APCC Policies and Procedures for Faculty Document 2836R4

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General Education Principles

The Core General Education Requirements (CGER) represent the faculty's commitment to a common educational foundation for all UWM undergraduates. Exceptions to these requirements must be rare, principled, and applied consistently across schools and colleges. Common principles apply:

1. **System policy floors are non-waivable.** No exception may result in a student completing fewer than the minimum Core General Education Requirements (CCGER) established in Regent Policy Document 4-23 and UW System Administrative Policy 100-Interim 13: six categories, a minimum of 10 courses, and a minimum of 30 credit hours.

2. **Substitution is preferred over waivers.** In all cases where an exception is warranted, the preferred approach is to substitute an alternative course or courses that fulfill the spirit and learning outcomes of the requirement in question, rather than to eliminate the requirement entirely. An outright waiver is reserved for extraordinary circumstances and requires approvals, as detailed below. In cases where a course is waived, students must take additional gen ed

course(s) as needed to reach the minimum of 10 courses and 30 credit hours.

3. **Exceptions are not precedents.** Approval of an exception for one student or program does not establish an obligation to grant the same exception in other cases.

4. **Frequent exceptions signal the need for policy change.** If exceptions to a particular requirement become sufficiently common, the faculty should reconsider the requirement through the normal curriculum governance process, not by continually granting individual exceptions. The APCC is responsible for identifying and acting on such patterns.

5. **Consistent application is required.** All schools and colleges must apply these criteria uniformly. The APCC is responsible for monitoring compliance across units.

6. **Disability-related requests receive individualized review.** ARC determines disability-related eligibility, while the appropriate academic authorities make the academic determinations required by this policy.

Criteria and Procedures for Approval of CGER Credit and Assessment of Learning Outcomes

General Policy

The administration of UWM General Education Requirements will be informed by the UW System Shared Learning Goals and embrace the definition of liberal education developed by the American Association of Colleges and Universities (AAC&U): "Liberal education is a philosophy of education that empowers the individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement."

University of Wisconsin System Shared Learning Goals for Students:

1. Knowledge of Human Cultures and the Natural World, including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.

2. Critical and Creative Thinking Skills, including inquiry, problem solving, and higher order qualitative and quantitative reasoning.

3. Effective Communication Skills, including listening, speaking, reading, writing, and information literacy.

4. Intercultural Knowledge and Competence, including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different.

5. Individual, Social and Environmental Responsibility, including civic knowledge and engagement (both local and global), ethical reasoning, and action.

Course Policy

All departments or instructional units at UWM may submit courses to the Academic Program and Curriculum Committee for inclusion in the list of courses that satisfy CGER Distribution Requirements. The APCC and its CGER Subcommittee look to the faculty for leadership in curriculum design and innovation and will work closely with them to facilitate and implement new or redesigned course plans. All CGER courses will include effective assessment plans specific to their chosen learning outcomes; the results of such assessment will be reported to APCC according to the schedule discussed below. The following policies govern this work:

1. In principle, courses primarily providing professional training do not meet or satisfy CGER distribution requirements.

2. To be included in the CGER curriculum, courses must demonstrate that they:

    a. frame instruction in the general methodology of the discipline within a broader context of liberal education as described in the UW System Shared Learning Goals statement, with attention to appropriate learning outcomes derived from those Goals;

    b. do not deal with techniques in the narrow sense but explore the foundations of knowledge: how the discipline establishes its concepts; how these concepts are established with respect to alternative patterns of inquiry, mode of expressions, or course of action; and

    c. follow a syllabus that explicitly articulates how the course meets UWM General Education Requirements by integrating UW System Shared Learning Goals with divisional learning outcomes; syllabi will identify the assignment(s) intended to help students achieve specific Shared Learning Goals and divisional criteria, including how such assignments will be assessed.

3. The list of approved courses may be modified by addition or deletion. Request for such modifications must be originated by the appropriate department or unit or the Academic Program and Curriculum Committee (APCC).

4. Departments or units are urged to integrate CGER courses within their programs of study for the major or minor, subject to the guidelines given above.

5. Restrictions:

    a. No course may be repeated for CGER distribution credit beyond a maximum of three credits.

    b. Courses listed as variable topics will not be given CGER credit unless the course title and catalog description clearly indicate that the topics offered under that course will always conform to the CGER criteria addressed in the original course submission to APCC.

6. The regular and effective assessment of CGER courses and learning outcomes is a joint responsibility of instructional units and the APCC. The APCC will provide instructional units with

clear guidelines and templates for reporting CGER outcomes. Instructional units will collect and archive assessment data annually for internal purposes of review and action and do so according to a schedule, and format approved and codified by the Departmental Committee. Instructional units will report data results and any actions taken to the APCC during the scheduled six-year external reviews discussed below.

7. Each year, the CGER Subcommittee will prepare a report on the assessment of learning outcomes in one of the six CGER categories (Civics and Perspectives, Communication and Literacy, Humanities and Arts, Mathematics and Quantitative Reasoning, Natural Science and Wellness, Social and Behavioral Science). These will proceed in sequence each year, creating a six-year cycle for divisional outcomes reports.

8. At the beginning of the academic year, the CGER Subcommittee will notify instructional units offering courses with that year's divisional criteria of the timeline for reporting results and with guidelines regarding how many courses should be reported upon.

9. By the end of the academic year, the CGER Subcommittee will have submitted its report to the APCC for discussion, as well as to all reviewed instructional units. The CGER Subcommittee will recommend courses that should continue to have CGER or courses that should have CGER removed based on the course materials submitted. For courses recommended to have CGER status removed, there will be an appeals process for departments to make course adjustments to be CGER compliant or submit any additional course materials.

General Education Categories

Civics and Perspectives

Students must earn a minimum of six credits in at least two courses.

Definition: Courses in this area explore how identities, perspectives, and civic contexts shape people's experiences and participation in society. Students will develop the ability to analyze diverse worldviews and lived experiences, and to understand how historical, cultural, or governmental forces influence community life, public decision-making, and engagement in democratic societies.

Criteria: Courses satisfying this requirement shall incorporate outcome 1 and/or 2, plus at least one other outcome from the bulleted list below. Students will be able to:

1. analyze foundational civic structures, principles, and processes, including governmental organization, social contracts, and the rights and responsibilities of citizenship, and evaluate the mechanisms by which individuals participate in civic life. Incorporate how differing societal perspectives shape the interpretation, development, and functioning of civic participation and responsibilities; and/or

2. analyze the perspectives, worldviews, and lived experiences of a group or groups, defined by factors such as race, ethnicity, region, nationality, religion, gender, LGBTQ+ status, disability, class, or other dimensions of identity, and how these shape participation in civic and cultural life within or across societies; and

- examine how literary, artistic, musical, or other texts and creative works reflect, shape, or challenge civic principles, social identities, and cultural perspectives;

- examine historical episodes in the formation and evolution of identity, citizenship, and civic participation, including how definitions of belonging, rights, and participation have changed over time;

- investigate how individuals and groups have experienced differential access to opportunities, resources, or civic participation based on dimensions of identity;

- analyze the goals, methods, and impacts of social movements or reform efforts that have shaped civic life, institutions, or definitions of citizenship in the United States or other national/transnational contexts;

- compare civic traditions, institutions, social formations, or perspectives on citizenship across different nations, regions, cultures, or historical periods;

- analyze the role of public policy in democratic systems, including how policies are formulated, implemented, or evaluated, and their impact on society and civic life; or

- investigate and analyze the roles of professions and disciplines in civic life, including their legal and ethical obligations and the consequences of their actions. Examine the historical contexts and methods by which laws, regulations, and professional standards are formulated and implemented, and evaluate their impact on society and civic participation.

Communication and Literacy

Students will earn a minimum of six credits in at least two courses.

Definition: Courses in this area focus primarily on developing written and oral communication skills to ensure that students will be creative, flexible, and effective communicators, whether speaking or writing. This requirement may be satisfied by either:

1. earning a passing grade in English 102 (or equivalent) and three additional credits in Communication and Literacy; or

2. placing out of taking English 102 by earning a suitable score on a test as determined by the English Department, and six credits in Communication and Literacy.

Expectations: The courses in this area typically are low-enrollment courses involving substantial instruction in the four modes of literacy (that is, speaking, reading, writing, and listening), with the primary emphasis on speaking and/or writing. The APCC defines this as follows: the context in which student work is assessed (i.e., lecture, discussion, lab) has an enrollment cap of 25 or fewer students. Requests to approve courses with larger class sizes must demonstrate clearly how the objectives and requirements of the course can be satisfied within the larger format.

Criteria: Courses satisfying this requirement shall incorporate all of the following learning outcomes. Students will be able to:

1. demonstrate critical reading, logical thinking, and the use of argument and evidence;

2. apply appropriate stylistic and disciplinary conventions in writing and/or speaking;

3. locate relevant information and critically analyze information from primary or secondary sources for some portion of the speaking and/or writing;

4. adapt messages to the diverse needs of individuals, groups, and contexts; and

5. reflect critically on one's own messages after the communication event.

Requirements: These will vary. Courses may include the option to integrate speaking and writing into digital/online media formats, but each course must satisfy the following:

1. Multiple assignments [6-8 would be ideal], spaced throughout the semester that culminate in oral and/or written presentations. The balance between oral and written presentations may vary, as appropriate to the discipline and the instructor's preferences, so long as the total amount of graded communication remains reasonably consistent from course to course.

2. At least two assignments that require students to submit a draft or give a practice speech, assimilate feedback on it, and then revise it. Additional opportunities for feedback and revision would be better yet.

3. At least one individual conference with each student, preferably early in the semester, to discuss the student's writing and/or speaking skills.

4. A requirement that a portion of the speaking and/or writing be based on a research component, appropriate to the discipline and course.

Humanities and Arts

Students must earn a minimum of six credits in at least two courses.

Courses in this area must address learning outcomes from one of the two categories below: 1) Engaging with Creative and Artistic Expression or 2) Understanding Ideas, Languages, and Cultures.

1. **Engaging with Creative and Artistic Expression**
   Definition: A branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances.

   Courses in this area focus on the history, philosophy, theory, or practice of the creative, expressive, and interpretive arts and provide students with insight into the skills and disciplines involved in the creative arts and communications. Students will gain an understanding of the creative process and the ways that creative thinking associated with the arts can be more broadly applicable.

Criteria: Courses satisfying this requirement shall incorporate outcome (a) and at least one other of the following learning outcomes. Students will be able to:

a. demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art; and

b. apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art; or

c. compare the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.

2. **Understanding Ideas, Languages, and Cultures**
Definition: The academic disciplines that investigate human constructs and values, as opposed to those that investigate natural and physical processes, and those concerned with the development of basic or professional skills.

The humanistic disciplines, such as art history, history, language and literature, philosophy, religious studies, film and media studies, are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

Courses in this area focus on the study of human thought, history, language, and artistic expression, fostering a deeper understanding of our shared human experience. Students will enhance their abilities to engage with multifaceted ideas and develop effective communication skills to articulate complex concepts.

Criteria: Courses satisfying this requirement shall incorporate outcome (a) and at least one other of the following learning outcomes. Students will be able to:

a. identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge; and

b. respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation; or

c. apply diverse humanistic theories or perspectives to other branches of knowledge or to issues of universal human concern.

Mathematics and Quantitative Reasoning

Students will earn a minimum of three credits in at least one course.

Definition: Mathematics and Quantitative Reasoning (MQR) involve the recognition, construction, and use of valid mathematical models to analyze and manipulate quantitative information to reach reasonable conclusions, predictions, or inferences. Courses in this area ensure that students will have the ability to evaluate, construct, and communicate arguments using quantitative methods and reasoning.

Criteria: Courses satisfying this requirement shall incorporate one or more of the following learning outcomes. Students will be able to:

1. recognize and construct mathematical models and/or hypotheses that represent quantitative information;

2. evaluate the validity of these models and hypotheses;

3. analyze and manipulate mathematical models using quantitative information;

4. reach logical conclusions, predictions, or inferences;

5. assess the reasonableness of their conclusions.

Requirements: MQR courses must include the following:

1. significant use of quantitative tools in the context of other course material;

2. enforcement of the Standard MQR Prerequisite.

   Satisfaction of the Standard MQR Prerequisite requires, at minimum, one of the following:

   a. a placement level of 30 on the Math Placement Test (or another appropriate test as determined by the Mathematical Sciences Department);

   b. a minimum of 2.0 credits, with a grade of C or higher, in any 100-level course in the Math curricular area (excluding Math 194 and Math 199) or in Math/Philos 111;

   c. a minimum of 2.0 credits, with a grade of C or higher, in equivalent or higher-level Math coursework (higher level includes all courses in the Math curricular area with a course from condition (b) of this definition as a prerequisite); or

   d. earning a minimum of 2.0 credits, with a grade of C or higher, in any transfer coursework that meets this requirement.

Notes:

- Courses may require a math placement level higher than condition (a) or completion (with a grade of C or higher) of one from a specified subset of the courses in condition (b).
- Completion of Mathematical Statistics 215 does not satisfy any of the conditions.

3. low enrollment courses, defined by the APCC as follows: The context in which student work is assessed (i.e., lecture, discussion, lab) has an enrollment cap of 25 or fewer students. Requests to approve courses with a larger class size must demonstrate clearly how the objectives and requirements of the course can be satisfied within the larger format.

4. an assessment plan designed to demonstrate that the course meets the objectives and student learning outcomes stated above.

Disqualifying criteria: Courses that do not satisfy the criteria for MQR courses include those that deal with quantitative information only in one or more of the following ways:

1. Students are given a mathematical model (e.g., equation, formula) and are required merely to produce a numerical or quantitative answer through routine calculations or symbolic manipulation.

2. Students are required to use a computer package to perform calculations or carry out a study without subjecting their results to critical analysis; comparing them to other numerical data; arriving at conclusions, predictions, or inferences; and assessing their reasonableness.

3. Students are required to deal with quantitative information in primarily descriptive or conceptual ways. For example, courses in "research methods" that lack a substantial reasoning component based on tools covered in a Standard MQR Prerequisite course would not be approved.

Natural Science and Wellness

Students will earn a minimum of six credits in at least two courses.

Requirements: To satisfy the NSW CGER requirement, students must take at least one course including a lab component.

Lab courses in this category must have low-enrollment sections. The APCC defines this as follows: The context in which student work is assessed (i.e., lecture, discussion, lab) has an enrollment cap of 25 or fewer students. Requests to approve courses with a larger class size must demonstrate clearly how the objectives and requirements of the course can be satisfied within the larger format.

Courses in this area must address learning outcomes from one of the two categories below: 1) Understanding the Natural World or 2) Fostering Health and Wellbeing.

1. **Understanding the Natural World**
   Definition: A branch of science concerned with the physical world and its phenomena and with discovering the laws governing them. The branches of Natural Sciences, such as astronomy, geosciences, biological sciences, chemistry, physics, that deal primarily with matter, energy, and their interrelations, reactions, and transformations; with living organisms and vital processes;

with the laws and phenomena relating to organisms, plants and animal life; with the physical processes and phenomena of particular systems; and with the physical properties and composition of nature and its products.

Criteria: Courses satisfying this requirement shall incorporate outcome (a) and at least one other of the following learning outcomes. Students will be able to:

a. identify and apply the major concepts of a natural science discipline, including its breadth and its relationship to other disciplines; and

b. explain and illustrate the relationships between experiments, models, theories and laws;

c. demonstrate an understanding of the process of generating, testing, analyzing, and interpreting data and applying this knowledge to create or validate models and solve problems;

d. discuss and assess the limitations of data and the possibility of alternative interpretations; or

e. apply ethical reasoning to questions, concepts, and practices within a natural science discipline.

2. **Fostering Health and Wellbeing**
Definition: Courses in this area investigate physical and mental health and well-being among individuals or populations, including social and environmental determinants of health. Students will explore scientific, practical, or experiential aspects of health and well-being across levels of influence including individual, interpersonal, environmental, cultural, or societal. Courses will use real-world applications to develop health and well-being literacy and foster skills in critical thinking and problem solving.

Criteria: Courses satisfying this requirement shall incorporate outcome (a) and at least one other of the following learning outcomes. Students will be able to:

a. explain social, environmental, cultural, economic, psychological, behavioral, physical, and biological aspects of health and well-being; and

b. obtain, process, and apply information needed to promote and maintain health and well-being for themselves, their families, or their communities; or

c. use evidence to think critically and ethically about factors, attributes, and systems that influence health and well-being.

Social and Behavioral Science

Students will earn a minimum of three credits in at least one course.

Definition: A branch of science dealing with the study of human behavior, human cultural and physical variation and evolution, and the organization, development, and consequences of human activity, both past and present.

Courses in this area investigate human behavior, society, culture, and values of the past and present. Students will develop the ability to assess diverse and substantial artifacts of human knowledge, and to think critically about cultural traditions, social organizations, and institutions.

Criteria: Courses satisfying this requirement shall incorporate outcome 1 and at least one other of the following learning outcomes. Students will be able to:

1. recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development; and

2. identify and critically evaluate the function, structure and development of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships;

3. recognize and contextualize human capacities for and/or techniques of creating behavior acquisition and change as viewed from both intra- and inter-cultural perspectives;

4. demonstrate the ability to identify, apply and effectively communicate methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures; or

5. critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena.

Program-level Exceptions to CGER

A school or college may request an exception from specific aspects of the General Education requirements; if approved, that exception is then applicable to all students enrolled in a particular degree program or set of programs.

Criteria

Requests for program-level exceptions must demonstrate the following:

1. why the specified CGER requirement at issue is inappropriate or a poor fit for the students of the program, or what purpose would be served by the exception; and

2. why the school's or college's program cannot be modified to accommodate the requirement.

Requests may not be grounded in philosophical or other objections to the goals and rationale of the CGER. Any exception must be consonant with the general purposes of the requirements as articulated in UWM's General Education Policy and the UW System Shared Learning Goals.

Temporary exceptions for a defined period will be considered when a school or college demonstrates that time is needed to modify its program to accommodate the requirement.

Documentation

The requesting school or college must submit:

1. a written rationale addressing criteria 1 and 2 above;

2. the most recent available comparative data showing how the program aligns with comparable programs at peer institutions with respect to the requirement in question, including institutions that have adopted university-wide general education requirements similar in character to UWM's;

3. a description of any pre-approved substitute requirements or courses that would fulfill the spirit of the requirement being excepted; and

4. an assessment of the expected impact of the exception on student learning outcomes.

Mechanism

Requests are reviewed by the general education subcommittee of the APCC. The subcommittee reports to the whole APCC, which must act on the request. Decisions of the APCC may be appealed to the Faculty Senate.

Review

All program-level exceptions are reviewed after five years and thereafter every ten years. At each review, the APCC will assess whether the exception continues to be warranted and whether the pattern of exceptions in the affected area suggests that a modification to the underlying CGER is appropriate.

Individual Student Exceptions

Individual student requests for exceptions from one or more CGER requirements are handled by the school or college in which the student is enrolled, in accordance with that unit's established procedures and the APCC guidelines set forth below. Students seeking a disability-related academic adjustment, including a course substitution, should use the process described in “Disability-Related Academic Adjustments and Course Substitutions.”

Basis for Exception

A student may request an exception on the following grounds:

1. the student has an equivalent academic, professional, or vocational accomplishment, as documented by transcripts, diplomas, work records, or other verified evidence;

2. there are exceptional circumstances, including cases of unwarranted hardship in fulfilling the requirement, where the circumstances are beyond the student's reasonable control;

3. there are special requirements of a combined major or unique program of study, where it can be demonstrated that the intent of the CGER is fulfilled by the student's overall program; or

4. an upheld academic grievance against a UWM faculty or staff member regarding a CGER course or examination.

Prohibited Grounds

A student may not request an exception on the following grounds:

1. philosophical or other objections to the CGER;
2. failure to plan coursework properly or to schedule required examinations in a timely manner;
3. inability to pass a course or examination;
4. academic deficiencies upon admission to UWM;
5. transfer to UWM from another institution (see "Transfer Students and Transfer Credit Adjustments" below); or
6. a credit load more than the University minimum for graduation, where the additional credits fall within the normal range for the student's degree or program.

Procedures

1. The student confers with departmental or program advisors to identify applicable grounds for the exception request.
2. The student files a written request with the school or college dean or appropriate appeals body, following the unit's standard procedures. The request must include documentation supporting the stated grounds.
3. The dean, designee, or appeals body evaluates the request against these APCC guidelines and renders a **written decision** specific to the student's circumstances.
4. All exception decisions must be reported to the APCC on the schedule established by the committee (see "Oversight, Tracking, and Reporting" below).
5. Questions regarding a unit's compliance with these guidelines are brought to the APCC chair. If the chair cannot resolve the matter through consultation with the unit, it is referred to the APCC. Upon a majority vote, the APCC may refer noncompliant units to the Vice Provost for Academic Affairs for intervention.

Portability

A CGER exception approved by one school or college transfers with the student to another school or college, provided the integrity of the receiving unit's degree requirements is maintained.

Disability-Related Academic Adjustments and Course Substitutions

Students may request a course substitution or other academic adjustment when disability-related barriers affect equitable access to one or more CGER requirements. ARC determines disability-related

eligibility and the need for an academic adjustment. If ARC determines an adjustment is needed, the appropriate academic authorities make the related academic decisions.

Requests are considered individually under the process described below, consistent with Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act.

Key Principles

1. **Review is individualized and function-based.** Requests are evaluated based on the disability-related barriers the student experiences and how those barriers affect equitable access to the relevant CGER requirement, rather than on a diagnosis alone. The review considers the student's functional limitations together with the requirement's learning outcomes and essential academic requirements.

2. **No exhaustion, prior attempt, or fixed deadline is required.** A student need not exhaust other academic adjustments or enroll in or unsuccessfully complete a course before requesting a substitution. Prior experiences may be considered when available. Early consultation is encouraged, but a request may be made at any point in the student's academic career.

3. **ARC and academic authorities have distinct responsibilities.** ARC determines disability-related eligibility, the relevant functional limitations, and whether an academic adjustment is needed. ARC also determines what documentation or other information is reasonably necessary. The academic unit evaluates learning outcomes, essential academic requirements, and the academic equivalency of a proposed substitute. The relevant dean makes the initial academic decision, and the APCC exercises the approval and review authority assigned to it under this policy.

4. **Academic determinations require individualized review.** A substitution may be denied as a fundamental alteration only after a reasoned academic review that identifies the essential requirement and explains why the proposed substitution would fundamentally alter it. A program, licensure, or certification requirement may be relevant but is not conclusive by itself.

5. **Privacy and student rights are preserved.** Participants will exchange only the information necessary for their assigned responsibilities and permitted by law and policy. The academic review process does not replace or restrict UWM's disability complaint or grievance procedures or any rights and remedies available under federal or state law.

Process

1. **Request.** The student contacts ARC to request a course substitution or other academic adjustment. Consultation with an academic advisor is encouraged but is not a prerequisite. A request may be submitted at any point in the student's academic career. Timing may affect available options or implementation, but it will not determine eligibility or bar consideration.

2. **ARC review.** ARC reviews the available information and determines disability-related eligibility, the relevant functional limitations, and whether an academic adjustment is needed. The form, source, and recency of supporting information may vary depending on the circumstances. If additional information is reasonably necessary, ARC provides timely written guidance identifying what is needed. Prior coursework, prior academic adjustments, and their outcomes may be considered when available, but a prior attempt is not required.

3. **Academic review.** ARC determines disability-related eligibility, the relevant functional limitations, and whether an academic adjustment is needed. The academic unit does not reconsider ARC's disability-related determinations. It evaluates the proposed adjustment and available alternatives in relation to the learning outcomes and essential academic requirements of the relevant program or requirement. When a proposed adjustment is not academically appropriate, the academic unit identifies and evaluates effective alternatives that address the disability-related barrier to the extent possible without fundamentally altering essential academic requirements.

   A course substitution may be selected from a nonexclusive list of previously approved courses, or the student may propose another course. An unlisted course is evaluated under the same academic-equivalency standards and does not require a heightened showing of disability-related need or advance APCC-chair approval. Any approved substitute course must be taken for a letter grade and may not be taken on a pass/fail basis.

   A waiver without substitution may be approved when the individualized review identifies a waiver as the appropriate academic adjustment. The academic unit evaluates the waiver's effect on the relevant learning outcomes and essential academic requirements. A waiver requires the dean's concurrence and APCC approval in consultation with the Vice Provost for Academic Affairs. No waiver may reduce the student's requirements below applicable UW System CGER minimums; additional approved CGER coursework may therefore be required.

   Any request for additional academic information must be prompt, written, and limited to information necessary to evaluate the proposed adjustment.

4. **Decision.** The dean communicates the decision in writing within 30 days after receiving ARC's determination and the materials reasonably necessary for the academic review. The written decision identifies the request, states whether it is approved or denied, and describes any approved substitution, waiver, or other academic adjustment and the steps required for implementation.

   A denial identifies the essential academic requirement at issue, explains the basis for the decision, and describes any effective alternatives considered. An approval identifies any reasonably foreseeable effects on graduate or professional programs, licensure, certification, or career pathways. The student may be asked to acknowledge receipt of that information; acknowledgment does not constitute agreement with the decision or a waiver of rights.

   The decision is provided to the student and to the offices responsible for its implementation. Each recipient receives only the information necessary for its assigned function and permitted by applicable law and policy.

5. **Review of a denial.** The student may request APCC review of an academic denial within 30 days after receiving the written decision. APCC review is limited to academic equivalency, essential academic requirements, and fundamental alteration. It does not reconsider ARC's disability-related eligibility determination or affect the separate complaint and grievance rights described under Key Principles.

Transfer Students and Transfer Credit Adjustments

Transfer credit must be evaluated and applied under Regent Policy Document 4-23, UW System Administrative Policy 100-Interim 13, Regent Policy Document 7-1, UW System Administrative Policy 135, applicable articulation agreements, and the standards below. Within those limits, UWM will apply transfer credit flexibly when doing so is supported by the student's prior learning and advances progress toward degree completion.

Transfer Protections

For credit earned at another UW university, the following protections are mandatory:

- Completion of all CGER at a sending UW university satisfies all CGER at UWM. Completion of a CGER category at the sending university satisfies that category at UWM, regardless of UWM subcategories.

- Once a sending UW university has applied credit to a CGER category, UWM must honor that category applicability. UWM may separately determine course equivalency and applicability to a major, program, prerequisite, or other degree requirement, but may not rescind the sending university's CGER determination.

- Credit in an incomplete CGER category must be applied to the corresponding UWM category when applicable. The student completes only the remaining category requirements under UWM rules.

- If a student completes all six categories with fewer than 10 courses or 30 credits, the remaining course or credit minimum may be completed with coursework in any CGER category.

Existing articulation agreements, the Universal Credit Transfer Agreement, published equivalencies, and approved credit-by-examination or prior-learning rules must also be honored.

APCC provides the following guidance for credit earned at any institution:

1. Any two-credit transfer course judged to satisfy CGER category outcomes shall apply to that category in the same manner as a similar three-credit course at UWM.

2. Courses with fewer than two credits may apply to the category and accumulate credit to reach the category minimum (e.g., three one-credit music performance courses deemed applicable to Humanities and Arts may substitute for one three-credit course).

3. Categories may be considered met with no more than a one-credit deficiency in the total credits required for the category.

    a. Categories requiring one course and three credits may be met by a single, two-credit course aligned to the category’s outcomes.

b. Categories requiring two courses and six credits may be met by:

   i. One two-credit course and one three-credit course, or

   ii. Two courses of 2.5 or more credits, or

   iii. Three two-credit courses.

4. To meet the 30-credit CGER minimum, students may compensate for one-credit shortfalls by earning additional CGER credits in any category.

5. In no circumstances may a student satisfy CGER with fewer than 30 credits or fewer than 10 courses.

Advisor Authority and Degree of Flexibility

Advisors may apply transfer credit without additional approval if the transfer application is:

1. required by the governing transfer protections above;

2. supported by a current published equivalency, articulation agreement, transfer guide, or APCC-approved transfer-substitution list; or

   a degree-audit correction that implements an already approved rule without changing the academic judgment underlying that rule.

In some cases, a student or advisor may initiate an adjustment to the placement of a transferred CGER course when that adjustment would be beneficial to the student; for example, a student transferring in multiple courses in the "Social & Behavioral Science" category may benefit from having one or more of those courses count in a different category (e.g., "Civics and Perspectives"). In such a case, an advisor may approve a one-time, student-specific adjustment for accepted, college-level transfer credit when learning outcomes, a course description, or a syllabus shows that the course fulfills the purpose and learning outcomes of the receiving CGER category (see Section XX for the list of learning outcomes).

Limits and Escalation

An advisor may not:

1. grant an outright waiver, reduce the System course or credit minimum, or apply the same course to more than one CGER category;

2. override an expressly denied equivalency or a required competency, laboratory experience, major prerequisite, licensure standard, or accreditation requirement;

3. treat transfer status, loss of credits, inconvenience, or proximity to graduation as sufficient evidence of academic equivalence; or

4. use an individual adjustment to create a standing equivalency for future students.

Any adjustment must support the student's progress toward degree completion. If credit from another UW university is moved to a different category, the record must retain the sending university's original CGER designation so that it can be restored.

When alignment is uncertain, the proposed adjustment conflicts with an existing decision, or a competency, laboratory, program, licensure, or accreditation requirement may be affected, the advisor must obtain a recommendation from the appropriate academic department or faculty body and approval from the APCC chair before finalizing the adjustment. Recurring adjustments must be submitted for consideration as a formal equivalency, articulation agreement, pre-approved substitution, or curriculum-policy change.

Documentation and Student Notice

The decision record must identify the:

- student
- sending institution
- transfer course
- credits
- term
- UWM equivalency, if any
- original and adjusted CGER/CCGER category or requirement
- authority for the decision
- evidence reviewed
- concise learning-outcome rationale
- advisor and approver
- decision date
- degree-audit action.

The student must receive written notice of the result and of the applicable unit appeal process. Sensitive student information must be maintained in an authorized student-record system and handled in accordance with applicable privacy and records-retention requirements.

Tracking, Audit, and Corrective Action

1. Each school or college must enter every one-time transfer-credit adjustment and every material manual CGER override in the centralized APCC record within 10 business days.

2. The Registrar will provide the APCC with an annual reconciliation of relevant degree-audit overrides and transfer-credit adjustments.

3. The APCC will annually review all novel or escalated decisions and a risk-based sample of adjustments from each unit. The review will examine consistency across units, the quality of documented academic rationales, patterns by requirement, sending institution, course, advisor, and student population, and effects on credits and progress toward degree.

4. If the APCC identifies inconsistent or unsupported practices, it will first consult with the unit and may issue prospective guidance, require training or corrective review, revise delegated authority, or direct that a recurring adjustment be considered through the curriculum-governance process. Credit on which a student has reasonably relied will not ordinarily be rescinded because of a later audit, except in cases of fraud or clear clerical error. Unresolved noncompliance may be referred to the Vice Provost for Academic Affairs.

Oversight, Tracking, and Reporting

Consistent and principled administration of exceptions requires campus-level visibility into how exceptions are being used.

1. **Centralized recordkeeping.** All CGER exceptions and discretionary transfer-credit adjustments - whether program-level or individual, including disability-based course substitutions - must be reported to and recorded by the APCC. Schools and colleges are responsible for submitting decisions on a schedule established by the committee. The Accessibility Resource Center is responsible for reporting disability-based substitution outcomes.

2. **Annual pattern review.** The APCC will review exception and transfer-adjustment data annually to identify patterns by unit, requirement category, decision type, sending institution, and transfer course. Where exceptions or adjustments in a particular area are becoming frequent, the APCC will initiate a formal review of whether the underlying CGER, equivalency, or approved-course list should be modified.

3. **Compliance monitoring.** Schools and colleges whose exception practices appear inconsistent with this policy, following consultation with the APCC chair, will be referred to the Vice Provost for Academic Affairs.

4. **Pre-approved substitution course list maintenance.** The APCC will review the pre-approved disability-based substitution course list at least every three years, in consultation with the Accessibility Resource Center and relevant departments, to ensure the listed courses remain current and appropriate.