_\_\_\_  
Academic Advisor (Signature)

\_\_\_\_\_  
Date of Submission

*Academic Advisor: Please submit the completed form to the VPAA's Office for forwarding to the General Education Committee before the semester deadline.*

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**VPAA OFFICE USE ONLY:**

Committee Mtg. Date: \_\_\_\_\_

Date Application Received \_\_\_\_\_  
Approved ( ) Rejected ( )

General Education Attribute Assigned \_\_\_\_\_

# Tips for Completing the Explanation Justifying the Acceptance of a Transfer Course for General Education Credit

If you are unable to provide a course description and a detailed course syllabus, it is your responsibility to provide sufficient information to the General Education Committee regarding the content and general education skills covered by the transfer course which will enable the Committee to appropriately evaluate whether the course meets the spirit and intent of Washburn's general education criteria. The detailed syllabus and the catalog description and/or the justification contained in this TYPED petition will be the critical factors which the committee members take into consideration. If you must provide written justification, the basic format of your petition should be as follows:

1. Provide a brief description of the basic course content and indicate how the course content relates to one of the two "Areas of Knowledge".
2. For each of the general education skills which were emphasized in the course, provide a description of the course activities which provided you the opportunity to enhance this particular general education skill as well as an in-depth description of how the instructor assessed your level of attainment of this general education skill. Here is one example of how this might appear in your petition:

*One of the general education skills emphasized by this course was Writing Effectively. Throughout the course of the semester, five 2- to 3-page reaction papers were required by the instructor. In these reaction papers, students were required to discuss their reaction to a current event which was happening in the world that particular week. Reaction papers were assessed by the instructor based on style (grammar and punctuation), organization, and clarity of content. In addition, students were expected to complete short essay questions on each of the three written examinations during the semester. These short essay questions were evaluated on the basis of accuracy and thoroughness of content, but not on style or organization. These activities, along with the instructor's feedback, enhanced my ability to create well-organized and thoughtful short opinion papers and content-rich responses on examinations.*

In essence, you must explain in great detail, the information which would have been available to the Committee if a detailed syllabus had been available.