



*STUDENTS PLEASE NOTE: This guide is not intended to dictate application policies for any particular school/college or major. Each academic unit retains the right to apply transfer courses per their established guidelines. Please use this guide as a general resource aid only. If you have any questions about how your transfer credits might apply to degree progress at CU-Denver, please consult an academic advisor in the major you intend to pursue. Undecided students can get general transfer info from the Academic Success & Advising Center.*

**General Guidelines:** Transfer credit applied to the UCDHSC core curriculum (outside CCHE gtPathways credit) must, in general be:

1. be lower division course work with broad, rather than narrow focus
2. have no, or minimal, prerequisites

• **ENGL 1020 Core Composition I**

Course must focus on rhetoric, argument, persuasion, and summary/analysis. Must have rhetorical rather than literary basis. Course must serve as prerequisite for second semester (lower or upper division) composition course.

• **ENGL 2030 Core Composition II**

Must be rooted in academic-based research and include the writing of a significant research essay (10-15 pages with an emphasis on the incorporation of academic sources, as opposed to popular sources). Course must have first semester prerequisite in writing.

• **MATHEMATICS**

At a minimum, the course must explore application of skills acquired to prove statements by means of mathematical induction; must apply arithmetic operations on complex numbers; must interpret, analyze and formulate a strategy for the solution of a problem and must formulate a mathematical model by interpreting given information, situation and/or data, obtain and interpret the solution. *NOTE: Some majors may require math at a higher level for transfer. Please consult your advisor.*

• **NATURAL/PHYSICAL SCIENCES**

Course must explore the methods by which hypothesis and observation can be developed into valid knowledge of the physical world, and determining its purpose. At least one course must have a laboratory component.

• **BEHAVIORAL SCIENCE**

Course must explore how behavior can be understood from a scientific perspective that integrates biological, social, environmental and cultural factors so as to improve the quality of life. Disciplines include cultural anthropology, communication (not speech) and psychology.

• **SOCIAL SCIENCE**

Course must explore how social, economic, and political structures constrain, or not constrain, individual and social choices and goals, given limited resources. Disciplines include economics, geography, political science and sociology.

• **HUMANITIES**

Courses must explore how people have expressed ideas, experiences, and values concerning human condition, and student must cultivate a disciplined way of studying a body of ideas and texts of lasting significance in human civilization, from ancient times to the present, and developing ideas and expressing them with clarity. Disciplines include history, philosophy, literature (not writing); can sometimes include religious studies, women's studies, and cultural studies.

• **ARTS**

Courses must explore how the development of the aesthetic tools of the arts disciplines enhance discrimination, appreciation and quality of life. Courses must explore the ability of aesthetic expression to communicate a vision of human nature and a statement of human experience more profound and more diverse than any individual could ever derive from his or her own experience of life. Disciplines include Visual Arts, Music, Theatre and Film Production; can sometimes include Dance, Film Studies and Architecture.

• **CULTURAL DIVERSITY**

Course must focus on contemporary inequalities (in race AND gender) historically while integrating the perspectives engendered by a pluralistic community. Course must explore structured inequality associated with race/ethnicity AND gender in the US. Must include contemporary and historical assumptions of the dominant US culture in relation to different value systems; practical and policy issues that arise from living and working on a multicultural world in order to promote informed, active and responsible citizenship. **Course must be upper division as defined by the sending institution.**

• **INTERNATIONAL PERSPECTIVES**

Course must focus on the ongoing, multidimensional process of worldwide change, and the transnational influences on culture, economics, politics, etc., especially illustrating global patterns or trends. Course must study the movement toward markets or policies that transcend national borders, and the processes leading to the integration of economic, cultural, political, and social systems across geographical boundaries. **Course must be upper division as defined by the sending institution.**