

Credentials and Processes for Transfer
from One Discipline to Another (6-4-87)

Faculty members who have taught outside their disciplines may transfer up to 21 credits of undergraduate or graduate courses to another discipline. Faculty members must have 21 (0 and 6) credits directly relevant to the field to which he/she is transferring. Of the 21 credits, 15 must be graduate and up to 6 may be undergraduate. In addition, the 15 graduate credits must include at least one course in organizational behavior, which are directly relevant to certain courses in business. Teaching in the new discipline should be limited to the area of expertise.

- d. Faculty already teaching outside their disciplines are grandfathered.
- e. Exceptional professional experience may be substituted for up to 6 credits of the 21 required credits.

2. Full Transfer

- a. A full transfer means all teaching is in the new discipline.

3. Partial Transfer

- a. Partial transfer means that faculty members may teach in their original discipline and in other disciplines. See Appendix A for more information on partial transfer. The departmental head must be consulted to determine if partial transfer is acceptable.

the transfer process and should be transparent, accountable, and fair to all parties involved and according to guidelines and processes that sustain academic quality. As a result, the planning for the transfer and processes leading to it should be transparent and collegial. The transfer is a joint effort among the transferred

and receiving institutions. It is important to remember that the transfer process is a two-way street. Both the transferred and receiving institutions have responsibilities in the transfer process. The transferred institution has the responsibility to provide the transferred student with the information needed to make informed decisions about their transfer options. The receiving institution has the responsibility to provide the transferred student with the information needed to make informed decisions about their transfer options. Both institutions have the responsibility to ensure that the transferred student is treated fairly and respectfully throughout the transfer process.

3. The coordinated model will allow the institution to better serve the needs of the transferred student. By working together, the transferred and receiving institutions can develop a more efficient and effective transfer process. This will result in faster transfer times, reduced costs, and improved outcomes for the transferred student. The coordinated model will also help to ensure that the transferred student receives the same level of support and guidance throughout the transfer process.

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