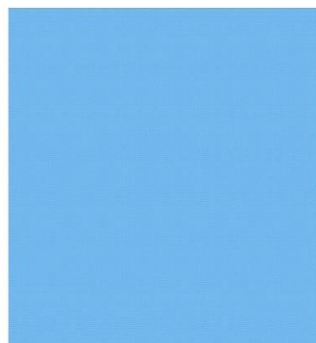
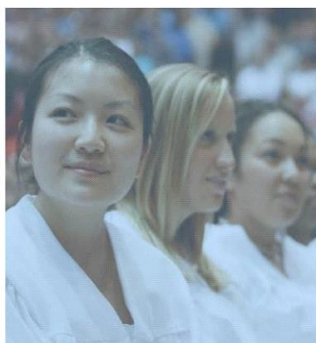
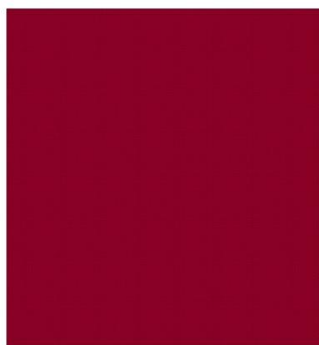
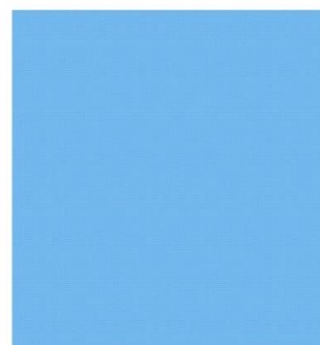
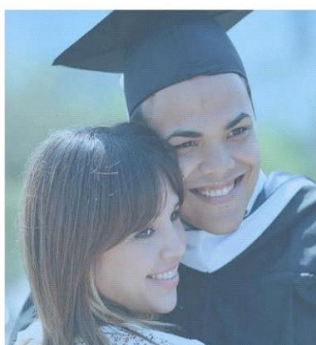




Department of
Higher Education

THE OHIO ARTICULATION AND TRANSFER POLICY



UPDATED OCTOBER 2019

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I. Introduction and Background

Introduction

A strategic resource of the State of Ohio is its diverse approach to college-level learning opportunities which students may access from many entry points to advance their education for personal and professional improvement. Making this resource more reachable produces a more educated citizenry, which is foundational to improve both the quality of life and economic vitality of Ohio. Developing this resource through the strong leadership of faculty and administrators ensures the continuing high quality of learning that occurs at Ohio public institutions.

To advance this interest, the many state-assisted¹ and independent colleges and universities and career-technical institutions operating in Ohio offer an array of courses, programs, certificates, undergraduate degrees, and certification and licensure opportunities. Students use these resources in a wide variety of ways - choosing a few courses, a few terms, a certificate, a full degree, or multiple degrees to meet their educational goals. Research shows that nearly 40,000 undergraduates transfer among Ohio's public institutions of higher education each year.

While some students may begin and complete their education at one institution, many find it necessary to enroll in a course or two as a guest/transient student at other institutions along the way. Research indicates:

- The increases in earned credit and the ratio of earned to attempted credit indicate that the academic performance of 2-year college students transferring to 4-year universities actually improved over time, allaying quality concerns associated with increased transfer volumes from 2-year colleges to 4-year universities.
- Increased cumulative graduation rates clearly show that the increase in the number of graduates from the ranks of transfer students is due to both increased transfer volumes and increased rates of graduation.²

¹ Historically the term "state-assisted" was used to describe Ohio higher education institutions that received public funding; however, throughout this document, the word "public" is being used.

² *Transfers in the University System of Ohio State Initiatives and Outcomes 2002-2009*, October 21, 2010. Reference link: https://www.ohiohighered.org/files/uploads/transfer/research/Transfer_Report_071811_Update.pdf.

Research further shows that the annual savings to students completing their coursework at a less expensive public higher education institution and transferring it to a more expensive institution is estimated conservatively at approximately 78 million dollars.³

Additionally, some students have completed transferable college-level courses while enrolled in high school through Ohio's College Credit Plus (CCP) Program, for which the research shows these dual enrolled students have better academic performance at public higher education institutions in comparison with students without any form of accelerated learning.⁴ Other students possess college-level competence through prior learning experiences that occurred, for example, during military or employee training, apprenticeship programs, career-technical education programs, or as they prepared for and passed competency examinations.

A large segment of students, however, find that personal, professional, or academic reasons prompt their transition from one learning venue to another in pursuit of their educational aspirations. Student movement may also be multi-directional among public community colleges, universities, career-technical institutions, and other learning settings defined in this Policy, as students leverage these educational resources in the variety of ways outlined above.

Ohio's General Assembly, the Ohio Board of Regents (OBR)⁵, and public higher education and adult and secondary career-technical institutions support multiple educational pathways to meet the full spectrum of student learning needs and aspirations. They further affirm that improved transfer student mobility will increase student satisfaction, degree completion, and the efficient use of tax dollars. To advance these goals, sound public policy to improve student mobility must include provisions to maximize the acceptance and application of credit for college-level prior learning and equitably treat students who transfer and articulate that learning for credit. Inter-institutional cooperation within this diverse system of higher learning is essential to facilitate the necessary acceptance and application of students' prior learning.

Background

³ The concept of transfer-facilitated savings, the estimation methodology, the estimates, and their interpretations are presented in the report titled *Estimates of Transfer-Facilitated Savings: Concept, Methodology, Estimates, & Interpretation* (See the following link for the: [Full Report](#) (PDF)).

⁴ Academic Outcomes of 4-Year University Freshman Cohorts: A Comparison of Dual Enrollees & Advanced Placement (AP) Credit Recipients May 2014. Reference link: [PDF](#)

⁵ Historically the name "Ohio Board of Regents (OBR)" was used throughout the Policy. Pertinent to Section 369.550 of House Bill 59 of the 130th General Assembly, the Board of Regents was renamed the Department of Higher Education. The name "Ohio Department of Higher Education (ODHE)" is being used throughout this document.

Senate Bill 268 and Amended Substitute House Bill 111 from the 118th General Assembly of the State of Ohio directed the Ohio Department of Higher Education (ODHE) to develop and implement a statewide Articulation and Transfer Policy (See Appendix A, LEGISLATION). In November 1989, the Chancellor of the Ohio Department of Higher Education appointed a 21-member Commission on Articulation and Transfer to develop a policy framework for a statewide articulation and transfer process. The resulting recommendations guided the ODHE to coordinate the work of public higher education institutions to later develop the foundation for the Ohio Transfer Module.

While the Ohio Articulation and Transfer Policy, developed by the Commission and subsequently approved in November of 1990 by the ODHE, provided a coherent set of principles and guidelines that improved the transfer process, it also facilitated enhanced inter-institutional cooperation. Such collaboration among Ohio public institutions of higher education has provided a rich environment to systemically develop, implement, and improve both institutional and state policies that facilitate the articulation and transfer of equivalent student learning among those entities.

With the assistance of the Commission on Articulation and Transfer, the original Ohio Articulation and Transfer Policy (the “Policy”) was implemented in 1990 so that a transfer student with an equivalent academic record could complete a comparable degree and certificate to that of a native student who began enrollment at the receiving institution. Students who transfer or receive college credit for equivalent learning governed by the Policy are responsible for meeting all curricular residency requirements at the receiving institution to qualify for a degree or certificate.

The 1990 Commission’s guiding objectives (Appendix B, COMMISSION ON ARTICULATION AND TRANSFER GUIDING OBJECTIVES) continue to inform Policy reviews coordinated by the ODHE. Recommendations adopted from reviews, together with statutory and other Policy requirements, including Ohio Revised Code (ORC) 3333.16, 3333.161, 3333.162, 3333.163, 3333.164, and 3345.38, as well as Section 363.120 of House Bill 59 of the 130th General Assembly, formed the foundation of the revised 2007 Ohio Articulation and Transfer Policy, as well as subsequent ongoing policy improvements made in 2011 and 2015. In consultation with the various articulation and transfer councils, committees, and working groups, the Policy is updated as statutes are enacted, and statewide directives and initiatives implemented (See the Supplementary Information section, Directives of the Chancellor of the Ohio Department of Higher Education Concerning Articulation and Transfer, Including Document Links). Other Policy reviews and updates occur as needed.

A distinguishing strength of Ohio's effort to advance articulation and transfer policy and practice has been the strong commitment of and rich contributions made by faculty to the process. Hundreds of faculty content experts from universities, community colleges, and career-technical institutions continue to participate in dozens of standing committees, work groups, statewide discussions, document reviews, professional development events, and other processes. A non-negotiable requirement is to ensure that the tedious articulation and transfer work to approve courses, programs, and prior learning, which results in awarding college credit, continues to be performed at the highest level of integrity.

The Policy, which follows, is a living document having undergone many changes over the years to incrementally improve articulation and transfer. While some of the changes have been relatively minor adjustments, others have prompted significant curricular and administrative changes across public higher education and career-technical institutions.

Significant enhancements to institutional practice and student opportunities to transfer and articulate credit are firmly in place, including:

- Application of the Ohio Transfer Module (OTM) on a course-by-course basis and as its entirety, making transfer more flexible in meeting students' needs.
- Development of Transfer Assurance Guides (TAGs) to create discipline-specific pathways to and among public institutions of higher education. This process resulted in rectifying course equivalency mismatches by enhancing the curriculum of the deficient course based on endorsed statewide learning outcomes, as well as reforming curriculum requirement differences to assure transfer applicability in various majors.
- Full implementation of the electronic course/program equivalency applicability tool that the Ohio Articulation and Transfer Network subscribes for use by all public institutions in order for students to learn in advance how their credits will transfer and apply at the receiving institution.
- Guaranteed transfer admission to a public university and technical and community college for students who have completed an associate degree and an OTM from an Ohio public institution of higher education.
- An unprecedented collaborative effort among Ohio's Department of Higher Education, office of career-technical education of the Ohio Department of Education, public higher education and adult/secondary career-technical institutions, employers, apprenticeship boards, labor unions, accrediting bodies, and other state agencies such as the Ohio Attorney General's Office and Ohio Department of Veterans Services.
- A reduction of institutional barriers and unnecessary course/program duplication by articulating courses/programs that adhere to recognized industry standards and

established learning outcomes which are deemed equivalent and common to the aforementioned educational institutions.

The long view from the past through the present and into the future reveals a continuous evolution of articulation and transfer development and implementation in Ohio.

- The initial articulation and transfer policy and the curricular structure of the Ohio Transfer Module (OTM) laid a firm foundation for the equitable treatment of transfer and native students.
- The faculty-driven, student-focused course equivalency guarantees of the Transfer Assurance Guides (TAGs) extend curricular connections beyond general education coursework and into pathways to specific disciplines. Faculty uses a 70% standard for equivalency when matching learning outcomes. However, some specific exceptions require a higher level of congruence than the 70% standard (See Appendix C, DEFINING THE 70% STANDARD IN TRANSFER ASSURANCE GUIDE LEARNING OUTCOMES).
- Credit guarantees through Career-Technical Assurance Guides (CTAGs), Advanced Placement (AP) Exams, Apprenticeship Programs, and Military Transfer Assurance Guides (MTAGs) opened new learning doors for Ohio students, who research showed are increasingly transferring, swirling, taking advantage of the course/program equivalency guarantees, and persisting after matriculating to their next institution.
- Electronic transcripts are expeditiously processed through a statewide articulation and transfer clearinghouse from the sending to the receiving institution to improve transparency and reporting of previously earned and articulated credit with consistency across the system.
- A course/program equivalency management system is a key implementation tool for public institutions to submit and the statewide faculty panels to review and approve courses and programs in order to gain statewide credit transfer guarantees. In addition, the system provides transparency of the approved course/program equivalency information through electronic reporting tools to students and advisors, so they can make informed transfer and degree completion plans.
- Articulation and transfer has ultimately transitioned from the traditional process of constructing course equivalencies on the basis of course descriptions, credits, and seat time to a competency-based articulation and transfer course/program equivalency system that focuses on matching learning outcomes and industry standards to articulate specific levels of learning mastery.
- A future phase of articulation expansion will include the encoding of all bilateral transfer agreements between Ohio public institutions in the statewide course/program equivalency management system.

The Policy provides rationale, requirements, procedures, and guidelines to assure the efficient and appropriate transfer from one postsecondary institution to another during the course of students' undergraduate education, as well as to assure that other learning, within the scope of Policy guarantees, is accepted and applied toward degrees and certificates. The historical construct undergirding Ohio's articulation and transfer initiatives has always been to provide a high quality educational experience for transfer and native students alike.

II. Executive Summary

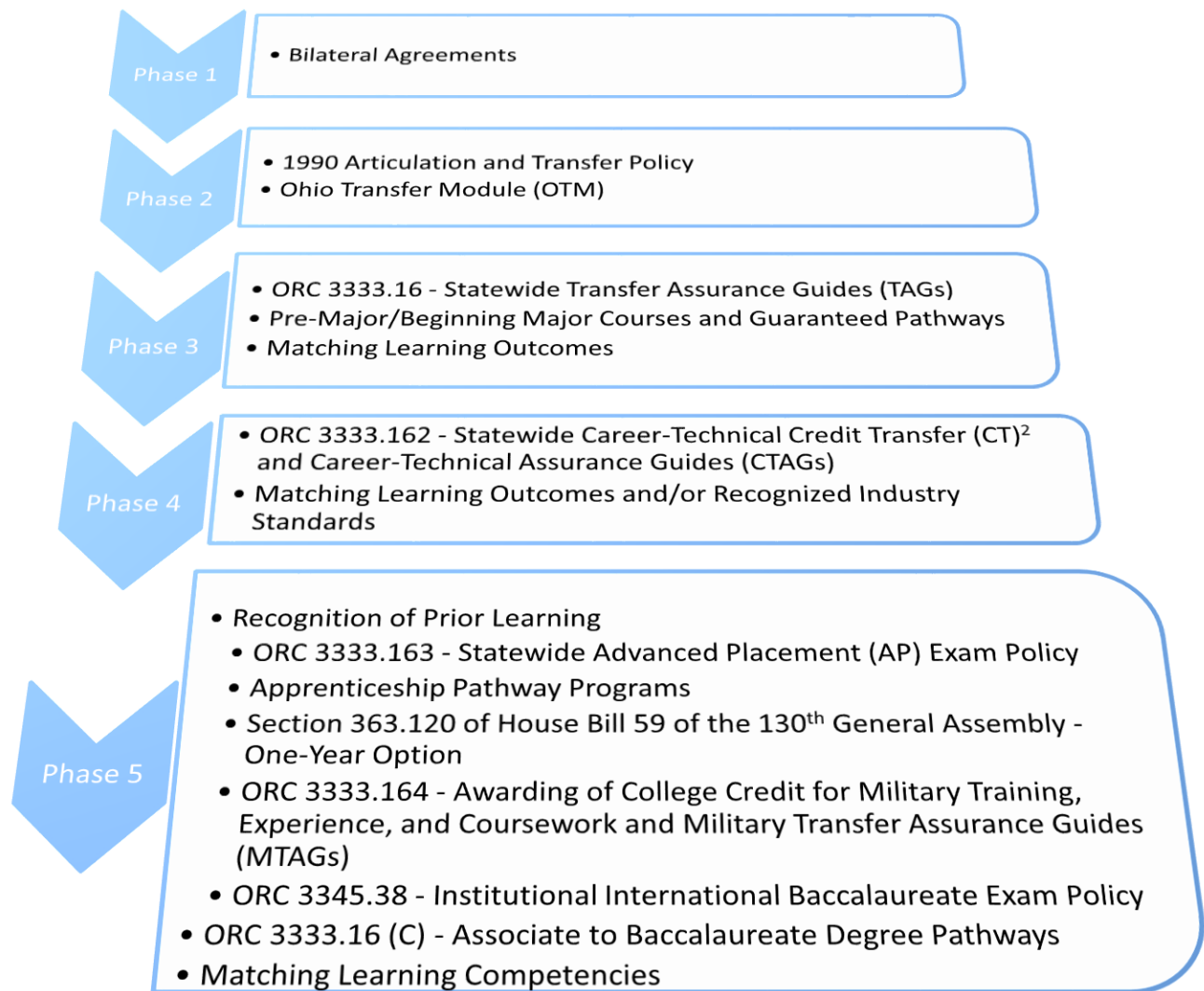
The Ohio General Assembly, Department of Higher Education (ODHE), and public higher education and career-technical education institutions support multiple educational pathways to meet the full spectrum of student needs and educational aspirations. Life circumstances often necessitate students to transfer and apply prior learning and credit hours from one setting to another. Transfer volume among Ohio undergraduates alone has grown 32.2% from FY2002 to FY2014. It follows that an improved process for transfer student mobility will increase both student satisfaction and certificate and degree completion. Sound public policy must include provisions to maximize credit for prior learning and equitably treat transfer and native students alike. Inter-institutional cooperation is essential to facilitate transfer and sustain a high level of academic integrity in the system.

Ohio did not hesitate when faced with the challenge to create an articulation and transfer system. While substantial and innovative progress has already earned national recognition, the system continues to evolve, broaden, and deepen as benefits extend to more students, more institutions, more courses, more programs, and more disciplines. The Ohio Articulation and Transfer Policy was initially developed to facilitate the movement of students and credits among public institutions of higher education. The Policy was subsequently extended to include proper recognition of prior learning and to facilitate the movement of those articulated credits to public institutions of higher education from other public institutions of higher education, adult and secondary career-technical institutions, high school Advanced Placement exam programs, apprenticeship programs, and the military. Statewide processes encourage faculty recognition of equivalent learning experiences and expectations across institutions. They also encourage students to complete and transfer “units” of educational experience as they progress (e.g., completing the Ohio Transfer Module, certificates, licenses, and associate and baccalaureate degrees).

In the early 1990’s, Ohio’s first comprehensive statewide initiative toward expanding articulation and transfer resulted in the establishment of the Ohio Transfer Module (OTM) – a subset or the complete set of an institution’s liberal or general education requirements across various discipline areas. Since then, five distinct developmental phases characterized Ohio’s “total system” approach to address increasing student mobility and the articulation and transfer of learning as students moved among public colleges, universities, and career-technical institutions. New questions about what merits credit – in terms of knowledge and skill expectations and the degree structures used to encase those experiences – are being effectively addressed and answered.

Articulation and Transfer: Evolution of a Total System in Ohio with Paradigm Shift

Figure 1



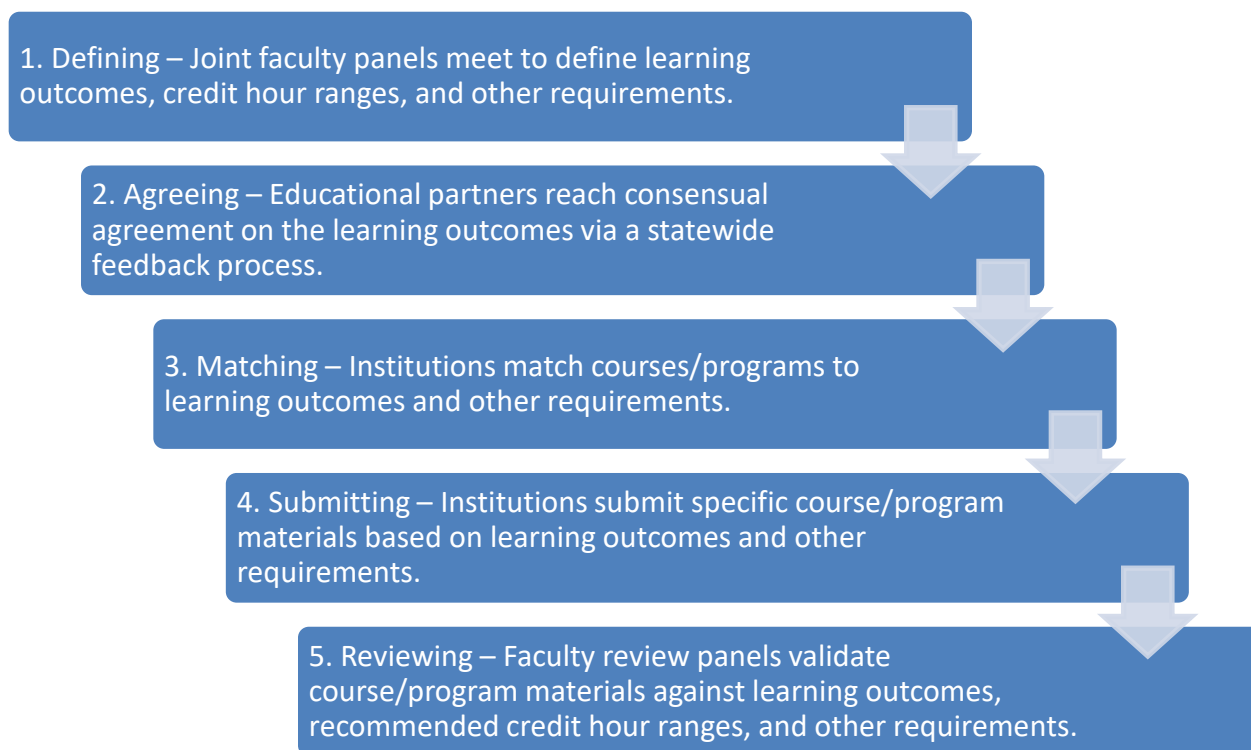
The ODHE and institutional partners have made significant advancements in addressing these issues. These committed colleagues established a statewide network in 2011– and what has now evolved into the Ohio Articulation and Transfer Network (OATN) – that facilitates and

coordinates the efforts to provide transfer credit guarantee programs. Perhaps most importantly, hundreds of faculty, staff, and institutional and state leaders continue to meet in order to further enhance the system that benefits students, institutions, employers, and Ohio's economy. As competent leaders assumed their roles to establish early transfer processes, emerging leaders were developed through productive systematic collaborations. This *total system* approach bodes well to sustain articulation and transfer into the future (See Appendix D, DIRECTIVE FOR THE ESTABLISHMENT OF THE OHIO ARTICULATION AND TRANSFER NETWORK).

Much of Ohio's success in credit transfer can be attributed to its Five-Step Process to Equivalency that helped partners reach consensus on course/program equivalency criteria and matrix. Without this process, statewide course/program equivalency guarantees would not be possible, and transfer would be unreliable. The key component of the Five-Step Process to Equivalency is the trust built through extensive faculty involvement in the entire process. Faculty content experts define agreed-upon outcomes that represent a given postsecondary course. The defined course learning outcomes are then sent to public higher education

The Ohio Articulation and Transfer Network Five-Step to Equivalency

Figure 2



institutions for endorsement. Once the course outcomes are endorsed, higher education and adult/secondary career-technical institutions determine which course(s)/program(s) from among those they offer are close matches to the endorsed learning outcomes. Then, they submit their course(s)/program(s) using an electronic course/program equivalency management system. Next, appropriate faculty review panels validate accompanied materials for the endorsed criteria (See Figure 2). The panel reviews and approves the course(s)/program(s). Finally, all approved courses and programs are posted on the state's course/program reporting systems.

As Ohio's credit transfer system was developed and strengthened, courses/programs at some institutions as well as state-level standards often had to be restructured to include the appropriate outcomes or content, which was the responsibility of each stakeholder involved in the process, including individual faculty. Hundreds of faculty content experts from two-year, four-year, and career-technical institutions took part in the Five-Step Process to Equivalency to identify the outcomes and review and approve course/program matches. Building and executing a structure and sequence of activities learned through the initial experiences, Ohio continues to become increasingly proficient and efficient in strengthening its statewide course/program equivalency approval processes.

Ohio's inaugural Articulation and Transfer Policy (1990) was considered a breakthrough achievement to improve student mobility among public colleges and universities. Policy revisions of 2007, 2011, and 2015 were prompted by periodic legislation passed by the Ohio General Assembly that resulted in both improved opportunities for students to earn and apply college credit toward program completion, as well as enhanced procedures for institutions to accept and apply transfer and articulated credit to their courses/programs. In order to expand opportunities for Ohio citizens, other means of articulating and transferring prior learning were thoughtfully and systemically developed employing quality assurance procedures and are summarized below.

Student Admission: The Policy generally preserves the college's or university's practice of making admission decisions on the basis of academic standards and non-academic standards such as space availability, adherence to deadlines, and payment of fees. However, it specifically requires that graduates who are considered transfer students under the Integrated Postsecondary Education Data System (IPEDS) definition with a completed associate degree and a completed Ohio Transfer Module from a public institution of higher education in Ohio be admitted to a public higher education institution, provided that their grade-point average (GPA) is at least 2.0 for all previous college-level courses and that other institutional admission criteria, such as space availability, adherence to deadlines, payment of fees, and grade-point average that are fairly and equally applied to all undergraduate students, have also been

satisfied. Further, these students shall have admission priority over graduates with an out-of-state associate degree and other students with transferable and/or articulated college credit. The admission of transfer students by an institution does not guarantee admission to any degree programs, majors, minors, or fields of concentration. Some programs have additional requirements beyond those for general admission to the institution (e.g., background check, a grade-point average higher than a 2.0, or a grade-point average higher than the average required for admission to the institution). In such cases, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

Institutional Policy and Catalog: Institutional articulation and transfer policy and corresponding catalog statements must agree with all provisions of Ohio Policy and be readily communicated. Students bringing credit to the receiving institution are subject to the requirements and processes cited in the catalog current at the time of their admission and to any revisions that occur after its publication and prior to their enrollment. Once admitted, such students are subject to the same regulations governing applicability of catalog requirements as native students.

State Certification, Statutory, Regional Accrediting Commission, and Professional Association Accreditation Requirements: The Policy is developed to comply with state licensure, statutory, and certification requirements. Therefore, faculty proactively endeavor to accommodate guidance and expectations of the regional accrediting commission and professional associations as they develop and revise course/program learning outcomes for Transfer Assurance Guides (TAGs), Career-Technical Assurance Guides (CTAGs), Military Transfer Assurance Guides (MTAGs), Apprenticeship Pathway Programs, or other credit articulation and transfer initiatives. However, such guidance and expectations should not contravene the acceptance and application of a course/program guarantee for credit through these or any other Policy initiative.

Acceptance and Application of Credit: The Policy distinguishes between the acceptance and application of transfer and articulated credit by the receiving institution to the student's chosen program. Transfer credits accepted by the receiving institution will be posted to the student's record and transcript. Students will receive transfer credit for all college-level courses they have passed and/or for articulated credit for prior learning successfully completed as delineated in the Policy (See the Definitions section of this Policy, *Passing Grade*; and Appendix E, TRANSFER OF COURSES WITH A PASSING GRADE POLICY). From among the credits which have been posted to the student's record and appear on his or her transcript, the receiving institution, within the

provisions of this Policy, will determine how credits will or will not be applied toward degree requirements at the receiving institution as follows:

- **Ohio Transfer Module (OTM):** It is assumed that a common body of knowledge, comprised of a subset or the complete set of an institution's general education curriculum, can be found in the Associate of Arts, Associate of Science, and baccalaureate degree programs offered at various institutions. An OTM can be drawn from this broader general education curriculum. Each institution has identified its OTM according to the guidelines and learning outcomes appended. Students enrolled in applied degree programs may choose to go beyond their degree requirements to complete the entire OTM. Individuals who successfully complete the OTM at one public institution of higher education in Ohio will be considered to have met the OTM requirements of the receiving institution. Approved OTM courses, when taken individually, are also guaranteed for transfer among public higher education institutions on a course-by-course basis and are to be applied to the OTM of the receiving institution.
- **Transfer Assurance Guides (TAGs):** Discipline-specific guides, or pathway guarantees, have been developed and explained in the Policy as advising tools, each containing selected courses from the existing Ohio Transfer Module, pre-major/beginning major courses (called TAG courses), advising notes, and foreign language requirement when appropriate. TAG courses are guaranteed to transfer and be applied to specific TAG-related degree/program requirements as equivalent courses.
- **Career-Technical Assurance Guides (CTAGs):** Built upon a similar philosophy as the TAGs, CTAGs facilitate the award and transfer of college credit in technical courses/programs among public institutions of learning, including secondary and adult career-technical institutions, colleges, and universities.
- **Military Transfer Assurance Guides (MTAGs):** College credit is guaranteed for service members with military training, experience, or coursework that is recognized by the American Council on Education (ACE) or a regionally accredited military institution, such as Community College of the Air Force. Pathway guarantees (MTAGs) have been developed to ensure the applicability of equivalent courses toward specific degree and program requirements.
- **Apprenticeship Pathway Programs:** Technology-specific statewide articulation agreements in apprenticeship programs recognize non-traditional prior learning, for which college credit is awarded toward a technical associate degree.
- **Prior Learning Assessment (PLA):** Prior learning at the college-level that is acquired through means other than credit course enrollment (e.g., work experience, professional training, military training, or recognized examinations, certificates, and certifications) is

assessed through a number of rigorous evaluation methods. Credit is awarded and applied within the scope of this Policy (See the Definitions section of this Policy, *Prior Learning* and *Prior Learning Assessment*).

- **Advanced Placement (AP) Exams:** College credit is guaranteed for students who achieve an AP exam score of 3 or higher in accordance with the Course Alignment Recommendations.
- **International Baccalaureate (IB) Exams:** Each public institution of higher education in Ohio provides a policy including the minimum scores and course/credit alignments for awarding college credit for successfully completed International Baccalaureate exams.
- **One-Year Option:** Adult learners are awarded technical course credit toward a general associate of technical studies degree for completing an occupational skills training program at an adult public career-technical education institution and the respective credential approved by the Chancellor.
- **Associate-to-Baccalaureate Degree Pathways:** An associate degree holder from an Ohio public institution of higher education is able to apply his or her associate degree toward a baccalaureate degree program in an equivalent field at any baccalaureate degree-granting public institution of higher education.
- **Credit When It's Due:** Through the Credit When It's Due program, participating institutions collaborate to exchange the academic records of eligible transfer students to determine if their previously earned college credit is sufficient to be awarded an associate degree or certificate by applying credit before and/or after they began their current degree or certificate program.
- **Application of Credit to the Major, Minor, and Field of Concentration:** Other than the Ohio Transfer Module (OTM), Transfer Assurance Guides (TAGs), Career-Technical Assurance Guides (CTAGs), Military Transfer Assurance Guides (MTAGs), Apprenticeship Pathway Programs, Advanced Placement (AP) Exams, the One-Year Option, and the 2+2 Programs, the application of credit for requirements in a specific academic major, minor, or field of concentration will be made on a course-by-course basis by the receiving institution.
- **Treatment of Upper- and Lower-Division Credit:** A course completed at one public institution of higher education and transferred to another will be applied to the student's degree objective in the same manner as its equivalent course at the receiving institution.
- **Applied Associate Degrees:** Applied degree graduates who transfer to an Associate of Arts (AA), Associate of Science (AS), or bachelor degree program typically must complete additional general education courses to satisfy the general education requirements. Individual OTM courses completed will transfer and apply toward the OTM of the receiving institution.

- **Non-Traditional Credit and Electives:** Non-traditional credit transfers as an equivalent course(s) when available at the receiving institution. If there are no equivalent courses and the courses are not applicable to the TAG, CTAG, MTAG, OTM, General Education Requirements, or specific program requirements, such courses will transfer or articulate as free or general electives when they exist in a program.

Institutional Support for Student Advising through the Ohio Articulation and Transfer Network (OATN): Both sending and receiving institutions proactively provide transfer and articulation advising to students as early in their matriculation as possible. Centrally coordinated resources directly support public institutions to effectively comply with the standards set by the OATN.

Student Responsibilities: In addition to defining institutional responsibilities, the Policy encourages students to take personal responsibility to make informed transfer and degree completion plans, including course selections. In this process, students should consult the statewide electronic course/program equivalency reporting systems that contain courses and programs having statewide applicability guarantees. Students should also consult the electronic course applicability system that the Ohio Articulation and Transfer Network subscribes for the institutions to search for other course equivalencies and specific degree requirements. Furthermore, students are encouraged to seek information and advice from both the sending and receiving institutions and to know appeal process procedures regarding transfer course decisions made by receiving institutions.

Communication: Institutions establish routine communication and internal accountability methods to address systems and issues associated with student transfer. Institutional issues may be shared with other institutions through various statewide stakeholder venues, including the OATN Advisory Council. The OATN provides an electronic forum to conduct statewide articulation and transfer discussions and share promising practices.

Ohio Articulation and Transfer Network (OATN) Oversight Board: The OATN Oversight Board serves in an advisory capacity to the Chancellor of the Ohio Department of Higher Education. Chaired by the Chancellor or his/her designee, membership of the Oversight Board includes college presidents, superintendents, provosts, chief academic officers, and other representatives from college, university, and adult/secondary career-technical institutions having responsibility relating to articulation and transfer. Committees are appointed to review and make recommendations on OATN curriculum, policy, implementation, compliance, operation, and budget issues.

Ohio Articulation and Transfer Network (OATN) Advisory Council: ODHE and OATN coordinate an Advisory Council comprised of representatives from Ohio public and private institutions of higher education, adult and secondary career-technical institutions, and other appropriate stakeholders. The Chancellor selects Advisory Council members from representatives nominated by institutional chief administrators including presidents, provosts and chief academic officers, or school superintendents. The OATN Advisory Council has the responsibility to advise the OATN Oversight Board and the Chancellor of the ODHE.

Branding: To increase public awareness of opportunities available, strategies have been developed to advance a consistent brand for Ohio's many articulation and transfer initiatives, which is called Ohio Transfer to Degree Guarantee (T2DG).

Research and Evaluation: The Ohio Department of Higher Education and the Ohio Articulation and Transfer Network (OATN), working in close cooperation with the OATN Oversight Board and the Advisory Council, administer research studies and an assessment and validation system to measure Policy effectiveness. Research helps provide validation and also identifies needs for Policy adjustments and process improvement.

Technology Infrastructure: In support of improved articulation and transfer processes, the Ohio Department of Higher Education and the Ohio Articulation and Transfer Network coordinate and maintain statewide resources made available to citizens, public colleges and universities, school districts, adult and secondary career-technical institutions, and other entities that participate in the Ohio Transfer to Degree Guarantee program. Infrastructure examples include: an articulation and transfer clearinghouse to electronically exchange transcripts with more consistent data structure and streamline the transfer credit evaluation process; course/program equivalency reporting systems to be used for advising and helping student attain the educational credentials right for them; an electronic course/program equivalency management system to submit, review, and approve courses and programs for the statewide transfer guarantees; statewide information and outreach websites for education partners and students; and a communication platform/forum that allows institutional users to help each other by sharing and discussing issues, announcements, and other articulation and transfer related information among public institutions.

Student Appeals Process: Students may appeal decisions made by institutions regarding the acceptance and application of credit through a multi-level campus appeals process, about which each institution is required to notify students.

Effective January 1, 2015, all public institutions of higher education shall also establish an appeals procedure for students who are veterans or service members for resolving disputes regarding the awarding of college credit for military training, experience, and coursework.

Student Complaints Following Transfer Appeals at the Receiving Institution: Students who are not satisfied with the institutional decision after all campus-based appeals are exhausted may follow established procedures to submit a written complaint to the Ohio Department of Higher Education.

Ongoing Implementation: The Articulation and Transfer Commission that developed the initial Ohio Articulation and Transfer Policy in 1990 was superseded by two governing entities appointed by the Ohio Department of Higher Education (ODHE): the Ohio Articulation and Transfer Network (OATN) Oversight Board and the OATN Advisory Council. Both are representative bodies having members nominated by various stakeholders. Particularly for the OATN Oversight Board, the Chancellor selects and appoints board members. Committees are appointed to review and make recommendations on OATN curriculum, policy, implementation, compliance, operational, and budget issues.

Ohio's Pride: Experience has taught Ohio that building an effective credit transfer and student mobility system poses both manageable challenges and limitless opportunities. The task demands system transformation. It requires radical change, both in the way people think about learning and in the way learners acquire the knowledge and the critical thinking skills that enhance participatory democracy, contribute to the resolution of pressing public issues, and serve the common good. A system that encourages progressive educational attainment by allowing students to build upon prior learning, demonstrate their competence, complete education at a lower cost, and control both the pace and direction of their study **truly shifts the focus of learning from institutions to learners**. Ohio is proud of its accomplishments.

III. Applicability of the Articulation and Transfer Policy

Ohio's Articulation and Transfer Policy applies to college course credits, documented learning specified within the Policy, and related articulation and transfer matters for all undergraduate and other students who seek admission to an Ohio public institution of higher education and desire to: 1) transfer college credit among Ohio public institutions of higher education or 2) articulate secondary, postsecondary, and other prior learning experiences as college credit to public institutions of higher education as specifically approved in this Policy.

Members of the Ohio Articulation and Transfer Network (OATN) Oversight Board and OATN Advisory Council recommend that Ohio's regionally accredited independent institutions of higher education adopt general Policy requirements, practices, and guidelines. An Ohio independent institution that wishes to be considered for participation in the OATN statewide guarantee processes, including authorization to use tools such as the e-transcript, may direct an inquiry to the OATN. Such participation, if approved by the Chancellor, requires formal adoption of the Policy by the governing authority of the independent institution.

IV. The Policy

A. Student Admission

The transfer student admission requirements and guidelines in this Policy apply to students who are considered transfer students and not first-time students, which are defined by the Integrated Postsecondary Education Data System (IPEDS). “The first-time undergraduate student is defined as a student who has no prior postsecondary experience⁶ (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in the fall term who attended college for the first time in the prior summer term, and student who entered with advanced standing (college credits earned before graduation from high school). Transfer-in student is a student entering for the first time, but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate).⁷” These definitions are used to determine the undergraduate admission process and criteria by which the applicants are evaluated for admission to an institution.

Transfer admission to each college and university for any students with transferable college credit and/or equivalent articulated college credit is governed by the following requirements and guidelines:

1. Graduates who are considered transfer students under the IPEDS definition with associate degrees conferred by Ohio public institutions and a completed, approved Ohio Transfer Module (OTM) shall be admitted to a public institution of higher education in Ohio, provided their cumulative grade-point average is at least 2.0 for all previous college-level courses and that other institutional admission criteria, such as space availability, adherence to deadlines, payment of fees, and grade-point average that are fairly and equally applied to all undergraduate students, have also been satisfied. Transfer students so qualified shall be able to compete for admission to specific programs on the same basis as native students of that institution. Furthermore, these transfer students shall have admission priority over graduates with an out-of-state associate degree and other students with transferable and/or articulated college credit.

⁶ Credit not considered as “prior postsecondary experience” for the purpose of distinguishing between first-time and transfer students: credit for military service/training from an association such as the American Council on Education; credit from any non-credit courses, as defined by the institution; credit received for completion of tests/assessments; credit received before the student has earned a high school diploma (i.e., AP or dual enrollment credits); or credit for life experience. Students with prior postsecondary experience credit from attending a military academic institution (e.g., Community College of the Air Force, West Point, U.S. Naval Academy, etc.) would not be considered first-time students. (Source: Fall Enrollment by Student Level, Race/Ethnicity and Gender (Part A),

<https://surveys.nces.ed.gov/ipeds/VisFaqView.aspx?mode=reg&id=3&show=all>)

⁷ First-time student (undergraduate) and transfer-in student, <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

2. Associate degree holders are considered transfer students under the IPEDS definition and have not completed the OTM from an Ohio public institution of higher education are eligible for preferential consideration for admission as transfer students as long as the institution's admission criteria, such as the minimum academic standards, space availability, adherence to deadlines, payment of fees, and grade-point average, are fairly and equally applied to all undergraduate students.
3. In order to encourage completion of the baccalaureate degree, students who are not enrolled in or who have not earned an associate degree, but who have earned 60 semester or 90 quarter hours or more of credit toward a baccalaureate degree from an Ohio public institution of higher education with a cumulative grade-point average of at least a 2.0 for all previous college-level courses, are eligible for preferential consideration for admission as transfer students as long as the institution's admissions criteria, such as the minimum academic standards, space availability, adherence to deadlines, payment of fees, and grade-point average, are fairly and equally applied to all undergraduate students.
4. Students who have not earned an associate degree or who have not earned 60 semester or 90 quarter hours of credit with a cumulative grade-point average of at least a 2.0 are eligible for admission as a transfer student on a competitive basis.
5. Transfer applicants dismissed from another institution will be considered for admission on the same basis as native students dismissed from the receiving institution (e.g., institutions may require such conditions as waiting periods, successful completion of an entrance examination, or courses at another regionally accredited institution, etc.).
6. Although institutions are not obligated to admit transfer students who have earned a cumulative grade-point average below the 2.0 minimum, they may elect to consider such students for admission on an individual basis (e.g., students who have matured after having been out of school for a period of time or may have a reasonable probability for academic success). Special processes may be required, such as examinations, written essays, personal interviews, developmental courses, repeating courses, etc.
7. Transfer students may be admitted on a conditional basis or with a probationary status based on their previous academic records. The criteria for being admitted with conditions or probationary status will be the same as those for native students.
8. The admission of transfer students by an institution does not guarantee admission to a specific degree program, major, minor, or field of concentration. Some programs have additional requirements beyond those for general admission to the institution (e.g., background check, a grade-point average higher than a 2.0, or a grade-point average higher than the average required for admission to the institution). In such cases, admission for transfer students will be the same as those for native students.

9. Students who plan to seek admission to programs with special requirements beyond those for general admission to the institution should plan to satisfy those special program admission requirements prior to transfer, to the extent possible. It is the responsibility of each student to be aware of the requirements for programs of interest, seek advice from a program/academic advisor, and plan course schedules that correspond with degree requirements prior to transferring.

This Policy generally preserves the institution's practice of making transfer student admission decisions on the basis of academic standards, space availability, adherence to deadlines, payment of fees, and other non-academic requirements applicable to all students entering the institution.

B. Institutional Policy and Catalog

Institutional articulation and transfer policy and corresponding catalog statements shall concur with all provisions of this Policy. This Ohio Department of Higher Education adopted Policy, or an Ohio Department of Higher Education approved summary of this Policy, shall be included in the electronic and/or print catalogs of each public institution of higher education. Institutions may provide an approved Policy summary in a print catalog by alternatively providing a link to the electronic catalog in the print catalog (For additional information, see Appendix F, CATALOG STATEMENT).

Students bringing credit to the receiving institution are subject to the requirements and processes cited in the catalog that is current at the time of their admission and to any revisions that occur after its publication and prior to their enrollment. Once admitted, such students are subject to the same regulations governing applicability of catalog requirements as native students and are accorded the same class standing and other privileges (e.g., financial aid, housing, course registration, parking privileges, etc.) as native students on the basis of the number of credits earned. Exceptions to this regulation may be found in Section IV. C. State Certification, Statutory, Regional Accrediting Commission, and Professional Association Accreditation Requirements.

C. State Certification, Statutory, Regional Accrediting Commission, and Professional Association Accreditation Requirements

While enrolled, students must complete requirements specific to their degree or certificate and sometimes must also meet state certification or licensure requirements as in the case of teacher education programs. Statutory regulations, as well as regional accrediting commission

and professional association accreditation requirements or expectations, may also impose restrictions on enrollment persistence or degree completion duration in some programs.

Ohio Articulation and Transfer Policy is developed to comply with state licensure, statutory, and certification requirements. Therefore, faculty proactively endeavor to accommodate guidance and expectations of the regional accrediting commission and professional associations as they review course learning outcomes when developing and revising course/program learning outcomes for Transfer Assurance Guides (TAGs), Career-Technical Assurance Guides (CTAGs), Military Transfer Assurance Guides (MTAGs), Apprenticeship Pathway Programs, or other articulation and transfer initiatives. However, the accommodation of such guidance and expectations should not contravene the acceptance and application of an approved course/program in a TAG, CTAG, MTAG, Apprenticeship Pathway Program, or any other Policy initiative.

The application of requirements for state licensure, statutory, certification, regional accrediting commission, or professional association shall be the same for both native and transfer students.

D. Acceptance and Application of Credit

Because individual degree and certificate programs have varied purposes, learning outcomes, and course requirements, universal application of all credit is not feasible. Attempts to do so would, in many cases, seriously compromise program integrity and disadvantage student career readiness and advanced study. Consequently, certain credits will be recorded on the student transcript even when they will not necessarily apply to all or any degree or certificate programs at the receiving institution. As receiving institutions accept credit and then apply it towards graduation and specific program or major requirements, credit acceptance and application must always occur within the provisions of this Policy.

The provisions of this Policy define pre-planned sets of courses and/or agreed-upon credit awarding structures for degree applicability, such as the Ohio Transfer Module (OTM), Transfer Assurance Guides (TAGs), Career-Technical Assurance Guides (CTAGs), Military Transfer Assurance Guides (MTAGs), course equivalency alignments to Advanced Placement (AP) exams, apprenticeship programs, One-Year Option, and certain prior learning assessments, each of which is specifically designed to guarantee both the acceptance and application of credit to discrete courses that are required or program electives courses.

The following Policy sections specify the requirements and guidelines for making those determinations:

1. ACCEPTANCE OF TRANSFER AND ARTICULATED CREDIT

Acceptance of credit is a decision process performed by the receiving institution to determine which credit it will post to the student's official academic record (i.e., the transcript).

Acceptance of transfer credit should not be confused with the application of credit to a specific program or degree, which is covered in Section D. 2. APPLICATION OF TRANSFER AND ARTICULATED CREDIT. To ensure student success and fair treatment of students, courses shall be reviewed for course credit at Ohio public institutions using transparent institutional course evaluation policies.

Credit for successfully completed college-level learning shall be accepted as specified in this Policy. Three standards have offered useful guidance in the past: 1) The course is not remedial or developmental, 2) the course carries one or more credit hours, and 3) the credit hours of the course are eligible to count toward graduation at the sending and receiving institutions or should otherwise appear on the student's official academic record according to this Policy. How the receiving institution applies transfer credit to a program is covered in Section D. 2, APPLICATION OF TRANSFER AND ARTICULATED CREDIT.

To maintain objectivity and consistency, it is highly recommended that institutions use the same credit evaluation process for credits earned at domestic public, domestic independent non-profit and domestic independent for-profit (proprietary) institutions authorized by the Chancellor. It is important to note that Higher Learning Commission (HLC) accreditation policies are not a barrier to accepting credit earned at proprietary institutions. Please see Appendix S for additional information on awarding credit earned at proprietary institutions.

The following guidelines and requirements shall govern the acceptance of transfer credit:

- a. Transfer credit will be accepted for successfully completed college-level courses and other college-level learning according to the requirements of the Policy and the Guidelines and Procedures for Academic Program Review. Credit shall be transferred for course credit awarded by Ohio public institutions of higher education which are accredited by the Higher Learning Commission or other regional accrediting commission (See Appendix G, REGIONAL ACCREDITING AGENCIES FOR HIGHER EDUCATION INSTITUTIONS) that have been recognized by the Council on Higher Education Accreditation (CHEA).⁸ For purposes of this Policy, institutions accredited

⁸ <http://www.chea.org/Directories/regional.asp>

- by national or professional agencies which are *recognized* by CHEA, but not also accredited by a regional accrediting commission, will be considered non-accredited.
- b. The receiving institution will accept credit that originates from sources other than public institutions of higher education according to the credit guarantee provisions of this Policy, such as those that occur based on experiential and prior learning assessments (apprenticeships; military training, experience, and coursework including Military Transfer Assurance Guides; credit-by-examinations) and through adult and secondary career-technical courses/programs (Career-Technical Assurance Guides, One-Year Option and Apprenticeship Pathway Programs).
 - c. Distinct from the statewide articulation process of this Policy where college-level learning that took place at adult and secondary career-technical institutions is accepted by public institutions, credit accepted through a Bilateral Agreement, by definition, limits student opportunity to have that credit applied specifically on a one-time basis to the public higher education institution that has entered into agreement with the career-technical program (See Appendix H, DIRECTIVE FOR THE BILATERAL ARTICULATION AGREEMENTS WITH SECONDARY CAREER-TECHNICAL INSTITUTIONS: PRINCIPLES AND GUIDELINES). Such credit is accepted and applied upon the student's matriculation to that singular institution. Although the credit will be subsequently *accepted* at other public higher education institutions (since it was transcribed), students have no guarantee that the credit accepted and applied on a one-time basis through the Bilateral Agreement will be *applied* to any program/degree by another receiving institution. Note that the discretionary acceptance and applicability of credit in this provision does not mitigate the required acceptance and application of credit specified in the Policy.⁹
 - d. Since limited transfer credit may be occasionally granted in special circumstances for a course completed at an independent, non-public postsecondary institution that is not regionally accredited (e.g., an automotive or diesel engine mechanics school or an independent police academy), an institution that subsequently reviews that credit for possible transfer may consider such credit on a course-by-course basis if deemed appropriate. Although the credit will be subsequently *accepted* at other

⁹Report and Recommendations Regarding Postsecondary Credit Opportunities in Career-Technical Education. Submitted to the Governor and the General Assembly by the Chancellor and the Superintendent of Public Instruction, June 2014, pgs. 10-11.
<https://ohiohighered.org/sites/ohiohighered.org/files/uploads/Link/Final%20-%20Report%20and%20Recommendations%20Regarding%20Postsecondary%20Credit%20Opportunities%20in%20Career-Technical%20Education.pdf>

- public higher education institutions (since it was transcribed), students have no guarantee that the credit accepted and applied on a one-time basis will be *applied* to any program/degree by another receiving institution. Students must be so advised by the public institution that applies such credit toward a degree. Note that the discretionary application of credit in this provision does not mitigate the required acceptance and application of credit specified in the Policy.
- e. To recognize courses previously completed at regionally accredited public institutions and to provide equity in the treatment of credit for transfer and native students, incoming transfer students will receive transfer credit for all college-level courses which they have passed or are regarded as passed. These credits include those associated with Pass/Fail, institutional and external credit-by-examinations, prior learning, and other non-traditional credit awards that may be known by other names at institutions. Final grades awarded by the sending institution will be recorded on the student's transcript. This provision only applies to courses taken in and/or after Fall 2005 (For additional information, see Appendix E, TRANSFER OF COURSES WITH A PASSING GRADE POLICY).
 - f. To recognize fully and encourage successful completion of associate degrees, graduates who have earned an associate degree with an overall GPA of 2.0 or better from a public institution in Ohio will receive transfer credit for all college-level courses which they have passed or are regarded as passed. These credits include those associated with Pass/Fail grades, institutional and external credit-by-examinations, prior learning, and other non-traditional credit awards that may be known by other names at institutions. Final grades awarded by the sending institution will be recorded on the student's transcript. This provision applies only to courses taken prior to Fall 2005 (For additional information, see Appendix E, TRANSFER OF COURSES WITH A PASSING GRADE POLICY).
 - g. Grade-point average does not transfer, but transfer student GPA calculations are determined and applied differently by institutions. Some count the grades earned at another institution in the GPA calculation while others do not. Some count all grades for honors recognitions, but count only local grades for the cumulative GPA used to determine "academic standing" relative to probation and dismissal. In sum, the method of treating grade-point average calculations must be consistent with the principles espoused throughout this Policy (e.g., Section IV. D, Acceptance and Application of Credit) and shall be applied equally to native and transfer students.

2. APPLICATION OF TRANSFER AND ARTICULATED CREDIT

Application of credit is the decision process performed by the receiving institution to determine how the credits it has accepted and recorded on the student's official academic transcript will or will not apply toward program and degree requirements. While the receiving institution makes this decision, it will do so within the parameters of this Policy.

The following guidelines and requirements shall govern the application of transfer and articulated credit:

a. Ohio Transfer Module (OTM) Requirements

Public institutions of higher education require all students to complete a set of liberal education courses within associate and baccalaureate degrees.¹⁰ These courses are commonly known as the *general education requirements*, but may be called "General Requirements", "University Requirements", "Core Requirements", or "Liberal Education Requirements". Because of the higher ratio of technical courses required in applied associate degree and technical study degree programs, these types of two-year degrees have a smaller set of general education requirements than other degree programs.

Similarly, the Ohio Transfer Module (OTM) is defined as either a subset or the complete set of an institution's general education requirements in Associate of Arts (AA), Associate of Science (AS), and baccalaureate degrees. Applied and technical studies associate degrees have a smaller general education component as previously noted; therefore, students in these degrees may choose to go beyond the general education requirements of their program or degree and complete additional courses to fulfill more or all of the OTM requirements.

Institutions often have general education requirements which go beyond the OTM or have individual degree programs with specific requirements in the liberal education area which go beyond those required to meet the institution's general education requirements. Such additional requirements may be prerequisites for more advanced courses in the program, external professional accreditation association requirements, or part of the pedagogy of the field or the philosophical intent of the degree. For example, foreign language requirements of Colleges of Arts and Sciences are generally part of the philosophical basis of the degree. Likewise, foreign languages

¹⁰ See the Guidelines and Procedures for Academic Program Review Manual, Appendix C: General Education Guidelines. https://www.ohiohighered.org/content/directive_2015_016

recommended in a chemistry degree may be helpful in the field and for graduate study. Such requirements determined by the institution provide each program its distinct character and must consistently apply to both native and transfer students alike.

As the philosophical and educational basis for the general education requirements may vary across programs and majors, the structuring of these requirements, through the total number and type of courses and/or credit hours required and the method of course delivery, may also vary among institutions and even among programs within institutions. Nonetheless, most institutions require a common body of knowledge and academic skills within the general education requirements.¹¹ For this reason, receiving institutions have typically been able to apply transfer credit to many of their general education requirements for equivalent or similar courses.

OTM Guidelines were established after examining general education requirements of AA, AS, and baccalaureate degrees offered by Ohio public institutions of higher education and the legal definitions of general education requirements (see Appendix I, OHIO TRANSFER MODULE GUIDELINES AND LEARNING OUTCOMES; and Appendix J, ARTICULATION AND TRANSFER INSTITUTIONAL INFORMATION GUIDE - Q AND A POLICY CLARIFICATION STATEMENTS).

The Ohio Transfer Module contains 36-40 semester or 54-60 quarter hours of course credit in English composition (minimum of 3 semester or 5 quarter hours); mathematics, statistics, and logic (minimum of 3 semester or 3 quarter hours); arts and humanities (minimum of 6 semester or 9 quarter hours); social and behavioral sciences (minimum of 6 semester or 9 quarter hours); and natural sciences (minimum of 6 semester or 9 quarter hours).

Courses in oral communication and interdisciplinary areas may be included as elective credit hours by individual institutions to satisfy OTM requirements. Courses for the OTM should be at the lower-division level general education courses commonly completed during the first two years of a full-time student's residency.

1. Transfer students with an earned AA or AS degree which includes an identifiable OTM will have met the OTM requirements of the receiving institution. An institution will apply transferred courses to general education

¹¹ See the Guidelines and Procedures for Academic Program Review Manual, Appendix C: General Education Guidelines. https://www.ohiohighered.org/content/directive_2015_016

- requirements which go beyond those included in the OTM on a course-by-course basis.
2. Transfer students who have completed the OTM as certified by the sending institution will have met the OTM requirements of the receiving institution. An institution will apply transferred courses to general education requirements which go beyond those included in the OTM on a course-by-course basis.
 3. Students will receive credit for successfully completed courses from the OTM without having completed the entire module. The applicability of individual OTM-approved courses will depend on the approval type within the OTM. OTM courses reviewed and approved using only the established statewide learning outcomes will be guaranteed to be applied as equivalent courses at the receiving institution. If an equivalent course is unavailable, the credit hours associated with the course will be applied toward the appropriate area on a course-by-course basis. Credit hours associated with OTM-approved courses that were reviewed and approved using a hybrid of established statewide guidelines and learning outcomes will be guaranteed to transfer among public institutions of higher education and be applied appropriately on a course-by-course basis.
 4. Completion of the OTM or the entire set of general education requirements may not constitute completion of specific program requirements unless the specified requirements are successfully completed as part of the OTM or the broader institutional general education requirements. In such cases, the receiving institution will apply transfer credit to these specific requirements at its discretion on a course-by-course basis.
 5. OTM course credit applies to degree-specific general education course requirements on a course-by-course basis. For example, a student majoring in business needs to complete micro- and macroeconomics as part of the OTM Social and Behavioral Sciences when these courses are required for business degree-specific general education course requirements. Some of the OTM approved courses are also guaranteed to transfer and apply as equivalent pre-major/beginning major courses in accordance with the Transfer Assurance Guide (TAG) policy (See Section III. D. 2. b. Transfer Assurance Guides).

Courses evaluated to be equivalent to general education courses at the receiving institution will be applied to the General Education requirements of the receiving institution. Non-equivalent courses which were used to satisfy general education requirements at the sending institution and which are in the general area of the

courses used to satisfy the general education requirements at the receiving institution may be applied toward the general education requirements at the discretion of the receiving institution.

An institution's OTM must be explicitly defined in electronic and/or print catalogs and other appropriate places for the benefit of students and receiving institutions.

b. Transfer Assurance Guides (TAGs)

In response to the legislative requirement (Ohio Revised Code 3333.16) to develop and implement a universal course equivalency classification system, discipline-specific Transfer Assurance Guides (TAGs) were established. The purposes of the TAG initiative are not only to improve advising and empower students to make more informed course selection decisions at the sending institution, but also to avoid unnecessary duplication of coursework that students had successfully completed after transfer.

TAG is a statewide transfer initiative that guarantees degree pathways, as well as the course equivalency and applicability of pre-major/beginning major courses within the degree pathways. Each TAG pathway has four parts: Ohio Transfer Module (OTM) with Recommended Courses, Pre-Major or Beginning Major Courses, Advising Notes, and if applicable, Foreign Language Requirement. Pre-major or beginning major courses are called TAG courses, each of which is associated with an Ohio Articulation Number (OAN).

To support the development and ongoing implementation of the course equivalency classification system, TAGs were established to match course content to a common set of learning outcomes and/or third-party standards. The system is designed to not only promote uniform evaluation and application of transfer credit at receiving institutions, but also progressive student success and advancement to higher levels of educational attainment without sacrificing the educational rigor and quality.

Discipline-specific TAGs are available to provide students the advising information needed to make appropriate course selection decisions in general education and pre-major/beginning major requirements at their institution prior to transferring. Completion of a discipline-specific TAG paves the way for efficient pursuit of a corresponding baccalaureate degree.

Baccalaureate degrees are typically completed in four semesters after earning an Associate of Arts or Associate of Science degree. This may not be true for transfer or

native students who change programs of study or who fail to complete the appropriate prerequisite or general education courses that satisfy the Ohio Transfer Module (OTM) or the broader general education or major requirements. For example, students who complete algebra-based or applied physics courses to satisfy the OTM will find that they cannot transfer such courses to satisfy the requirements for a Bachelor of Science degree in physics or engineering. Appropriate lower-division courses that are prerequisite to upper-division requirements in a given program must additionally be completed by the transfer student.

The TAG program became effective Fall 2005 (See Appendix K, GUIDING PRINCIPLES FOR THE DEVELOPMENT OF THE TRANSFER ASSURANCE GUIDES [TAGS]). Additional TAGs and courses within existing TAGs will be developed in the future.

c. Career-Technical Assurance Guides (CTAGs)

Ohio Revised Code 3333.162 advanced articulation and transfer through the Career-Technical Credit Transfer (CT)² initiative, which led to the development of Career-Technical Assurance Guides (CTAGs). CTAGs are statewide articulation agreements that guarantee the recognition of learning which occurs at public adult and secondary career-technical institutions and the awarding of equivalent college credit specific toward technical courses/programs at public higher education institutions without unnecessary duplication of work or institutional barriers. Once posted on the student's college or university transcript, CTAGs facilitate the transfer and applicability of such credit in technical courses/programs among other public higher education institutions.

To support the future development and ongoing use of CTAGs, as well as to reduce unnecessary variability in the transfer credit evaluation process, a universal course/program equivalency process relates course/program content to a common set of learning outcomes and/or third-party standards. Some of the CTAGs require third-party program accreditation, credentialing, and/or other industry standards. Other CTAGs use the same learning outcomes from respective Transfer Assurance Guide (TAG) courses; thus providing students with an additional guarantee for their awarded course(s) to be accepted and applied toward a TAG-related degree at public institutions of higher education, especially toward a baccalaureate degree. Courses/Programs involved are guaranteed to transfer and apply to appropriate degree/program requirements by the receiving institution. Other CTAGs specific to secondary career-technical education depend upon affirmation that the district is delivering courses according to the Ohio Department of Education's Secondary Career Field Technical

Content Standards and may require students to complete examinations developed by a third-party.

CTAGs are designed to improve advising and empower students to make more informed course/program selection decisions while at the sending institution. Advising resources are available to inform students who are considering enrolling in a CTAG-approved course/program of available pathways to advance their career and academic goals. Each CTAG course/program is assigned a Career-Technical Articulation Number (CTAN). The number signifies in part that credit most likely applies to a related postsecondary career-technical program. While many career-technical program pathways culminate with an award of an associate degree, a few culminate with an award of a baccalaureate degree. The number of credits guaranteed to apply from each career-technical area/program (having a CTAG) to its associated degree program varies by CTAG and the type of degree to which it articulates.¹²

In 2011, the Ohio Department of Higher Education, in collaboration with the Ohio Department of Education, launched the Secondary Career-Technical Alignment Initiative (SCTAI) to streamline the awarding of college credit through the CTAG process that occurs between public secondary career-technical institutions and public institutions of higher education. In order to meet the requirements of the ORC 3333.162 and to ensure that Ohio's higher education system utilizes exemplary bilateral agreements that maintain the standards and consistency among bilateral agreements statewide, a directive related to bilateral articulation agreements with secondary career-technical institutions was signed in 2012 (See Appendix H, DIRECTIVE FOR THE BILATERAL ARTICULATION AGREEMENTS WITH SECONDARY CAREER-TECHNICAL INSTITUTIONS: PRINCIPLES AND GUIDELINES).

The Career-Technical Assurance Guide program became effective Winter 2007 (See Appendix L, GUIDING PRINCIPLES FOR THE DEVELOPMENT OF CAREER-TECHNICAL ASSURANCE GUIDES [CTAGS] THROUGH THE CAREER-TECHNICAL CREDIT TRANSFER (CT)² INITIATIVE). Additional CTAGs and associated Career-Technical Articulation Numbers (CTANs) will be developed in the future.

d. Military Transfer Assurance Guides (MTAGs)

¹² Adult and secondary career-technical institutions' programs, associated CTAG courses and Career-Technical Articulation Numbers, and how credit applies to various degree programs at public higher education institutions are available at: <https://reports-cems.transfercredit.ohio.gov>

In response to the legislative requirement (Ohio Revised Code 3333.164) to create a military articulation and transfer assurance guide for college-level learning that took place through military training, experience, and coursework, college credit will be granted to students with military training, experience, and/or coursework that is recognized by the American Council on Education (ACE)¹³ or a regionally accredited military institution, such as Community College of the Air Force (See Appendix A, LEGISLATION).

In order to streamline the awarding, transferability, and applicability of college credit, service members and veterans are guaranteed to earn certain types of credit(s) or course(s) as specified in the Military Transfer Assurance Guides (MTAGs), which are based on the endorsed baseline standards and procedures by the Chancellor. Equivalent course(s), credits for courses, or block of credit is to be awarded and applied towards general education and/or major course requirements at the receiving institution in accordance with the MTAG guarantee. There is some training, experience, and coursework that the receiving institution may be able to award college credit only toward general or free electives.

In addition, public institutions of higher education shall ensure that appropriate equivalent credit is awarded for military training, experience, and coursework that meet the baseline standards and procedures according to the Ohio Revised Code 3333.164 (See Appendix M, DIRECTIVE FOR THE BASELINE SET OF STANDARDS AND PROCEDURES FOR THE AWARDING OF COLLEGE CREDIT FOR MILITARY TRAINING, EXPERIENCE, AND COURSEWORK). This requirement goes beyond credit/course awarded based on the MTAG alignment process.

The MTAG program became effective Spring 2015. Additional MTAGs and course alignment within existing MTAGs will be developed in the future.

e. Apprenticeship Pathway Programs

The Apprenticeship Pathways initiative advocates for individuals completing apprenticeships by incorporating their learning into academic credit, thereby saving them time and money and encouraging them to advance their academic credentials to contribute to a strong, educated workforce.¹⁴

¹³ ACE works under a contract from the Department of Defense to conduct and facilitate academic credit recommendations for military courses and occupations, the results of which appear on the ACE website <http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx>

¹⁴ Reference link: [Apprenticeship Pathways](#)

Ohio apprenticeship programs partner with public two-year institutions to provide technology-specific statewide articulation agreements that recognize non-traditional prior learning. College credit is awarded toward a technical associate degree. Each agreement simplifies student advising by outlining how apprenticeship training in a certain pathway applies to an applied associate degree and lists remaining courses required to complete the degree. The application of the credit toward a technical associate degree in these agreements is guaranteed at the participating receiving institutions.

The first statewide apprenticeship program agreement was established for the Electrical Trades pathway to an applied associate degree in 2010. Additional statewide agreements in apprenticeship programs will be developed in the future.

f. Prior Learning Assessment (PLA)

To help students earn postsecondary certificates and degrees and to make Ohio more competitive in a global economy, public universities, colleges, and adult career-technical institutions will advance and promote the awarding of credit to students for prior learning based on transparent, consistent, and rigorous statewide standards. Institutions will transcript, apply, and transfer credits awarded on the basis of statewide standards.

Assessing the prior learning of students recognizes that college-level learning is acquired through means in addition to credit course enrollment. The Prior Learning Assessment (PLA) Initiative extends articulation and transfer policy to, for example, employment experience, professional training, military training, and recognized examinations, certificates, and certifications.

Prior learning experience may be measured for college credit through a number of rigorous evaluation methods known as PLA, which measures student learning (knowledge, skills, and competencies) that has occurred outside the college classroom to determine whether it is appropriate for college credit. PLA is a comprehensive phrase used to reference the evaluation methods to measure prior learning experience. Examples of PLA methods include, but are not limited to: individualized portfolio-based assessments; credit-by-examinations such as College-Level Examination Program (CLEP), Advanced Placement (AP) Examination Program, Excelsior College Exams, DANTES Subject Standardized Tests (DSST), and International Baccalaureate

Exams (IB); military training, experience, and coursework recognized by the American Council on Education (ACE) or a regionally accredited military institution; apprenticeship pathway training programs; and adult and secondary career-technical courses and programs.

g. Advanced Placement (AP) Exams

In response to the legislative requirement (Ohio Revised Code 3333.163) to adopt standards for each public institution of higher education to award credit to any student enrolled who has attained a passing score on an Advanced Placement (AP) examination, college credit is guaranteed for students who achieve an Advanced Placement (AP) test score of 3 or higher. The equivalent course from this credit is to be awarded and applied mainly toward general education and/or major course requirements at the receiving institution as recommended in the statewide course alignment guide. There are some exam areas that the receiving institution may be able to award college credit only toward general or free elective requirements in accordance with the statewide alignment recommendation for a minimum score of 3. Apart from Ohio Transfer Module and Transfer Assurance Guide guarantees, how AP credit applies toward a particular degree requirement will vary and be determined by each institution.

Public institutions of higher education are expected to follow the alignment recommendation guide to ensure the equity of credit for the score of 3 on AP exams within the public institutions of higher education in Ohio.

The Advanced Placement Policy became effective Fall 2009 (See Appendix N, DIRECTIVE FOR THE ADVANCED PLACEMENT [AP] POLICY).

h. International Baccalaureate (IB) Exams

In response to the legislative requirement (Ohio Revised Code 3345.38), board of trustees of Ohio's public institution of higher education shall adopt and implement a policy to grant undergraduate course credit to a student who has successfully completed an International Baccalaureate diploma program. The policy adopted by each institution under this section shall do the following:

- (1) Establish conditions for granting course credit, including the minimum scores required on examinations constituting the International Baccalaureate diploma program in order to receive credit and

(2) Identify specific course credit or other academic requirements of the institution, including the number of credit hours or other course credit that the institution will grant to a student who completes the diploma program.

See Appendix A, LEGISLATION, for further details.

i. One-Year Option

The One-Year Option establishes an articulation system whereby adults who complete a career-technical education program of study consisting of a minimum of 900 clock-hours and achieve an industry-recognized credential approved by the Chancellor shall receive thirty (30) semester hours of technical course credit toward a standardized Associate of Technical Study Degree (ATS) upon matriculation at a public institution of higher education in Ohio that confers such a degree. The 30 semester hours will be awarded as a block of credit (rather than credit for specific courses) and will satisfy the technical course requirements for the ATS degree. Proportional credit is to be awarded toward the ATS degree for adults who complete a program of study between 600 and 899 clock hours.

The One-Year Option builds upon Ohio's articulation and transfer system to help more adults accelerate their preparation for work by earning a technical associate degree. Consistent with the philosophy of the Career-Technical Assurance Guides (CTAGs), the One-Year Option guarantees that college credit will be awarded for college-level learning that occurs at career-technical institutions. The credit earned through the One-Year Option will be applied to ATS degrees bearing the following standardized degree titles:

1. Associate of Technical Study in Building and Industrial Technology
2. Associate of Technical Study in Business Technology
3. Associate of Technical Study in Health and Allied Health Technology
4. Associate of Technical Study in Information Technology
5. Associate of Technical Study in Services Technology

Inter-institutional credit affirmation teams provide oversight for the One-Year Option through peer reviews of career-technical education program of study and certifications to affirm that students who complete each program and approved certification(s)

demonstrate competencies equivalent to 30 (or proportional) technical course credits.¹⁵

Advising resources are available to guide students who are considering enrolling in either a One-Year Option program of study or a Career-Technical Assurance Guide (CTAG) program of study. Effective advising is essential to inform the decision about which pathway is most appropriate to advance each student's immediate and future career and academic goals.

Section 363.120 of House Bill 59 of the 130th General Assembly provided the impetus for the One-Year Option.¹⁶

j. Associate-to-Baccalaureate Degree Pathways

Pertinent to the Ohio Revised Code 3333.16 (C), not later than December 1, 2018, the Chancellor of the Ohio Department of Higher Education shall update and implement the policies and procedures to ensure that any associate degree offered at a public institution of higher education may be transferred and applied to a bachelor degree program in an equivalent field at any other public institution of higher education without unnecessary duplication or institutional barriers. The policies and procedures shall ensure that each transferred associate degree applies to the student's degree objective in the same manner as equivalent coursework completed by the student at the receiving institution (See Appendix A, LEGISLATION).

When updating and implementing the policies and procedures pursuant to this section, the Chancellor will seek input from faculty and academic leaders in each academic field or discipline.

k. Credit When It's Due

The Credit When It's Due program provides the opportunity for students with prior college credit to be awarded an associate degree or certificate by applying credit earned before and/or after they began their current enrollment in a degree or certificate program. Students benefit as credits already earned are recognized without having to re-enroll at the previously attended associate degree-granting institution. Additionally, academic credentials provide a sense of accomplishment as a sign of

¹⁵ Reference link: <https://www.ohiohighered.org/node/2654>

¹⁶ Reference links: 1) [Appendix A, LEGISLATION](#); 2) <https://www.ohiohighered.org/one-year-option>

persistence in a student's academic career, as well as a qualification for employment that requires a degree or certificate.

With the permission of the student, participating institutions collaborate to exchange the academic records of eligible students with the associate degree-granting institution, which audits all of the student's previously earned credits to determine the completion of an associate degree or certificate. Institutions are to comply with the policies, procedures, and tools delineated in this Policy to complete the degree verification processes. Partnerships through Credit When It's Due program may occur: a) between institutions and/or b) within the institution in which the student is currently enrolled if it confers an associate degree or a certificate.

I. Application of Credit to the Major, Minor, and Field of Concentration

Apart from the credit guarantees delineated in this Policy, the receiving institution will determine on a course-by-course basis how transfer credit applies to requirements in a specific academic major, minor, or field of concentration. Documentation of transfer course content may be necessary in courses without a statewide course/program equivalency guarantee if catalog descriptions are not conclusive. In these cases, additional information, such as the course or program syllabus and, if not documented in the syllabus, student assessment methods used in the course, may be obtained from the sending institution or student. Although it is inappropriate to assess students who have successfully completed standard classroom courses, it may be necessary in a limited number of cases to establish proficiency through auditions, portfolio reviews, or other types of competence verification as part of the transfer credit review for performance-based courses or programs for which the learning outcomes or standards of the sending institution are clearly and substantially different from those at the receiving institution.

m. Treatment of Upper- and Lower-Division Credit at Two- and Four-Year Institutions

Universities often distinguish between lower- and upper-division courses/credits and require that a given number of courses/credits must be completed at the upper-division level. The intent is to guarantee that each graduate will complete a minimum number of courses in areas of specialization after completing lower-division pre-requisite courses.

Upper- and lower-division credits will be awarded for transfer coursework based upon the level of course to which each course is equated at the receiving institution. A

course completed at one public institution of higher education and transferred to another shall be applied to the student's degree objective in the same manner as its equivalent course at the receiving institution. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at the receiving institution, it will apply as upper-division course credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at the receiving institution will be counted as lower-division credit.

This Policy applies to students enrolled at an Ohio public institution of higher education beginning in the Fall of 2010 and who have not had their transfer credits evaluated for course equivalencies. Institutions may establish a petition process for the re-evaluation of their students' transfer credits evaluated after Fall 2005.¹⁷

n. Applied Associate Degrees

Applied associate degrees (which in Ohio are the Associate of Applied Business [AAB], Associate of Applied Science [AAS], Associate of Technical Study [ATS], and Associate of Individualized Study [AIS]) have a different curricular design than the Associate of Arts (AA) and Associate of Science (AS) degrees. Curricula for applied associate degrees are designed to proportionately contain more technical courses (i.e., applied courses in the major and fewer general education courses) compared to AA and AS degrees. Consequently, applied degree graduates who choose to transfer into an AA, AS, or baccalaureate degree program typically have to complete additional courses to meet the general education requirements for those degrees. Individual Ohio Transfer Module (OTM) courses completed as part of or in addition to the applied associate degree will transfer and apply toward the OTM of the receiving institution.

There are many articulation and transfer agreements that facilitate the acceptance and application of applied degree courses, including those facilitated through Transfer Assurance Guide (TAG) and Career-Technical Assurance Guide (CTAG) guarantees. Some baccalaureate-completion articulation agreements are specifically designed for technical degree programs. These structured agreements tend to be institutional and discipline specific. Therefore, students should seek information about these programs early in their college studies. Informed course selection decisions and transfer planning are required to take maximum advantage of the articulation and transfer agreements.

¹⁷ Fall 2005 is the statutory implementation period for the ORC 3333.16.

o. Non-Traditional Credit and Electives

Credits earned through Pass/Fail grading options, credit-by-examinations, portfolio reviews, and other non-traditional credit awards that may be known by other names at institutions will transfer as equivalent courses when available at the receiving institution. If there are no equivalent courses and the courses are not applicable to the TAG, CTAG, MTAG, OTM, General Education Requirements, or specific program requirements, such courses will transfer or articulate as free or general electives when they exist in a program. However, some institutions limit the number of non-traditional credits that can apply toward a given program or degree, or limit the fields in which these credits may be taken. In these cases, the receiving institution shall apply such credit in the same way for both native and transfer students.

p. College-Level Examination Program (CLEP)

College credit is guaranteed for students who achieve an established College-Level Examination Program (CLEP) test score for exams that have been endorsed statewide as college level. Statewide faculty panels aligned CLEP exams to equivalent Ohio Transfer Module (OTM) and Transfer Assurance Guide (TAG) courses, as appropriate.

The implementation of the statewide CLEP credit guarantee occurred in three phases:

1. Beginning Fall Term 2017, students obtaining the endorsed CLEP exam score for American Government, Biology, French Language, History of the United States I, History of the United States II, Introductory Psychology, Introductory Sociology, Macroeconomics, Microeconomics, Spanish Language, Western Civilization I, and Western Civilization II will be awarded credit as outlined in the College-Level Examination Program (CLEP) Endorsed Alignment Policies.
2. Beginning on January 1, 2018, students obtaining the endorsed CLEP exam score for American Literature, Chemistry, College Algebra, English Literature, Financial Accounting, German Language, Human Growth and Development, Information Systems, Introduction to Educational Psychology, Introductory Business Law, Principles of Management, and Principles of Marketing will be awarded credit as outlined in the College-Level Examination Program (CLEP) Endorsed Alignment Policies.
3. Beginning on May 1, 2018, students obtaining the endorsed CLEP exam score for Analyzing and Interpreting Literature, Calculus, College Mathematics, Humanities, Precalculus, and Social Sciences and History will be awarded credit as outlined in the College-Level Examination Program (CLEP) Endorsed Alignment Policies. No credit will be granted for College Composition, College Composition Modular, or Natural

Sciences CLEP exams. For College Composition and College Composition Modular exams, students with an appropriate score will be considered remediation free without further assessment and be able to register for a required first writing course in the Ohio Transfer Module.

The implementation of the CLEP policy assumes that the institution is already in full compliance with the applicable course equivalency guarantees. If the institution is not in full compliance, it must work toward compliance by the time a specific alignment policy goes into effect, as well as retain such approval in good faith. If an equivalent course is not available for the CLEP exam area completed, by default, endorsed elective or area credit will still be awarded and applied towards graduation.

Specific endorsed alignments and scores for individual CLEP exams that are outlined in the College-Level Examination Program (CLEP) Endorsed Alignment Policies document are available on the Ohio Department of Higher Education website at <https://www.ohiohighered.org/transfer/clep>.

Per Ohio's Articulation and Transfer Policy and the implementation of the CLEP exam policy, each institution should already have an appeals process in place and publicized for CLEP credit evaluations.

In order to determine the effectiveness of the CLEP policy, the Ohio Articulation and Transfer Network (OATN) plans to research the effectiveness of the CLEP alignment policy within a three-to-five-year timeframe. The OATN will work with statewide faculty panels if any modifications to the alignment policy are needed based on the research findings.

E. Institutional Support for Student Advising Through the Ohio Articulation and Transfer Network (OATN)

Both sending and receiving institutions shall provide transfer and articulation advising to students as early in their matriculation as possible. Resources such as transfer guides, transfer course equivalency tables and database, institutional transfer and articulation processes, and articulation agreements shall be made available to students in prevailing customary formats. The goal is to advance course planning at the student's current institution that maximizes successful transfer and application of credits to the student's chosen program at the receiving institution. Inter-institutional cooperation, including consortia, to develop advising materials and processes is encouraged.

To directly support effective student advising, all public institutions shall comply with the following Policy expectations:

- Provide requirements of all degree programs and certificates through an electronic course/program transfer and applicability database in the form of a degree audit using a course/program applicability system that the OATN subscribes for use by institutions. Each prospective and current student will be able to view specific requirements for all degree programs and certificates.
- Provide course equivalencies, including courses that carry a statewide transfer guarantee even when a receiving institution does not offer an equivalent course, for any Ohio public institution of learning from which twenty-five or more transfer students are enrolled each year. The number of transfer students will be tracked in the statewide higher education information system and will be reviewed annually to appraise institutions when the twenty-five threshold is reached. Course/Program equivalents will include:
 1. Approved courses/programs tied to any of the statewide credit transfer guaranteed programs, including the Ohio Transfer Module, Transfer Assurance Guides, Career-Technical Assurance Guides, Military Transfer Assurance Guides, and Advanced Placement exam course alignments;
 2. Courses equating to those that apply to a degree requirement, including general education, graduation, and specific major and degree requirements; and
 3. Other commonly transferred courses and programs for degree programs with higher percentages of transfer students enrolled.
- Prior to the start of the academic year, perform data validation against all statewide course/program reporting systems, institutional course inventories, equivalencies, and degree programs that will be active for the upcoming academic year.¹⁸ The updates must reflect changes in degree program requirements and equivalencies based on course and program changes. This requires submission of course inventory information to the statewide higher education information system as prescribed.
- Develop and operate an ongoing training program for appropriate advisors, counselors, outreach staff, faculty members, and admissions personnel concerning the various electronic course/program transfer and applicability database systems, including the statewide course/program reporting systems. Each person must know how to locate, navigate, and provide instruction for the various systems. The training will be documented and offered to all new employees serving in those positions and to all employees as needed.

¹⁸ <https://reports-cems.transfercredit.ohio.gov>

Institutional requirements for serving and advising veterans and active duty service members are specified in Appendix O, INSTITUTIONAL REQUIREMENTS FOR SERVING VETERANS AND ACTIVE DUTY SERVICE MEMBERS.

F. Student Responsibilities

To maximize transfer credit application, prospective transfer students must take responsibility for planning their course of study as early as possible to meet both the academic and non-academic requirements of the institution to which they desire to articulate or transfer credit. The student is responsible to investigate and use the information, advising, and other available resources to develop such a plan, which for those planning to transfer credits should occur in advance of enrollment for adults and prior to graduation for high school students. Students should:

1. Actively seek program, degree, and transfer information; meet with an advisor from both the current and receiving institutions to assist them in preparing a course of study that meets the academic requirements for the program/degree to which they plan to transfer; and use the various electronic course/program transfer and applicability database systems, including Ohio Transfer to Degree Guarantee web resources, and select courses/programs at their current institution that satisfy requirements at the receiving institution to maximize the application of transfer credit;
2. Be aware that remedial and developmental credits/courses will not transfer and not apply toward any degree program;
3. Know exactly the credit that will be awarded and how it will apply to their courses and program, and be familiar with the formal appeals process at their receiving institution;
4. Understand the policies that may affect the transition to another institution: (a) the grade-point average earned at the sending institution does not transfer to the receiving institution, but may be used to determine institutional and program admission requirements; (b) after failing a course at the receiving institution and subsequently passing its equivalent at another institution (e.g., in the summer or online) does not mean that the grade earned for the equivalent course will replace the failed grade earned at the receiving institution; and (c) successfully completing a credit-by-examination may not necessarily replace a failed course at the receiving institution;
5. Know that delays in developing and following an appropriate transfer plan or changing the plan (e.g., changing their majors or withdrawing from courses) will likely reduce the number of transfer credits that apply to the major or degree program ultimately selected and/or extend the length of time to complete the degree;

6. Understand requirements and processes for application fees, transfer admission, course transfer, financial aid, scholarships, and housing policies and procedures of the colleges and universities to which they plan to apply;
7. Adhere to deadlines, restrictions, and other criteria, such as the policies regarding deposits required prior to enrollment and the dates when any refunds of those deposits are available;
8. Complete all materials required for the admission application and submit them on or before all deadlines;
9. Notify each college or university that accepts them for admission whether they will accept or reject its offer as soon as they have heard from all the institutions to which they applied by no later than the deadline date set by the respective institution; and
10. Confirm their intent to enroll and submit any required deposits to only one college or university by its required notification/deadline date if required.

G. Communication

Institutions shall establish routine communication and internal accountability methods (e.g., liaison officers, inter-institutional administrative committees, faculty collaborations) to address systems and issues associated with student transfer. For example, inter-departmental committees can address process improvement, advising concerns, course content mismatches, and patterns of poor student performance in sequential courses.

Any pertinent issues at the institutional level may be brought to and shared with other institutions through various statewide stakeholder venues including the Ohio Articulation and Transfer Network (OATN) Advisory Council and various committee meetings, as well as by contacting the OATN directly. Issues may also be communicated through an institution's chief academic officer/provost or superintendent, who can contact the appropriate staff at the OATN. All official communications from the OATN are shared with chief academic officers/provosts and/or superintendents, who distribute the information to appropriate stakeholders on their campuses. In addition, OATN often communicates directly with coordinators for each of the transfer guarantee programs who were designated by the institution, as well as representatives from various institutional offices/departments and governmental and professional organizations when appropriate, such as registrars, admissions directors, veterans affairs directors, and Ohio State Apprenticeship Council (OSAC). The OATN also provides an electronic forum to conduct statewide articulation and transfer discussions and share promising practices among users of the forum.

See Appendix P, OHIO ARTICULATION AND TRANSFER NETWORK COMMUNICATION FLOWCHART, as an example for various statewide means that promote effective communication throughout the OATN. A faculty and staff resource website is also available to facilitate communication among stakeholders.¹⁹

H. Ohio Articulation and Transfer Network Oversight Board

In order for the Ohio Articulation and Transfer Network (OATN) to effectuate the transfer of students within public institutions of higher education, maintain and validate quality assurance of courses and programs, broaden the number of courses and programs guaranteed to transfer, enhance electronic transfer tools, and expand various articulation and transfer initiatives, including the awarding of college credit for prior learning experiences, the OATN Oversight Board shall serve in an advisory capacity to the Chancellor of the Ohio Department of Higher Education. Chaired by the Chancellor or his/her designee, membership of the Oversight Board includes college presidents, superintendents, provosts, chief academic officers, and other representatives from college, university, and adult/secondary career-technical institutions having responsibility relating to articulation and transfer.

The Oversight Board shall advise the Chancellor concerning the following OATN areas of purview: strategic directions and goals, policy development with the goal of identifying issues and recommending strategies to correct them, institutional compliance considerations, the OATN budget and expenditure of revenues, assessment of fees, hiring an executive director of the Network, and considerations for the recommendations of the OATN Advisory Council.

The Oversight Board may create subcommittees and shall serve as the Steering Committee to the OATN Advisory Council. The Board may also direct the Advisory Council to assist the Oversight Board with its duties, but shall do so with a specific charge on topics and desired compositions for task groups.

A hallmark of the Oversight Board is its practice of open and mutual communication throughout the OATN whereby any entity or stakeholder can propose a Policy revision or improved articulation and transfer practice (See Appendix P, OHIO ARTICULATION AND TRANSFER NETWORK COMMUNICATION FLOWCHART).

I. Ohio Articulation and Transfer Network Advisory Council

The Ohio Department of Higher Education (ODHE) and the Ohio Articulation and Transfer Network (OATN) shall provide a continuing forum on the progress of higher education in

¹⁹ Reference link: [Faculty and Staff Resources](#)

implementing this Policy by coordinating an Ohio Articulation and Transfer Network Advisory Council comprised of representatives from Ohio public and private institutions of higher education, adult and secondary career-technical institutions, and other appropriate stakeholders. The Chancellor shall select Advisory Council members from representatives nominated by institutional chief administrators including presidents, provosts and chief academic officers, or school superintendents.

The OATN Advisory Council shall have the responsibility to advise the Oversight Board and Chancellor of the Ohio Department of Higher Education as follows:

1. Conduct a continuing review of the provisions of this Policy and recommend such revisions as needed to meet the intent of the Policy while maintaining program and degree integrity (See Appendix Q, PROCEDURES FOR AMENDING THE POLICY ON ARTICULATION AND TRANSFER);
2. Review and make recommendations concerning articulation and transfer issues brought before it by public career-technical and higher education institutions;
3. Respond to requests and charges given by the Oversight Board;
4. Recommend modifications in institutional policies and procedures which, in the Advisory Council's judgment, would enhance and facilitate the transfer of students while maintaining the academic integrity of curricula;
5. Charge statewide faculty panels and subcommittees with the responsibility to develop, review, and recommend adjustments as needed in the Ohio Transfer Module (OTM), Transfer Assurance Guides (TAGs), Career-Technical Assurance Guides (CTAGs), Military Transfer Assurance Guides (MTAGs), Advanced Placement (AP) credit awarding, and all other statewide transfer and articulation criteria based on the stipulations of the Policy;
6. Charge respective statewide faculty review panels to review each institution's submissions for the OTM, TAGs, CTAGs, and all other required or requested submissions to assure that the courses and programs identified meet Policy stipulations;
7. Establish committees (e.g., OTM Faculty Subcommittees, TAG Faculty Review Panels, CTAG Faculty Review Panels, and Articulation and Transfer Technology Steering Committee) with defined charges, representative membership, and lengths of terms that will provide review and recommendations to the OATN Advisory Council on specific aspects of the Ohio Articulation and Transfer Policy related to the interpretation and implementation of the Policy; and
8. Recommend strategies and initiatives to strengthen Ohio's Articulation and Transfer Policy.

J. Branding

To increase public awareness of available articulation and transfer opportunities, strategies have been developed and executed to advance a consistent brand for Ohio's many articulation and transfer initiatives, which collectively are called the Ohio Transfer to Degree Guarantee (T2DG). Free materials, including approved logos, are available to education institutions or other organizations that wish to download, distribute, or link to them to promote the Ohio Transfer to Degree Guarantee (T2G) program.²⁰

K. Research and Evaluation

The Ohio Department of Higher Education (ODHE) and the Ohio Articulation and Transfer Network (OATN), working in close cooperation with the OATN Oversight Board and the Advisory Council, shall develop an assessment and validation system to measure Policy effectiveness. Research helps provide validation and also identify needs for policy adjustments and process improvement. The ODHE and OATN will establish and manage short- and long-term plans to monitor transfer system effectiveness. Plans will include ongoing surveys and research to assess and validate the structure, process, outcomes, and overall effectiveness of statewide and institutional articulation and transfer policies.

Certain policies and legislation may require measuring Policy effectiveness within a set time period. ODHE and OATN will keep these requirements in mind when determining research and evaluation plans.

L. Technology Infrastructure

In an effort to implement Ohio's Articulation and Transfer Policy and support improved articulation and transfer processes, the Ohio Department of Higher Education (ODHE) and the Ohio Articulation and Transfer Network (OATN) shall coordinate and maintain statewide resources made available to citizens, public colleges and universities, school districts, adult and secondary career-technical institutions, and other entities that participate in Ohio Transfer to Degree Guarantee programs. Such resources are designed to:

1. Standardize data and systems that help institutional partners streamline their transfer business processes,
2. Help streamline the transfer credit evaluation process,
3. Establish strategic processes that undergird and continually improve articulation and transfer in Ohio, and

²⁰ Reference link: [Ohio Transfer to Degree Guarantee](#)

4. Help students receive and have their completed credit applied in order to advance their education as cost-effectively and expeditiously as possible while protecting the quality of education.

Statewide resources come in various forms using a technology-based transfer infrastructure coordinated and supported by the ODHE and OATN, including:

1. An articulation and transfer clearinghouse system that allows the participating institutions to exchange student transcript data electronically with more consistent data structure;
2. Course/Program equivalency reporting systems through an information repository of statewide course/program equivalency guarantees to be used by institutional stakeholders that teach, advise, and otherwise help students attain the educational credentials right for them;
3. An electronic course/program equivalency management system to submit, review, and approve courses and programs for the statewide transfer guarantees;
4. An electronic transfer student portal to streamline credit transfer among participating public institutions of higher education and credit articulation from adult/secondary career-technical institutions to participating public institutions of higher education;
5. A course/program applicability system that the OATN subscribes for use by institutions in order to provide course equivalencies, including courses that carry a statewide transfer guarantee even when a receiving institution does not offer an equivalent course, for any Ohio public institution of learning from which twenty-five or more transfer students are enrolled each year; and
6. A communication platform/forum that allows institutional users to help each other by sharing and discussing issues, announcements, and other articulation and transfer related information among public institutions.

M. Student Appeals at the Receiving Institution

A multi-level, broad-based appeal process shall be publicized and in place at each institution. When notifying a student of the results of the official transcript evaluation of his/her transfer and articulated credits, the receiving institution shall provide the student with a written statement of transfer and articulated credit applicability. At the same time, the institution must inform the student of the institution's appeals process, should he/she wish to contest the evaluation. A student disagreeing with the application of transfer and articulated credit by the receiving institution must file his/her appeal in writing within ninety (90) days of receipt of the statement of transfer and articulated credit applicability. The institution shall respond to the appeal within thirty (30) days of receipt of the appeal at each appeal level.

Effective January 1, 2015, all public institutions of higher education shall also establish an appeals procedure for students who are veterans or service members for resolving disputes regarding the awarding of college credit for military training, experience, and coursework.²¹ An institution with a broad-based appeals process might already include military training, experience, and coursework, which complies with the spirit of this requirement.

N. Student Complaints Following Transfer Appeals at the Receiving Institution

After a student exhausts the appeals process at the receiving institution and chooses to pursue further action, the Ohio Department of Higher Education (ODHE) responds to formal written complaints related to the Ohio Articulation and Transfer Policy against public, independent non-profit, and proprietary institutions of higher education in Ohio. While the ODHE has limited authority over colleges and universities and cannot offer legal advice or initiate civil court cases, staff will review written complaints submitted through its established process and work with student complainants and institutions.²²

²¹ Ohio Revised Code 3345.423 requires the board of trustees of each public higher education institution to establish an appeals procedure for students who are service members or veterans. Reference link:

<http://codes.ohio.gov/orc/3345.423>

²² Procedures for submitting a complaint are available at the following reference link:

<https://www.ohiohighered.org/students/complaints>

DEFINITIONS²³

ACCREDITATION AND ACCREDITING BODIES

Accreditation speaks to the educational quality of the institution. It is an indicator that the institution meets certain minimum standards of quality. Institutions which have been accredited by bodies recognized by the Council on Higher Education Accreditation (CHEA) and, specifically, by the CHEA-recognized Regional Accrediting Organizations (defined below) shall be considered accredited institutions for the purposes of the Ohio Articulation and Transfer Policy.

In order to facilitate evaluation and accreditation of institutions of higher education, CHEA, a national body, has the responsibility for setting standards for accrediting organizations which carry out these activities. CHEA has a formal process of recognition which requires that any accrediting organization so recognized must meet the same standards. CHEA has recognized three types of accrediting bodies: regional accrediting commissions, national accrediting organizations, and specialized/professional accrediting organizations that accredit free-standing professional schools and professional programs in multi-purpose institutions.

For a complete list and information about regional accrediting organizations, see Appendix G, REGIONAL ACCREDITING AGENCIES FOR HIGHER EDUCATION INSTITUTIONS.

National accrediting organizations that accredit various kinds of specialized institutions have also been recognized (e.g., Accrediting Council for Independent Colleges and Schools [ACICS], Association of Advanced Rabbinical and Talmudic Schools [AARTS]). CHEA annually publishes a complete list of these organizations.

Specialized/Professional accrediting organizations that accredit free-standing professional schools, in addition to programs within multi-purpose institutions, have been recognized by CHEA (e.g., Accreditation Board for Engineering and Technology [ABET], AACSB International - The Association to Advance Collegiate Schools of Business [AACSB]). CHEA annually publishes a complete list of these organizations as well.

ARTICULATION

The systematic coordination among institutions of postsecondary-level learning, including extra-institutional settings, to ensure the efficient and effective movement of students among those institutions, while guaranteeing the students' continuous progression and advancement in learning without unnecessary duplication of coursework.

²³ Additional information for some definitions may be found in the Guidelines and Procedures for Academic Program Review Manual at the following link: https://www.ohiohighered.org/content/directive_2015_016.

ARTICULATION AGREEMENT

An articulation agreement is a formal policy between/among two or more institutions/entities of postsecondary-level learning specifying in detail how learning completed at one institution/entity will be accepted and applied by another toward its courses/certificates/degree programs. Such agreements may occur through a statewide system, among more than two institutions, or bilaterally (See Appendix H, DIRECTIVE FOR THE BILATERAL ARTICULATION AGREEMENTS WITH SECONDARY CAREER-TECHNICAL INSTITUTIONS: PRINCIPLES AND GUIDELINES).

ARTICULATED CREDIT

Learning that occurs other than through a college course, has learning outcomes aligned with a college course(s), and is eligible for an award of credit in accordance with an articulation agreement. Articulated credit is postsecondary-level learning that results in the acceptance of that learning for college credit and its application toward courses/degree programs after the student's matriculation to the receiving institution in compliance with institutional and regulatory requirements. Therefore, learning that is articulated for credit becomes transcribed credit for the student after he or she meets the criteria for being officially enrolled at the receiving institution. Articulated credit does not include a course grade.

ASSOCIATE OF ARTS/ASSOCIATE OF SCIENCE DEGREES

Usually referred to as the University Parallel or Transfer Program, the AA and AS degrees are designed for students who desire two years of a liberal arts education and/or plan to complete their first two years of college work at an Ohio public community college, technical college, or regional campus, then transfer as juniors or seniors to Ohio institutions of their choice. Upon completion of the degree, students will have completed the Ohio Transfer Module requirements of the sending institution.

ASSOCIATE DEGREES: APPLIED BUSINESS, APPLIED SCIENCE, TECHNICAL STUDY (TYPE A AND TYPE B), AND INDIVIDUALIZED STUDY

The Associate Degree is an award that requires completion of 60 semester or 90 quarter credit hours; associate degree programs should not exceed 65 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

Associate of Applied Business (AAB) and Associate of Applied Science (AAS) Degrees

The AAB and AAS degrees are awarded in recognition of successful completion of career-technical education programs and prepare students for immediate employment upon graduation. The curricula for applied associate degree programs are described in terms of

technical and non-technical studies. Non-technical studies include general education and courses that serve as a base for the technical field (sometimes referred to as “applied general education” or “basic” coursework). Non-technical studies, including general education and applied general education courses, should make up at least 30 semester or 45 quarter hours of the degree.

Associate of Technical Study (ATS) Degrees (Type A and Type B)

ATS degrees are awarded for successful completion of a planned program of study designed to respond to the need for specialized technical education. The program must have an area of concentration which is equivalent to at least 30 semester or 45 quarter credit hours in technical studies and a clearly identifiable career objective. The area of concentration can either be formed by:

1. Type A—a coherent combination of technical courses selectively drawn from two or more technical programs currently offered by the college to serve a career objective that would not be adequately addressed by one of the existing programs alone, or
2. Type B—courses completed or training received by a student at other institutions of higher education, career-technical institutions, or other educational enterprises judged by the institution to be of college level and for which the institution awards degree credit.

Associate of Individualized Study (AIS) Degrees

AIS degrees are awarded for the satisfactory completion of an individually planned program designed to serve an educational objective that could not be served through another degree program of the awarding institution. The program, planned by the student and faculty advisor, must contain an area of concentration consisting of a minimum of 20 semester or 30 quarter credit hours, which is formed according to one of the following models: a) an interdisciplinary, but coherent combination of courses drawn from a minimum of two and a maximum of four instructional areas; b) up to 40 semester or 60 quarter credit hours awarded by the institution for documentable educational experiences or courses completed at other institutions of higher education or educational enterprises judged by the institution to be of college level; or c) an unusual by academically coherent combination of technical and general studies courses.

BACHELOR DEGREE OR BACCALAUREATE DEGREE

The degree is granted upon completion of a course of study normally requiring four academic years of college work. College work encompasses both upper- and lower-division institutional requirements.

An award that requires completion of 120 semester or 180 quarter credit hours, bachelor's degree programs should not exceed 126 semester or 189 quarter credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Bachelor's degrees may be awarded for general areas of study, such as those recognized by the Bachelor of Arts and the Bachelor of Science degrees or in specialized professional and technical fields such as those recognized by the Bachelor of Fine Arts, the Bachelor of Music, the Bachelor of Education, and so on. Although bachelor's degrees require completion of a specified number of credit hours, the length of the program can vary. For instance, bachelor's degrees may be conferred for a five-year cooperative (work-study plan) program, which provides for alternate class attendance and employment in business, industry or government. They may also be conferred in instances where the full complement of credits is obtained in three years using various credit granting opportunities, including, but not limited to, College Credit Plus, Advanced Placement credit awarding guarantee, and other prior learning assessments.

BILATERAL ARTICULATION AGREEMENTS

The written agreements that are reached between individual colleges and universities or between a postsecondary institution of higher education and another postsecondary institution of learning, which detail course equivalency, program-to-program linkages, and undergraduate requirements.

CAREER-TECHNICAL ARTICULATION NUMBER (CTAN)

Each Career-Technical Articulation Guide (CTAG) course is assigned a Career-Technical Articulation Number (CTAN). A common statewide CTAN is assigned to each approved course/program offered by Ohio's adult and secondary career-technical institutions and public institutions of higher education. At the college and university level, CTANs are assigned to each approved course, courses, or program in addition to its unique institutional course number or designation. CTANs signify that the course/program is guaranteed to apply as an equivalent course, courses, or program bearing the same CTAN offered at public institutions of higher education in Ohio. Examples of CTANs include CTIT (Career-Technical Information Technology), OPBTI (Ohio Peace Officer Basic Training), and CTED (Career-Technical Education).

CAREER-TECHNICAL CREDIT TRANSFER (CT)²

Responding to House Bill 66 (ORC 3333.162), Career-Technical Credit Transfer (CT)² is a collaborative initiative among the Ohio Department of Higher Education and the office of career-technical education of the Ohio Department of Education, public secondary/adult career-technical education institutions, and public institutions of higher education that initiated new articulation and transfer criteria, policies, and procedures which provide

students in Ohio's secondary and adult career-technical institutions with course/program credit guarantees. Eligible students are awarded college credit for agreed-upon technical knowledge and skills in equivalent courses/programs that are based on student learning outcomes, recognized industry standards, and/or third-party credentials.

COLLEGE-LEVEL COURSES

These are courses offered by an institution of higher education for which credit is granted toward a particular degree(s). These courses are taught at an intellectual and content level which goes beyond courses taught at the high school level. For the purposes of this Policy, the receiving institution or respective statewide review panels determine which courses are college level and thereby eligible for transfer to a receiving institution.

COLLEGE TRANSCRIPT

A college transcript is the complete historic record of a student's academic experience at an individual college or university including, but not limited to, courses attempted, credit hours assigned, grades received, and transfer credit accepted. It is a report forwarded at the request of the student to persons, institutions, or agencies for their use in reviewing the student's previous academic performance. To be official, it typically must be sent directly from the sending institution to the receiving institution and bear the college seal, current date, and appropriate signature.

CREDIT HOUR

A minimum of 750 minutes for a semester credit hour or 500 minutes for a quarter credit hour of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction. Credit hours may be calculated differently for other types of instruction (e.g., laboratory experience, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, and studio experience) as long as the credit hour calculations align with commonly accepted practices in higher education and with the regulations of regional accreditors and the federal financial aid program.

All Ohio public higher education institutions began operating with a semester calendar in 2012 (See Appendix R, DIRECTIVE FOR THE DEFINITION OF SEMESTER CREDIT HOUR AND LENGTH OF SEMESTER TERM).

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met.

Semester-hour credit may be converted to quarter-hour credit by multiplying by 1.5 (e.g., five semester-hour credits will equate to 7.5 quarter-hour credits).

DEGREE

A recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor.

FIRST-TIME STUDENT²⁴

A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or postsecondary formal award earned before graduation from high school).

FREE OR GENERAL ELECTIVES

These are college-level courses taken for credit outside of specific university, college, or departmental degree requirements. Some institutions have prescriptions governing the total hours of free or general electives permissible within a single degree program.

GENERAL EDUCATION REQUIREMENTS

Required within every undergraduate degree, this prescribed course of study, generally in the liberal education area, is guided by institutional mission and specific learning outcomes defined by each institution's faculty and validated by the administration or governing board. At a minimum, general education requirements comprise no fewer than 36 semester or 54 quarter credit hours for baccalaureate degrees and associate of arts and associate of science degrees, and no fewer than 15 semester or 23 quarter credit hours for applied associate degrees.

General education is distinct from a program major, minor, or field of concentration and is often supplemented with additional liberal education requirements which are related to the needs of the individual degree programs. The curriculum reflects a breadth of study intended to ensure that all graduates possess a common core of college-level skills and knowledge. General education also includes a focus on "21st century" skills and knowledge²⁵, including:

1. Knowledge of human cultures and the physical and natural world;

²⁴ The Integrated Postsecondary Education Data System (IPEDS) definition of a first-time student: <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

²⁵ The Essential Learning Outcomes from the LEAP initiative: <http://www.aacu.org/leap/vision.cfm>

2. Intellectual and practical skills, including inquiry and analysis, critical and creative thinking, oral and written communication, quantitative literacy, information literacy, teamwork, and problem solving; and
3. Personal and social responsibility, including civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

General education requirements in AA, AS, and baccalaureate degrees encompass and may be broader or more comprehensive than the Ohio Transfer Module. However, requirements in applied associate degrees tend to include fewer general education courses than the entire Ohio Transfer Module due to the higher ratio of technical courses in these degree programs.

Remedial or developmental education courses are not considered part of general education and are not counted toward degree requirements.

INSTITUTION OF HIGHER EDUCATION

Two-year and four-year Ohio public universities and colleges, community college districts, technical college districts, university branch districts, state community colleges, or independent colleges and universities (that includes the applicable board of trustees or, in the case of a university branch district, any other managing authority), which formally adopt this Policy and is accredited by the Higher Learning Commission and authorized by the Ohio Department of Higher Education.

LOWER-DIVISION COURSES

Courses at a level of comprehension usually associated with freshman and sophomore college students and offered during the first half of a baccalaureate degree program are called lower-division courses. These courses are numbered at a lower level than junior or senior courses (e.g., 100 or 200, instead of 300 or 400). Since there is not a one-to-one correspondence of the concept of baccalaureate lower-division courses to two-year degree and certificate programs, a course considered lower-division by a university may be completed by a student enrolled at a community or technical college during the first or second year of a two-year curriculum.

MILITARY TRANSFER ARTICULATION NUMBER (MTAN)

Each Military Transfer Assurance Guide (MTAG) guarantee is assigned a Military Transfer Articulation Number (MTAN) using either an identification number assigned by the American Council on Education (ACE), a course number assigned by Community College of the Air Force (CCAF), or other identification numbers assigned by the source institution or entity. A common statewide MTAN is assigned to each approved military training, experience, and coursework. At the college and university level, MTANs are assigned to each

approved course, courses, or program in addition to its unique institutional course number or designation. MTANs signify that the military training, experience, and coursework is guaranteed to apply as an equivalency course, courses, or program bearing the same MTAN offered at public institutions of higher education in Ohio.

NATIVE STUDENT

A student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.

OHIO ARTICULATION NUMBER (OAN)

When a course at an Ohio public higher education institution is approved for a particular Transfer Assurance Guide (TAG) course, it is assigned an Ohio Articulation Number (OAN). This common statewide OAN is assigned to each approved course in addition to its unique institutional course number or designation, signifying in part that the course is guaranteed to apply as an equivalent course or courses bearing the same OAN offered at other public institutions of higher education. Examples of OANs include OSS (Ohio Social Sciences), OSC (Ohio Sciences), and OET (Ohio Engineering Technologies).

PASS/FAIL

Refers to any system by which a student can take courses for a grade of pass or fail in lieu of a letter grade. This includes systems that count as failing D's and F's, or just F's.

PASSING GRADE

Passing grades include the grades of A, B, C, and D (except as noted above under pass/fail). The grade of D- is also included as passing at some, but not all, Ohio institutions (See Appendix E, TRANSFER OF COURSES WITH A PASSING GRADE POLICY).

PRIOR POSTSECONDARY EXPERIENCE²⁶

Credit not considered as “prior postsecondary experience” for the purpose of distinguishing between first-time and transfer students: credit for military service/training from an association such as the American Council on Education; credit from any non-credit courses, as defined by the institution; credit received for completion of tests/assessments; credit received before the student has earned a high school diploma (i.e., AP or dual enrollment credits); or credit for life experience. Students with prior postsecondary experience credit from attending a military academic institution (e.g., Community College of the Air Force, West Point,

²⁶ IPEDS definition of prior postsecondary experience:

<https://surveys.nces.ed.gov/ipeds/VisFaqView.aspx?mode=reg&id=3&show=all>

U.S. Naval Academy, etc.) would not be considered first-time students. [Source: Fall Enrollment by Student Level, Race/Ethnicity and Gender (Part A)]

RECEIVING INSTITUTION

The institution of higher education at which a transfer student currently desires to enroll and apply previously earned college credit or eligible college-level learning toward a degree program.

SENDING INSTITUTION

The institution of higher education at which a transfer student earned transferable academic credit during his/her previous enrollment or the career-technical institution from which a student desires to articulate learning for credit.

STUDENT ACADEMIC RECORD

The information maintained by the institution should reflect the unabridged historical facts of the student's learning experiences. It may include any other information pertinent to the evaluation of those facts.

STATEMENT OF TRANSFER AND ARTICULATED CREDIT APPLICABILITY (DEGREE AUDIT REPORT)

This statement is a report designed to compare a student's academic work, at any point in the student's career, with the requirements of one or more of the institution's academic programs. It is a comprehensive report detailing the student's progress toward meeting those requirements. This report is generally known as the degree audit report. At institutions where the Statement of Transfer and Articulated Credit Applicability (Degree Audit Report) is readily available, it is used for internal advising purposes, instead of the transcript.

TRANSFER

The process of transitioning previously earned college credit at one institution of higher education to another. It is the mechanics of credit, course, and curriculum exchange.

TRANSFER CREDIT

Transfer credit refers to units (hours) of academic credit awarded at a receiving institution in recognition of college-level credit earned at a sending institution.

TRANSFER MODULE ARTICULATION NUMBER (TMAN)

When a course at an Ohio public higher education institution is approved for an Ohio Transfer Module (OTM) course in English or mathematics that has learning outcomes specified, it is assigned a Transfer Module Articulation Number (TMAN). This common statewide TMAN is assigned to each approved course in addition to its unique institutional course number or designation, signifying in part that the course is guaranteed to apply as an

equivalent course or courses bearing the same TMAN offered at other public institutions of higher education. TMANs are assigned in two areas: TME (Transfer Module English Composition) and TMM (Transfer Module Mathematics, Statistics, and Logic).

TRANSFER STUDENT²⁷

A student entering for the first time, but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate).

UNIVERSAL COURSE/PROGRAM EQUIVALENCY CLASSIFICATION SYSTEM

A system developed and enhanced using a Five-Step Process to Equivalency and an online course/program equivalency management tool to perform four essential functions:

1. Ensure that students can begin higher education at any public institutions of learning in Ohio and articulate and/or transfer courses, programs, and degrees to any other public institutions of higher education without unnecessary duplication or institutional barriers;
2. Electronically manage the universal documentation of course/program equivalencies to learning outcomes and degree requirements statewide;
3. Eliminate inconsistent and irrational judgments in the application of transfer and articulated credit; and
4. Guarantee that the application of credits from transfer students will be treated in the same manner as credits for native students in the same degree programs.

UPPER-DIVISION COURSES

Courses at a level of comprehension usually associated with junior- and senior-level college students and offered during the last half of a baccalaureate degree program are called upper-division courses. In general, these courses are numbered at a higher level than the freshmen or sophomore level courses (e.g., 300 or 400 numbered courses as opposed to 100 or 200 numbered courses, respectively).

²⁷ IPEDS definition of a transfer student: <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>

APPENDIX A

LEGISLATION

1. INITIATION OF OHIO ARTICULATION AND TRANSFER POLICY

Am. Sub. S.B. No. 268, 118th General Assembly

SECTION 5.

The Ohio Board of Regents shall establish a study commission to make formal recommendations to the Governor and the 118th General Assembly regarding implementation of a statewide student credit-hour transfer agreement to address the articulation problems associated with students transferring from public technical and community colleges to public universities. The recommendations of the study commission shall be submitted by the Board to the Governor, the Speaker of the House of Representatives, and the President of the Senate no later than January 5, 1990.

Am. Sub. H.B. No. 111, 118th General Assembly

SECTION 91.09.

(A) The Ohio Board of Regents shall establish policies:

(1) To facilitate the transfer of students and credits between community colleges and state community colleges, between community colleges and state universities, between community colleges and technical colleges, between community colleges and branch universities, between state community colleges and state universities, between state community colleges and technical colleges, between state community colleges and branch universities, between state universities and technical colleges, between state universities and branch universities, and between technical colleges and branch universities;

(2) To facilitate the transfer of students and credits from one community college to another, from one state community college to another, from one state university to another, from one technical college to another, and from one branch or university to another.

(B) In furtherance of the objectives of division (A) of this section, the policies adopted under this section shall encourage:

(1) The development of courses at community colleges, state community colleges, technical colleges, university branches and state universities that are equivalent to each other and are readily transferable;

(2) The establishment of uniform procedures for the transfer of students and credits among community colleges, state community colleges, state universities, technical colleges, and branch universities;

- (3) The equitable treatment of transfer students and non-transfer students;
- (4) The system-wide recognition of Associate of Arts and Associate of Science degrees from fully accredited community colleges and state community colleges;
- (5) The development of consistent admissions policies of state universities and university branches for the transfer of students who hold Associate of Applied Business and Associate of Applied Science degrees from fully accredited community colleges, state community colleges, and technical colleges;
- (6) The establishment of a state-level appeals process for a student to appeal an adverse evaluation of his coursework by an institution to which he is transferring.

(C) By January 1, 1990, the Board shall report to the General Assembly about the progress the Board has made in eliminating articulation problems between community colleges and state community colleges, between community colleges and state universities, between community colleges and technical colleges, between community colleges and branch universities, between state community colleges and state universities, between state community colleges and technical colleges, between state community colleges and branch universities, between state universities and technical colleges, between state universities and branch universities, between technical colleges and branch universities, from one community college to another, from one state community college to another, from one state university to another, from one technical college to another, and from one branch university to another, and shall propose a plan to the General Assembly for eliminating remaining articulation problems.

2. EXPANSION OF OHIO ARTICULATION AND TRANSFER POLICY

Ohio Revised Code Sections and Executive Orders

Am. Sub. H.B. No. 95, 125th General Assembly

Amended by 131st General Assembly, H.B. No. 64

3333.16 Universal course equivalency classification system for state institutions of higher education.

<http://codes.ohio.gov/orc/3333.16>

As used in this section "state institution of higher education" means an institution of higher education as defined in section [3345.12](#) of the Revised Code.

- (A) The chancellor of higher education shall do all of the following:

(1) Establish policies and procedures applicable to all state institutions of higher education that ensure that students can begin higher education at any state institution of higher education and transfer coursework and degrees to any other state institution of higher education without unnecessary duplication or institutional barriers. The purpose of this requirement is to allow students to attain their highest educational aspirations in the most efficient and effective manner for the students and the state. These policies and procedures shall require state institutions of higher education to make changes or modifications, as needed, to strengthen course content so as to ensure equivalency for that course at any state institution of higher education.

(2) Develop and implement a universal course equivalency classification system for state institutions of higher education so that the transfer of students and the transfer and articulation of equivalent courses or specified learning modules or units completed by students are not inhibited by inconsistent judgment about the application of transfer credits. Coursework completed within such a system at one state institution of higher education and transferred to another institution shall be applied to the student's degree objective in the same manner as equivalent coursework completed at the receiving institution.

(3) Develop a system of transfer policies that ensure that graduates with associate degrees which include completion of approved transfer modules shall be admitted to a state institution of higher education, shall be able to compete for admission to specific programs on the same basis as students native to the institution, and shall have priority over out-of-state associate degree graduates and transfer students. To assist a student in advising and transferring, all state institutions of higher education shall fully implement the course applicability system.

(4) Examine the feasibility of developing a transfer marketing agenda that includes materials and interactive technology to inform the citizens of Ohio about the availability of transfer options at state institutions of higher education and to encourage adults to return to colleges and universities for additional education.

(5) Study, in consultation with the state board of career colleges and schools, and in light of existing criteria and any other criteria developed by the articulation and transfer advisory council, the feasibility of credit recognition and transferability to state institutions of higher education for graduates who have received associate degrees from a career college or school with a certificate of registration from the state board of career colleges and schools under Chapter [3332.03](#) of the Revised Code.

(B) Sectional provisions of the existing articulation and transfer policy developed by the chancellor shall remain in effect except where amended by this section.

(C) Not later than December 1, 2018, the chancellor shall update and implement the policies and procedures established pursuant to this section to ensure that any associate degree offered at a state institution of higher education may be transferred and applied to a bachelor degree program in an equivalent field at any other state institution of higher education without unnecessary duplication or institutional barriers. The policies and procedures shall ensure that each transferred associate degree applies to the student's degree objective in the same manner as equivalent coursework completed by the student at the receiving institution.

When updating and implementing the policies and procedures pursuant to this division, the chancellor shall seek input from faculty and academic leaders in each academic field or discipline.

Am. Sub. S.B. No. 2, 125th General Assembly

Amended by 131st General Assembly, H.B. No. 64

3333.161 - Statewide system for articulation agreements among state institutions of higher education for transfer students pursuing teacher education programs.

<http://codes.ohio.gov/orc/3333.161>

(A) As used in this section:

(1) "Articulation agreement" means an agreement between two or more state institutions of higher education to facilitate the transfer of students and credits between such institutions.

(2) "State institution of higher education" and "state university" have the same meanings as in section [3345.011](#) of the Revised Code.

(3) "Two year college" includes a community college, state community college, technical college, and university branch.

(B) The chancellor of higher education shall adopt rules establishing a statewide system for articulation agreements among state institutions of higher education for transfer students pursuing teacher education programs. The rules shall require an articulation agreement between institutions to include all of the following:

(1) The development of a transfer module for teacher education that includes introductory level courses that are evaluated as appropriate by faculty employed by the state institutions of higher education that are parties to the articulation agreement;

(2) A foundation of general studies courses that have been identified as part of the transfer module for teacher education and have been evaluated as appropriate for the preparation of teachers and consistent with the academic content standards adopted under section [3301.079](#) of the Revised Code;

(3) A clear identification of university faculty who are partnered with two year college faculty;

(4) The publication of the articulation agreement that is available to all students, faculty, and staff.

Am. Sub. H.B. No. 66, 126th General Assembly

Amended by 131st General Assembly, H.B. No. 64

3333.162 - Criteria, policies, and procedures for transfer of technical courses completed through a career-technical education institution.

<http://codes.ohio.gov/orc/3333.162>

(A) As used in this section, "state institution of higher education" means an institution of higher education as defined in section [3345.12](#) of the Revised Code.

(B) By April 15, 2007, the chancellor of higher education, in consultation with the department of education, public adult and secondary career-technical education institutions, and state institutions of higher education, shall establish criteria, policies, and procedures that enable students to transfer agreed upon technical courses completed through an adult career-technical education institution, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without unnecessary duplication or institutional barriers. The courses to which the criteria, policies, and procedures apply shall be those that adhere to recognized industry standards and equivalent coursework common to the secondary career pathway and adult career-technical education system and regionally accredited state institutions of higher education. Where applicable, the policies and procedures shall build upon the articulation agreement and transfer initiative course equivalency system required by section [3333.16](#) of the Revised Code.

Am. Sub. S.B. No. 311, 126th General Assembly

Amended by 131st General Assembly, H.B. No. 64

3333.163 - Standards for college credit based on advanced placement test scores.

<http://codes.ohio.gov/orc/3333.163>

(A) As used in this section, "state institution of higher education" has the same meaning as in section [3345.011](#) of the Revised Code.

(B) Not later than April 15, 2008, the articulation and transfer advisory council of the chancellor of higher education shall recommend to the chancellor standards for

awarding course credit toward degree requirements at state institutions of higher education based on scores attained on advanced placement examinations. The recommended standards shall include a score on each advanced placement examination that the council considers to be a passing score for which course credit may be awarded. Upon adoption of the standards by the chancellor, each state institution of higher education shall comply with the standards in awarding course credit to any student enrolled in the institution who has attained a passing score on an advanced placement examination.

Executive Order 2013-05K - In June of 2013, Governor John R. Kasich signed Executive Order 2013-05K to support Ohio's veterans by streamlining the processes for licensing and certification and for awarding of college credit for military training, experience, and coursework. The order required the Chancellor of the Ohio Department of Higher Education to investigate the current practices of awarding college credit for military training, experience, and coursework by public institutions of higher education in Ohio.

<http://www.governor.ohio.gov/Portals/0/Executive%20Order%202013-05K.pdf>

Am. Sub. H.B. No. 488, 130th General Assembly

Amended by 131st General Assembly, H.B. No. 64

3333.164 - Establishment of baseline standards and procedures for public institutions of higher education to use in the granting of college credit for military training, experience, and coursework.

<http://codes.ohio.gov/orc/3333.164>

(A) As used in this section, "state institution of higher education" has the same meaning as in section [3345.011](#) of the Revised Code.

(B) Not later than December 31, 2014, the chancellor of higher education shall do all of the following with regard to the awarding of college credit for military training, experience, and coursework:

- (1) Develop a set of standards and procedures for state institutions of higher education to utilize in the granting of college credit for military training, experience, and coursework;
- (2) Create a military articulation and transfer assurance guide for college credit that is earned through military training, experience, and coursework. The chancellor shall use the current articulation and transfer policy adopted pursuant to section [3333.16](#) of the Revised Code as a model in developing this guide.
- (3) Create a web site that contains information related to the awarding of college credit for military training, experience, and coursework. The web site shall include both of the following:

(a) Standardized resources that address frequently asked questions regarding the awarding of such credit and related issues;

(b) A statewide database that shows how specified military training, experience, and coursework translates to college credit.

(4) Develop a statewide training program that prepares faculty and staff of state institutions of higher education to evaluate various military training, experience, and coursework and to award appropriate equivalent credit. The training program shall incorporate the best practices of awarding credit for military experiences, including both the recommendations of the American council on education and the standards developed by the council for adult and experiential learning.

(C) Beginning on July 1, 2015, state institutions of higher education shall ensure that appropriate equivalent credit is awarded for military training, experience, and coursework that meet the standards developed by the chancellor pursuant to this section.

Am. Sub. H.B. No. 488, 130th General Assembly

3345.42 - Definitions for *service member* and *veteran*.

<http://codes.ohio.gov/orc/3345.42>

As used in sections 3345.421, 3345.422, 3345.423, and 3345.424 of the Revised Code:

"Service member" means a person who is serving in the armed forces of the United States.

"Veteran" means any person who has completed service in the armed forces, including the national guard of any state or a reserve component of the armed forces, and who has been discharged under honorable conditions from the armed forces or who has been transferred to the reserve with evidence of satisfactory service.

Am. Sub. H.B. No. 488, 130th General Assembly

Amended by 131st General Assembly, H.B. No. 64

3345.421 - Assistance and support to veterans and service members by institutions of higher education.

<http://codes.ohio.gov/orc/3345.421>

Not later than December 31, 2014, the board of trustees of each state institution of higher education, as defined in section 3345.011 of the Revised Code, shall do all of the following:

(A) Designate at least one person employed by the institution to serve as the contact person for veterans and service member affairs. Such a person shall assist and advise

veterans and service members on issues related to earning college credit for military training, experience, and coursework.

(B) Adopt a policy regarding the support and assistance the institution will provide to veterans and service members.

(C) Allow for the establishment of a student-led group on campus for student service members and veterans and encourage other service member- and veteran-friendly organizations.

(D) Integrate existing career services to create and encourage meaningful collaborative relationships between student service members and veterans and alumni of the institution, that links student service members and veterans with prospective employers, and that provides student service members and veterans with social opportunities; and, if the institution has career services programs, encourage the responsible office to seek and promote partnership opportunities for internships and employment of student service members and veterans with state, local, national, and international employers.

(E) Survey student service members and veterans to identify their needs and challenges and make the survey available to faculty and staff at the state institution of higher education. And periodically conduct follow-up surveys, at a frequency determined by the board, to gauge the institution's progress toward meeting identified needs and challenges.

The chancellor of higher education shall provide guidance to state institutions of higher education in their compliance with this section, including the recommendation of standardized policies on support and assistance to veterans and service members.

The person or persons designated under division (A) of this section shall not be a person currently designated by the institution as a veterans administration certifying official.

Am. Sub. H.B. No. 488, 130th General Assembly

3345.423 - Appeals process for resolution of disputes over credit for military experience.

<http://codes.ohio.gov/orc/Search/3345.423>

Not later than December 31, 2014, the board of trustees or managing authority of each state institution of higher education, as defined in section 3345.011 of the Revised Code, shall establish an appeals procedure for students who are veterans or service members for resolving disputes regarding the awarding of college credit for military experience.

Am. Sub. H. B. No. 59, 130th General Assembly; Section 363.120; Ohio's FY 2014-2015 biennium budget; appropriation item 235444

Not later than June 30, 2014, the Chancellor of the Department of Higher Education shall establish a One-Year Option credit articulation system in which graduates of Ohio Technical Centers who complete a 900-hour program of study and obtain an industry-recognized credential approved by the Chancellor shall receive 30 college technical credit hours toward a technical degree upon enrollment in an institution of higher education. Reference link: [Legislation](#)

H.B. No. 64, 131th General Assembly

3333.165 – Requires the Chancellor to submit an annual report of specified transfer statistics. <http://codes.ohio.gov/orc/3333.165>

(A) At the end of each academic year, the chancellor of higher education shall develop and release a report that includes all of the following information:

(1) The total number of courses that were successfully transferred to state institutions of higher education under sections [3333.16](#) to [3333.164](#) of the Revised Code, during the most recent academic year for which data is available;

(2) The total number of courses that were not accepted for transfer at state institutions of higher education under sections [3333.16](#) to [3333.164](#) of the Revised Code, during the most recent academic year for which data is available;

(3) The number of students who earned an associate degree at a community college, a state community college, or a university branch that was successfully transferred to a state university under sections [3333.16](#) to [3333.164](#) of the Revised Code.

(B) As used in this section, "state institution of higher education" and "state university" have the same meanings as in section [3345.011](#) of the Revised Code.

H.B. No. 64, 131th General Assembly

3345.38 – Requires awarding undergraduate course credit for completion of the international baccalaureate diploma.

<http://codes.ohio.gov/orc/3345.38>

(A) The board of trustees of each state institution of higher education shall adopt and implement a policy to grant undergraduate course credit to a student who has successfully completed an international baccalaureate diploma program.

(B) The policy adopted by each institution under this section shall do all of the following:

(1) Establish conditions for granting course credit, including the minimum scores required on examinations constituting the international baccalaureate diploma program in order to receive credit;

(2) Identify specific course credit or other academic requirements of the institution, including the number of credit hours or other course credit that the institution will grant to a student who completes the diploma program.

(C) As used in this section:

(1) "State institution of higher education" has the same meaning as in section [3345.011](#) of the Revised Code.

(2) "International baccalaureate diploma program" means the curriculum and examinations leading to an international baccalaureate diploma awarded by the international baccalaureate organization.

APPENDIX B

COMMISSION ON ARTICULATION AND TRANSFER GUIDING OBJECTIVES

The Chancellor of the Ohio Department of Higher Education appointed a 21-member Commission representative of public colleges and universities to work with the Chancellor's staff to address the critical issues that limit credit transfer. The Commission's draft action recommendations, contained in "The Ohio Articulation and Transfer Policy" which was adopted in November 1990, were grounded in three Guiding Objectives:

1. Transfer and native students should be assured equitable consideration and treatment by each college and university.
2. Students who began their collegiate studies at a community college or university regional campus should be encouraged to complete an Associate of Arts or Associate of Science degree before transferring to a baccalaureate institution.
3. Institutional autonomy and integrity for the General Education program at each college and university should be assured.

APPENDIX C

DEFINING THE 70% STANDARD IN TRANSFER ASSURANCE GUIDE (TAG) LEARNING OUTCOMES

As a standard, the Articulation and Transfer Advisory Council established the benchmark of 70% commonality for the learning outcomes listed for each major course in each Transfer Assurance Guide. Seventy percent commonality is determined in the following manner: The sending institution's course(s) must meet or exceed 70% of the content for the learning outcomes identified for each TAG course. Course(s) would then transfer and apply toward the degree at the receiving institution in the same manner as the equivalent course taken by a native student in the same program.

The learning outcomes are not intended to reflect minimum expectations. The learning outcomes reflect the content necessary to ensure students have the knowledge and skill to be successful in subsequent courses and guarantee the comparability of courses across institutions.

There are some exceptions to the 70% standard:

1. Certain learning outcomes have been designated as "essential" by the faculty panel responsible for drafting a particular TAG. These essential learning outcomes must be included in the framework of the sending institution's course. Otherwise, it is not considered equivalent and is not guaranteed to apply.
2. Courses which have a limited number of learning outcomes (three or fewer) must include all those listed in order to be considered equivalent and included in that institution's TAG.
3. Accreditation, regulatory and/or licensing bodies mandate that all outcomes be taught. Within the Education-Professional Education Module, for example, 100% of the identified learning outcomes must be taught. Additional outcomes may be included, but none listed can be deleted in order to ensure that all students are consistently prepared according to accreditation and/or licensing standards.

Review of the TAGs

It is important to note that transfer students are expected to meet any institutional degree requirements required of a native student. These may include, but are not limited to: minimum grade-point average, residency requirements, minimum grades in specific courses,

performance requirements (e.g., dance, music), and other requirements of native students from the same institutions.

Beginning in the Fall of 2005, expanded faculty subcommittees have been reviewing courses submitted by the various campuses in each of the TAGs. These faculty subcommittees review the course outcomes provided by the sending institution and determine if the course(s) meet(s) the 70% standard.

Policy approved by the Ohio Articulation and Transfer Advisory Council – January 5, 2006.

APPENDIX D

DIRECTIVE FOR THE ESTABLISHMENT OF THE OHIO ARTICULATION AND TRANSFER NETWORK

DIRECTIVE 2010-045

December 6, 2010

Re: ESTABLISHMENT OF THE OHIO ARTICULATION AND TRANSFER NETWORK

On March 31, 2008, pursuant to Sec. 4 of Sub. H.B. 2 of the 127th General Assembly as amended by Am. Sub. H.B. 119 for the 127th General Assembly, the chancellor delivered to the General Assembly and the governor a set of recommendations titled ***The Strategic Plan for Higher Education***.

In the Strategic Plan the Chancellor called for a guaranteed credit transfer system that provides all citizens with a clear pathway for gaining the skills and knowledge necessary for productive and satisfying performance in the knowledge economy. The key strategy to achieve this goal is to create a system where students will know in advance the courses and programs guaranteed to transfer and apply to their degree program. This includes the general education component and the pre-requisite and beginning major courses. The Strategic Plan builds upon already established statewide credit transfer guarantees called Ohio Transfer Module (OTM), Transfer Assurance Guides (TAGs), and Career-Technical Assurance Guides (CTAGs).

Ohio's transfer and articulation efforts formally started in 1990 in response to the Am. Sub. Senate Bill 268 of the 118th General Assembly directive that the Ohio Board of Regents form a study commission to make formal recommendations to the Governor and the 118th General Assembly regarding implementation of a statewide student credit-hour transfer agreement to address the articulation problems associated with students transferring from state-assisted technical and community colleges to state-assisted universities. The Commission's recommendations contained "The Ohio Articulation and Transfer Policy", which the Ohio Board of Regents adopted in November 1990. The policy outlines the role and responsibilities of the Articulation and Transfer Advisory Council, with an Oversight Committee, which functions as an executive committee. The Council has been a powerful force throughout the years in advocating transfer across all campuses and in carrying out state policy. Initially, the Council was composed of representatives from all of the state's public colleges and universities. Today, its membership includes the state association of

independent colleges and universities, K-12 school districts and adult career programs. It is co-chaired by the presidents of a public university and a community college.

In 2003, pursuant to section 3333.16 of the Revised Code, the Ohio Board of Regents began establishing policies and procedures applicable to all state institutions of higher education that ensure that students can begin higher education at any state institution of higher education and transfer coursework and degrees to any other state institution of higher education without unnecessary duplication or institutional barriers. When Transfer Assurance Guides (TAGs) were created through the implementation of section 3333.16 of the Revised Code, the concept of student learning outcomes, rather than the course level, was emphasized and developed by faculty representatives from both two- and four-year public institutions. When two courses are considered equivalent in the TAG process, the course at the sending institution is awarded a course equivalent at the receiving institution, and the equivalent transfer course is to be treated the same as the course taken at the receiving institution by its native students. The initial implementation of TAGs was in the Fall of 2005.

Credit Transfer initiatives are the cornerstone of The University System of Ohio. In recent years, transfer work has expanded to include the creation of electronic tools that facilitate the exchange of transcripts among the University System of Ohio institutions of higher education with the Articulation and Transfer Clearinghouse and that allow the faculty review panels to work on line with the Course Equivalency Management System. Work is being done to expand and enhance the awarding of college credit for military training and experience. Statewide apprenticeship agreements are being developed. Better alignment with national credit-by-exam programs are scheduled to be developed. In addition, extensive work in developing articulation with Ohio's statewide Tech Prep pathways is underway. With seventeen of Ohio's public institutions of higher education going through calendar conversion, articulation and transfer initiatives are being strengthened. Articulation and Transfer also is part of the creation of the University System of Ohio Student Portal. The statewide course equivalency system is expanding with more statewide transfer guarantees.

To formalize the work of colleges and universities in the development and operation of statewide collaborative efforts, I hereby create, as a consortium in accordance with section 3333.04(U) of the Revised Code, the Ohio Articulation and Transfer Network, with Wright State University serving as fiscal agent for the Network.

The Ohio Articulation and Transfer Network will effectuate the transfer of students within the University System of Ohio, maintain quality assurance of courses, continue to expand

the number of courses guaranteed to transfer, continue to develop transfer electronic tools, and continue to expand the transfer initiatives in support of the Strategic Plan. The Oversight Committee shall become the Oversight Board of the Network and serve in an advisory capacity to the Chancellor. The Articulation and Transfer Advisory Council will continue its work and make recommendations to the Oversight Board.

The Oversight Board will be chaired by the Chancellor, or the Chancellor's designee. It is intended that membership of the Oversight Board include college presidents, provosts, and chief academic officers, or representatives from college or university offices with responsibility relating to articulation and transfer, from career centers (2 members), community colleges (2 members), technical colleges (2 members), and four-year universities (6 members). The members of this Oversight Board will be selected by the Chancellor and will serve at the Chancellor's pleasure. The initial members of the Oversight Board shall be the current members of the Articulation and Transfer Oversight Committee. Supplemental members may be added to the Oversight Board at the Chancellor's discretion and will serve at the pleasure of the Chancellor. The Oversight Board shall meet at least semiannually.

The Network may establish fees to be assessed to conduct its business, including, but not limited to, a fee assessed on members of the Network. All revenues derived from the assessment of fees shall be expended on the operations of the Network. The fee structure will support the benefits of transfer activity toward student success and enable the transfer credits initiatives to expand.

The Oversight Board shall advise the Chancellor on setting of fees, including the amount assessed to a receiving institution and recommend additional fees to be assessed, advise on the expenditure of revenues derived from the fees, make recommendations on broad policies relating to articulation and transfer with the goal of identifying issues and recommending strategies to correct them, respond to the recommendations of the Articulation and Transfer Advisory Council, and advise the Chancellor on the hiring of an executive director of the Network. The executive director of the Network shall serve at the pleasure of the Chancellor.

The Oversight Board may create subcommittees and shall serve as the Steering Committee to the Articulation and Transfer Advisory Council. The Oversight Board may direct the Articulation and Transfer Advisory Council to assist the Oversight Board with its duties, but shall do so with specific charges on topics and desired compositions for working groups.

The current Articulation and Transfer Advisory Council shall continue and be co-chaired by the presidents of a public university and a community college. These two co-chairs will be members of the Oversight Board. The Chancellor shall select Advisory Council members

from representatives nominated by college and university presidents or provosts and chief academic officers. The Chancellor may select supplemental members to serve on the Articulation and Transfer Advisory Council. It is intended that members of the Articulation and Transfer Advisory Council be the institutions' top level administrators responsible for articulation and transfer on their campuses. The members of the Articulation and Transfer Council will be current members of the Articulation and Transfer Advisory Council and may organize itself, including electing officers. Ohio's public institutions of higher education are encouraged to participate on the Articulation and Transfer Advisory Council to ensure that their institutions have a voice in the direction of Articulation and Transfer.

The Articulation and Transfer Advisory Council shall have the responsibility to advise the Oversight Board and the Chancellor as follows:

- Conduct a continuing review of the provisions of the Ohio Articulation and Transfer Policy and recommend such revisions as needed to meet the intent of the policy while maintaining program and degree integrity;
- Review and make recommendations concerning articulation and transfer issues brought before it by institutions of higher education;
- Respond to requests and charges given by the Oversight Board;
- Recommend modifications in institutional policies and procedures which, in the Advisory Council's judgment, would enhance and facilitate the transfer of students while maintaining the academic integrity of curricula;
- Charge a Faculty Committee and its subcommittees with the responsibility to review and recommend adjustments as needed to guidelines of the Transfer Module, Transfer Assurance Guides, Career-Technical Assurance Guides, and future initiatives;
- Charge standing Faculty Committee(s) to review each institution's Transfer Module, Transfer Assurance Guide, and Career-Technical Assurance Guide course submissions to assure they meet the guidelines for the Transfer Module, Transfer Assurance Guides, Career-Technical Assurance Guides, and future initiatives;
- Establish committees with defined charges, representative membership and lengths of terms that will provide review and recommendations to the Articulation and Transfer Advisory Council on specific aspects of the Ohio Articulation and Transfer Policy related to the interpretation and implementation of said policy;
- Recommend strategies and initiatives to ensure that credit transfer is a strong cornerstone of The University System of Ohio.

Staff worked closely with representatives of various institutions and the current Articulation and Transfer Advisory Council and Oversight Committee. Staff recommends the creation of the Ohio Articulation and Transfer Network.

Agency staff posted its recommendations to the Regents' web site for purposes of providing a period of public comment before final approval by the Chancellor. Several comments were received all in general support of the establishment of the Network.

Based on my review of staff recommendations, I hereby establish the Ohio Articulation and Transfer Network as a consortium pursuant to section 3333.04 (U) of the Ohio Revised Code and designate Wright State University as its fiscal agent as described above.

This Directive will take immediate effect upon signature.


Eric D. Fingerhut

Chancellor of the Ohio Board of Regents

Directive signed by the Chancellor of the Ohio Department of Higher Education, December 6, 2010

Directive 2010-045  [Directive 2010-045.pdf](#)

APPENDIX E

TRANSFER OF COURSES WITH A PASSING GRADE POLICY

As of Fall 2005, Ohio public institutions of higher education are to accept and apply all transfer coursework with a letter grade of D or higher as the institution would for a native student under the business rules and academic policies of the receiving institution. These business rules and policies may include, but are not limited to, such areas as effective course dates, age of coursework, requirements of a particular major or program, and eligibility.

Points of Clarification:

1. This policy was adopted to ensure the equitable treatment of transfer students with native students across Ohio's public institutions of higher education.
2. Public colleges and universities which offer D as the lowest passing grade are required to accept all college-level courses with a grade of D or higher. Institutions which offer D- (minus) as the lowest passing grade are required to accept all college-level courses with a grade of D- or higher. It should be noted that this point applies to other clarifications below that refer to grades of D/D- (minus).
3. Public colleges and universities shall establish policies which honor the acceptance and award of transfer credit for D/D- graded courses completed in or after Autumn 2005. Institutions may choose to be more lenient in the application of this policy and accept D/ D- (minus) graded courses completed prior to Autumn 2005 (See also clarification 2).
4. While public institutions are required by this policy to accept D/D- (minus) graded courses only from other Ohio public colleges and universities, they have the option to extend their policy to accept such coursework from other regionally accredited institutions.
5. To provide equitable treatment, the requirements to accept courses graded D/D- shall apply equally to transfer students and to continuing students who completed coursework elsewhere in or after Autumn 2005 (e.g., a continuing student at university X who takes a course at college Y, while away on an internship/vacation, would be eligible to transfer that work back to university X if he/she earned a grade of D/D- [minus] or higher in the course) (See also clarification 2).

6. The 1990 Ohio Articulation and Transfer Policy section which requires the acceptance of all college-level courses that students have passed (D/D- [minus] remains in effect for all students with an earned Associate of Arts (AA)/Associate of Science (AS) degree) (See also clarification 2).
7. The 1990 Ohio Articulation and Transfer Policy section required that individual courses completed subsequent to the award of an AA/AS degree needed to have a grade of C or higher to be accepted and awarded credit. This portion of the policy has been modified to be consistent with the acceptance of credit at the D/D- (minus) level or higher when completed in or after Autumn 2005 (See also clarification 2).
8. The 1990 Ohio Articulation and Transfer Policy required that students without an AA/AS degree needed to have a C or higher in each class used to complete their Ohio Transfer Module. This portion of the policy has been modified to require a D/D- (minus) or better grade for courses completed in or after Autumn 2005 (See also clarification 2).
9. This policy does not override institutional admission standards and/or requirements of entrance into a specific academic program (For example, should a receiving institution require native students to earn a grade of C or higher for a specific course in a major, transfer students must meet the same requirement. The D/D- [minus] course would be accepted for transfer credit, but it would not be applied to the specific course in the major) (See also clarification 2).
10. Consistent with the spirit of the policy and clarification 2, there is no universal minimum grade or quality points for the acceptance of credit, and thresholds for this are set by institutional grading policy at the D or D- (minus) level.

Policy approved by the Ohio Articulation and Transfer Advisory Council - February 17, 2005
Further clarifications provided by the Oversight Committee of the Ohio Articulation and Transfer Advisory Council - May 27, 2005 and December 8, 2005

APPENDIX F

CATALOG STATEMENT

Institutional Transfer

The Ohio Department of Higher Education in 1990, following a directive of the 118th Ohio General Assembly, developed the Ohio Articulation and Transfer Policy to facilitate students' ability to transfer credits from one Ohio public college or university to another in order to avoid duplication of course requirements. A subsequent policy review and recommendations produced by the Articulation and Transfer Advisory Council in 2004, together with mandates from the 125th Ohio General Assembly in the form of Amended Substitute House Bill 95, have prompted improvements of the original policy. Additional legislation from the 125th Ohio General Assembly also initiated the development of a statewide system for articulation agreements among state institutions of higher education for transfer students pursuing teacher education programs.

Action by the 126th Ohio General Assembly led to the establishment of criteria, policies, and procedures for the transfer of technical courses completed through a career-technical education institution; and standards for the awarding of college credit based on Advanced Placement (AP) test scores.

Legislation from the 130th Ohio General Assembly required public institutions of higher education to: use baseline standards and procedures in the granting of college credit for military training, experience, and coursework; establish an appeals process for resolving disputes over the awarding of credit for military experience; provide specific assistance and support to veterans and service members; adopt a common definition of a *service member* and *veteran*; and establish a credit articulation system in which adult graduates of public career-technical institutions who complete a 900 clock-hour program of study and obtain an industry-recognized credential approved by the Chancellor shall receive 30 college technical credit hours toward a technical degree upon enrollment.

While all public colleges and universities are required to follow the Ohio Articulation and Transfer Policy, independent colleges and universities in Ohio may or may not participate in the Transfer Policy. Therefore, students interested in transferring to independent institutions are encouraged to check with the college or university of their choice regarding transfer agreements. In support of improved articulation and transfer processes, the Ohio Department of Higher Education has established an articulation and transfer clearinghouse to receive, annotate, and convey transcripts among public colleges and universities. This

system is designed to provide standardized information and help colleges and universities reduce undesirable variability in the transfer credit evaluation process.

Acceptance of Transfer and Articulated Credit

To recognize courses appropriately and provide equity in the treatment of incoming transfer students and students native to the receiving institution, transfer credit will be accepted for all successfully completed college-level courses completed in or after Fall 2005 from Ohio public institutions of higher education. Students who successfully completed Associate of Arts (AA) or Associate of Science (AS) degrees prior to Fall 2005 with a 2.0 or better overall grade-point average would also receive credit for all college-level courses they have passed. While this reflects the baseline policy requirement, individual institutions may set equitable institutional policies that are more accepting.

Pass/Fail courses, credit-by-examination credits, experiential learning courses, and other non-traditional credit courses that meet these conditions will also be accepted and posted to the student record.

Application of Transfer and Articulated Credit

Application of credit is the decision process performed by the receiving institution to determine how the credits it has accepted and recorded on the student's official academic transcript will or will not apply toward program and degree requirements. While the receiving institution makes this decision, it will do so within the parameters of this Policy.

The following guidelines and requirements shall govern the application of transfer and articulated credit:

Ohio Transfer Module

The Ohio Department of Higher Education's Articulation and Transfer Policy established the Ohio Transfer Module, which may be a subset or the entire set of a public higher education institution's general education curriculum in Associate of Arts (AA), Associate of Science (AS) and baccalaureate degree programs. Students in applied associate degree programs may complete some individual Ohio Transfer Module courses within their degree program or continue beyond the degree program to complete the entire Transfer Module. The Ohio Transfer Module contains 36-40 semester or 54-60 quarter hours of course credit in English composition (minimum of 3 semester or 5 quarter hours); mathematics, statistics and logic (minimum of 3 semester or 3 quarter hours); arts and humanities (minimum of 6 semester or 9 quarter hours); social and behavioral sciences (minimum of 6 semester or 9 quarter hours); and natural sciences (minimum of 6 semester or 9 quarter hours). Oral communication and interdisciplinary areas may be included as additional options.

Additional elective hours from among these areas make up the total hours for a completed Ohio Transfer Module. Courses for the Ohio Transfer Module should be 100- and 200-level general education courses commonly completed in the first two years of a student's course of study. Each public university and technical and community college is required to establish and maintain an approved Ohio Transfer Module.

Ohio Transfer Module course(s) or the full module completed at one college or university will automatically meet the requirements of individual Ohio Transfer Module course(s) or the full Ohio Transfer Module at another college or university once the student is admitted. Students may be required, however, to meet additional general education requirements at the institution to which they transfer. For example, a student who completes the Ohio Transfer Module at Institution S (sending institution) and then transfers to Institution R (receiving institution) is said to have completed the Ohio Transfer Module portion of Institution R's general education program. Institution R, however, may have general education courses that go beyond its Ohio Transfer Module. State policy initially required that all courses in the Ohio Transfer Module be completed to receive its benefit in transfer. However, subsequent policy revisions have extended this benefit to the completion of individual Ohio Transfer Module courses on a course-by-course basis.

Transfer Assurance Guides

Transfer Assurance Guides (TAGs) comprise Ohio Transfer Module courses and additional courses required for an academic major called TAG courses. A TAG is an advising tool to assist Ohio university and community and technical college students in planning for specific majors and making course selections that will ensure comparable, compatible, and equivalent learning experiences across Ohio's public higher education system. A number of area-specific TAG pathways in meta-majors including the arts, humanities, business, communication, education, health, mathematics, sciences, engineering, engineering technologies, social sciences, and foreign languages have been developed by faculty teams.

TAGs empower students to make informed course selection decisions and plans for their future transfer. Advisors at the institution to which a student wishes to transfer should also be consulted during the transfer process. Students may elect to complete the full TAG or any subset of courses from the TAG. Because of specific major requirements, early identification of a student's intended major is encouraged.

Career-Technical Assurance Guides

Collaboration among the Ohio Department of Higher Education, the Ohio Department of Education, and other key stakeholders led to the development of policies and procedures to create statewide career-technical discipline specific articulation agreements and further

ensure that students completing coursework at an adult or secondary career-technical institution can articulate and transfer agreed-upon technical courses/programs to any Ohio public institution of higher education and among Ohio public institutions of higher education "without unnecessary duplication or institutional barriers."

Career-Technical Assurance Guides (CTAGs) are statewide articulation agreements that guarantee the recognition of learning which occurs at public adult and secondary career-technical institutions and have the opportunity for the award of college credit toward technical courses/programs at any public higher education institution. CTAGs serve as advising tools, identifying the statewide content guarantee and describing other conditions or obligations (e.g., program accreditation or industry credential) associated with the guarantee.

Military Transfer Assurance Guides

In response to the legislative requirement (Ohio Revised Code 3333.164) to create a military articulation and transfer assurance guide for college-level learning that took place through military training, experience, and coursework, college credit will be granted to students with military training, experience, and/or coursework that is recognized by the American Council on Education (ACE) or a regionally accredited military institution, such as Community College of the Air Force

In order to streamline the awarding, transferability, and applicability of college credit, service members and veterans are guaranteed to earn certain types of credit(s) or course(s) as specified in the Military Transfer Assurance Guides (MTAGs), which are based on the endorsed baseline standards and procedures by the Chancellor. Equivalent course(s), credits for courses, or block of credit is to be awarded and applied towards general education and/or major course requirements at the receiving institution in accordance with the MTAG guarantee. There is some training, experience, and coursework that the receiving institution may be able to award college credit only toward general or free electives.

In addition, public institutions of higher education shall ensure that appropriate equivalent credit is awarded for military training, experience, and coursework that meet the baseline standards and procedures according to the Ohio Revised Code 3333.164. This requirement goes beyond credit/course awarded based on the MTAG alignment process.

Apprenticeship Pathway Programs

The Apprenticeship Pathways initiative advocates for individuals completing apprenticeships by incorporating their learning into academic credit, thereby saving them

time and money and encouraging them to advance their academic credentials to contribute to a strong, educated workforce.

Ohio apprenticeship programs partner with public two-year institutions to provide technology-specific statewide articulation agreements that recognize non-traditional prior learning. College credit is awarded toward a technical associate degree. Each agreement simplifies student advising by outlining how apprenticeship training in a certain pathway applies to an applied associate degree and lists remaining courses required to complete the degree. The application of the credit toward a technical associate degree in these agreements is guaranteed at the participating receiving institutions.

Advanced Placement (AP) Exams

The State of Ohio, working with public institutions of higher education, has initiated policies to facilitate the ease of transition from high school to college, as well as between and among Ohio's public colleges and universities.

Beginning in the Fall term 2009:

- 1 Students obtaining an Advanced Placement (AP) exam score of 3 or above will be awarded the aligned course(s) and credits for the AP exam area(s) successfully completed.
- 2 General Education courses and credits received will be applied towards graduation and will satisfy a general education requirement if the course(s) to which the AP area is equivalent fulfill(s) a requirement.
- 3 If an equivalent course is not available for the AP exam area completed, elective or area credit will be awarded in the appropriate academic discipline and will be applied towards graduation where such elective credit options exist within the academic major.
- 4 Additional courses or credits may be available when a score of 4 or 5 is obtained. Award of credit for higher score values varies depending on the institution and academic discipline.

In academic disciplines containing highly dependent sequences (Sciences, Technology, Engineering and Mathematics – STEM) students are strongly advised to confer with the college/university advising staff to ensure they have the appropriate foundation to be successful in advanced coursework within the sequence.

College-Level Examination Program (CLEP)

The State of Ohio, working with public institutions of higher education and statewide faculty panels, has developed policies to recognize students' prior learning and to facilitate the articulation and guaranteed transfer of such learning between Ohio's public colleges and universities.

College credit is guaranteed for students who achieve an established College-Level Examination Program (CLEP) test score for exams that have been endorsed statewide as college level. Statewide faculty panels aligned CLEP exams to equivalent Ohio Transfer Module (OTM) and Transfer Assurance Guide (TAG) courses, as appropriate. If an equivalent course is not available for the CLEP exam area, by default, endorsed elective or area credit will still be awarded and applied towards graduation.

Specific endorsed alignments and scores for individual CLEP exams that are outlined in the College-Level Examination Program (CLEP) Endorsed Alignment Policies document are available on the Ohio Department of Higher Education website at <https://www.ohiohighered.org/transfer/clep>.

One-Year Option Credit Award

The One-Year Option builds upon Ohio's articulation and transfer system to help more adults accelerate their preparation for work by earning a technical associate degree. Consistent with the philosophy of the Career-Technical Assurance Guides (CTAGs), the One-Year Option guarantees that college credit will be awarded for college-level learning that occurs through adult programs at public career-technical institutions.

Adults who complete a career-technical education program of study consisting of a minimum of 900 clock-hours and achieve an industry-recognized credential approved by the Chancellor shall receive thirty (30) semester hours of technical course credit toward a standardized Associate of Technical Study Degree (ATS) upon matriculation at a public institution of higher education that confers such a degree. The 30 semester hours will be awarded as a block of credit rather than credit for specific courses. Proportional credit is to be awarded toward the ATS degree for adults who complete a program of study between 600 and 899 clock hours and achieved an industry-recognized credential approved by the Chancellor.

The credit earned through the One-Year Option will be applied to ATS degrees bearing the following standardized degree titles:

1. Associate of Technical Study in Building and Industrial Technology
2. Associate of Technical Study in Business Technology

3. Associate of Technical Study in Health and Allied Health Technology
4. Associate of Technical Study in Information Technology
5. Associate of Technical Study in Services Technology

Conditions for Transfer Admission

1. Graduates who are considered transfer students under the Integrated Postsecondary Education Data System (IPEDS) definition with associate degrees from Ohio's public institutions of higher education and a completed, approved Ohio Transfer Module shall be admitted to a public institution of higher education in Ohio, provided their cumulative grade-point average is at least 2.0 for all previous college-level courses and that other institutional admission criteria, such as space availability, adherence to deadlines, payment of fees, and grade-point average that are fairly and equally applied to all undergraduate students, have also been satisfied. Further, these students shall have admission priority over graduates with an out-of-state associate degree and other transfer students with transferable and/or articulated college credit.
2. Associate degree holders who are considered transfer students under the IPEDS definition and have not completed the Ohio Transfer Module from an Ohio public institution of higher education will be eligible for preferential consideration for admission as transfer students as long as the institution's admission criteria, such as the minimum academic standards, space availability, adherence to deadlines, and payment of fees, are fairly and equally applied to all undergraduate students.
3. In order to encourage completion of the baccalaureate degree, students who are not enrolled in or who have not earned an Associate of Arts (AA) or Associate of Science (AS) degree but have earned 60 semester/90 quarter hours or more of credit toward a baccalaureate degree with a cumulative grade-point average of at least a 2.0 for all previous college-level courses will be eligible for preferential consideration for admission as transfer students as long as the institution's admission criteria, such as the minimum academic standards, space availability, adherence to deadlines, and payment of fees, are fairly and equally applied to all undergraduate students.
4. Students who have not earned an associate degree or who have not earned 60 semester/90 quarter hours of credit with a grade-point average of at least a

2.0 for all previous college-level courses will be eligible for admission as transfer students on a competitive basis.

5. Incoming transfer students admitted to a college or university shall compete for admission to selective programs, majors, and units on an equal basis with students native to the receiving institution.

The admission of transfer students by an institution, however, does not guarantee admission to any majors, minors, or fields of concentration at the institution. Some programs have additional academic and non-academic requirements beyond those for general admission to the institution (e.g., background check, a grade-point average higher than a 2.0, or a grade-point average higher than the average required for admission to the institution). Once admitted, transfer students shall be subject to the same regulations governing applicability of catalog requirements as native students. Furthermore, transfer students shall be accorded the same class standing and other privileges as native students on the basis of the number of credits earned. All residency requirements must be completed at the receiving institution.

Responsibilities of Students

To maximize transfer credit application, prospective transfer students must take responsibility for planning their course of study to meet both the academic and non-academic requirements of the institution to which they desire to articulate or transfer credit as early as possible. The student is responsible to investigate and use the information, advising, and other available resources to develop such a plan. Students should actively seek program, degree, and transfer information; meet with an advisor from both the current and receiving institutions to assist them in preparing a course of study that meets the academic requirements for the program/degree to which they plan to transfer; use the various electronic course/program transfer and applicability database systems, including Ohio Transfer to Degree Guarantee web resources; and select courses/programs at their current institution that satisfy requirements at the receiving institution to maximize the application of transfer credit. Specifically, students should identify early in their collegiate studies an institution and major to which they desire to transfer. Furthermore, students should determine if there are foreign language requirements or any special course requirements that can be met during the freshman or sophomore year. This will enable students to plan and pursue a course of study that will better articulate with the receiving institution's major.

Appeals Process

Following the evaluation of a student transcript from another institution, the receiving institution will provide the student with a Statement of Transfer and Articulated Credit Applicability (Degree Audit Report). A student disagreeing with the application of transfer and/or articulated credit by the receiving institution must file his/her appeal in writing within ninety (90) days of receipt of the Statement of Transfer and Articulated Credit Applicability. The institution shall respond to the appeal within thirty (30) days of the receipt of the appeal at each appeal level.

Student Complaints Following Transfer Appeals at the Receiving Institution

After a student exhausts the appeals process at the receiving institution and chooses to pursue further action, the Ohio Department of Higher Education (ODHE) responds to formal written complaints related to Ohio Articulation and Transfer Policy against public, independent non-profit, and proprietary institutions of higher education in Ohio. While the ODHE has limited authority over colleges and universities and cannot offer legal advice or initiate civil court cases, staff will review written complaints submitted through its established process and work with student complainants and institutions.

APPENDIX G

REGIONAL ACCREDITING AGENCIES FOR HIGHER EDUCATION INSTITUTIONS

The following regional and national accrediting agencies are recognized by the Secretary of the U.S. Department of Education as reliable authorities concerning the quality of education or training offered by the institutions of higher education or higher education programs they accredit.

Unless otherwise noted in a Title IV note after the agency's name, accreditation by an agency listed below may be used by an institution accredited by the agency to establish eligibility to participate in Title IV programs. Since December 1999, the Department has been routinely including distance education (defined at the time to include correspondence education) in its in-depth review of all agencies seeking initial or continued recognition. Consequently, all recognition decisions made after December 1, 1999 and prior to July 2010 include a determination as to whether an agency's scope of recognition includes the accreditation of distance education.

Middle States Commission on Higher Education (MSCHE) (doing business as Mid-Atlantic Region Commission on Higher Education)

Scope of recognition: the accreditation and preaccreditation ("Candidacy status") of institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, including distance and correspondence education programs offered at those institutions.

Tel. (267) 284-5000, Fax (215) 662-5501

E-mail address: info@msche.org

Web address: www.msche.org

New England Association of Schools and Colleges, Commission on Institutions of Higher Education (CIHE)

Scope of recognition: the accreditation and preaccreditation ("Candidacy status") of institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont that award bachelor's, master's, and/or doctoral degrees and associate degree-granting institutions in those states that include degrees in liberal arts or general studies among their offerings, including the accreditation of programs offered via distance education within these institutions.

Tel. (781) 425-7700, Fax (781) 425-1001

E-mail address: cihe@neasc.org

Web address: <https://cihe.neasc.org>

Higher Learning Commission (HLC)

Scope of recognition: the accreditation and preaccreditation ("Candidate for Accreditation") of degree-granting institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including the tribal institutions and the accreditation of programs offered via distance education and correspondence education within these institutions. This recognition extends to the Institutional Actions Council jointly with the Board of Trustees of the Commission for decisions on cases for continued accreditation or reaffirmation, and continued candidacy, and to the Appeals Body jointly with the Board of Trustees of the Commission for decisions related to initial candidacy or accreditation or reaffirmation of accreditation.

Tel. (312) 263-0456, (800) 621-7440, Fax (312) 263-7462

E-mail address: inquiry@hlcommission.org

Web address: www.hlcommission.org

Northwest Commission on Colleges and Universities (NWCCU)

Scope of recognition: the accreditation and preaccreditation ("Candidacy status") of postsecondary degree-granting educational institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington and the accreditation of programs offered via distance education within these institutions.

Tel. (425) 558-4224, Fax (425) 376-0596

Web address: www.nwccu.org

Southern Association of Colleges and Schools (SACS) Commission on Colleges

Scope of recognition: the accreditation and preaccreditation ("Candidate for Accreditation") of degree-granting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia, including the accreditation of programs offered via distance and correspondence education within these institutions. This recognition extends to the SACSCOC Board of Trustees and the Appeals Committee of the College Delegate Assembly on cases of initial candidacy or initial accreditation and for continued accreditation or candidacy.

Tel. (404) 679-4512, Fax (404) 994-6592

E-mail address: <mailto:questions@sacscoc.org>

Web address: www.sacscoc.org

Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC)

Scope of recognition: the accreditation and preaccreditation ("Candidate for Accreditation") of community and other colleges with a primarily pre-baccalaureate mission located in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands. The institutions offer certificates, associate degrees, and the first baccalaureate degree by means of a substantive change review offered by institutions that are already accredited by the agency, and such programs offered via distance education and correspondence education at these colleges. This recognition also extends to the Committee on Substantive Change of the Commission, for decisions on substantive changes, and the Appeals Panel.

Tel. (415) 506-0234, Fax (415) 506-0238

E-mail address: accjc@accjc.org

Web address: www.accjc.org

Western Association of Schools and Colleges, The Senior Colleges and University Commission

Scope of recognition: the accreditation and preaccreditation ("Candidate for Accreditation") of senior colleges and universities in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands and the Republic of the Marshall Islands, including distance education programs offered at those institutions.

Tel. (510) 748-9001, Fax (510) 748-9797

E-mail address: wasc@wascsenior.org

Web address: www.wascsenior.org

APPENDIX H

DIRECTIVE FOR THE BILATERAL ARTICULATION AGREEMENTS WITH SECONDARY CAREER-TECHNICAL INSTITUTIONS: *PRINCIPLES AND GUIDELINES*

DIRECTIVE 2012-015

May 11, 2012

RE: BILATERAL ARTICULATION AGREEMENTS WITH SECONDARY CAREER-TECHNICAL
INSTITUTIONS: PRINCIPLES AND GUIDELINES

The Chancellor of the Ohio Board of Regents and the University System of Ohio are committed to providing the citizens of Ohio with opportunities to achieve their highest level of academic attainment, as well as saving time and money. As a cornerstone of the University System of Ohio, the Chancellor directs a guaranteed credit transfer system that provides all citizens with a clear pathway for gaining the skills and education necessary to remain and become productive participants in today's knowledge economy. To further this strategy, the Chancellor created the Ohio Articulation and Transfer Network and tasked it with creating a system where students are able to know in advance the courses and programs guaranteed to transfer from one University System of Ohio institution to another, with the goal of ensuring that those courses apply to the students' attainment of their degrees.

In 2005, pursuant to section 3333.162 of the Ohio Revised Code, the Ohio Board of Regents began working on a clear pathway to transfer credit for many courses and programs throughout the entire spectrum of Ohio higher education institutions and providers. The Ohio Board of Regents has been working with the Ohio Department of Education, public adult and secondary career-technical education institutions, and state institutions of higher education on establishing criteria, policies, and procedures that enable students to transfer agreed-upon technical courses/programs completed through an adult career-technical education institution, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without unnecessary duplication or institutional barriers. In order to create a guaranteed credit transfer system in career-technical education fields, those policies, criteria, and procedures utilize recognized industry standards and equivalent coursework common to the secondary career pathway, adult career-technical education system, and regionally accredited state institutions of higher education. Where applicable, the policies and procedures are also built upon the

articulation agreement and transfer initiative course equivalency system required by section 3333.16 of the Ohio Revised Code.

In 2011, the Ohio Board of Regents, in collaboration with the Ohio Department of Education, established the Secondary Career-Technical Alignment Initiative (SCTAI) to accelerate the effort of statewide and local alignment of programs/courses between secondary career-technical programs of study and coursework at the postsecondary level. The SCTAI continues the implementation of section 3333.162 of the Ohio Revised Code with an emphasis on credit transfer between secondary career-technical and public higher education institutions. With the goal of helping Ohioans obtain their highest levels of academic attainment, the specific objectives for SCTAI include: (1) the development of statewide Secondary Career-Technical articulation and transfer agreements and (2) the establishment of statewide guidelines for bilateral agreements. While the Ohio Board of Regents will strive to develop as many statewide articulation agreements and clear pathways as possible, there will be some secondary career-technical program areas where bilateral (local) agreements will still play a critical role. Thus, to meet the requirements of section 3333.16 of the Ohio Revised Code and to ensure that Ohio's higher education system utilizes exemplary bilateral agreements that maintain the standards and consistency among bilateral agreements statewide, the Chancellor hereby issues the following *Principles and Guidelines for Bilateral Articulation Agreements with Secondary Career-Technical Institutions*.

The Principles and Guidelines for Bilateral Articulation Agreements with Secondary Career-Technical Institutions for the University System of Ohio

Bilateral Agreements shall accomplish all of the following:

Overarching Goal: To help all Ohio students attain their highest levels of academic achievement through awarding full credit for equivalent academic experiences.

Student Needs and Progression Toward Degree Attainment

1. Guarantee for students that credits earned for secondary career-technical programs are in alignment with college programs and applied in an appropriate, meaningful manner by the degree granting institution.
 - Meaningful credit provides students, to the fullest extent possible, with credits that apply toward certificate or degree completion requirements.

- Students earn appropriate and equivalent credit for comparable learning experiences.
2. Address the needs of matriculating and future transfer students with the inclusion of a plan for appropriate academic and career planning and advisement.
 - Partner organizations shall determine who will provide support to the students, the methods of support to be used, and when the support will be provided, until the highest level of academic achievement is attained.
 - The academic and career planning advisement document must indicate potential paths students may take and the credit they will receive.
 - Periodic surveys of student experiences are required to assure that student needs are being met.
 3. Pursue a goal of becoming an exemplary model for a statewide agreement that rewards the maximum amount of credit for students, when appropriate.
 - Based on funding, a database will be created and maintained of all career-technical bilateral agreements in the state by the Ohio Board of Regents using data reported by the institutional partners.
 - Widespread applicability of credit in bilateral agreements beyond the local region will be considered by the Ohio Board of Regents, if it is known that other institutions in the state have similar programs.
 - Exemplary bilateral agreements that may apply to other institutions in the state will be used as models for the creation of future statewide agreements.

Clear Communication

4. Guide institutions in the dissemination of information that is clear and easily understood by students, parents, advisors, educators and other constituents.
 - Partner organizations will clearly communicate information to various constituents using a variety of media (e.g., face-to-face, e-mail, mass media, print, and web sites).
 - Partner organizations will evaluate the methods of communication used for the various target audiences to determine effectiveness and take appropriate action based upon results.
5. Communicate opportunities and limitations clearly with incoming students, parents, advisors, educators and other constituents.
 - Students and all concerned constituents will receive accurate information about expectations for future credit transfer.

- Students and all concerned constituents will be informed about relevant institutional admissions standards.

System Collaboration

6. Promote collaboration amongst institutional partners to effectively seek and share information.
 - Processes to effectively share information shall be established and regularly evaluated by all partner organizations.
 - Key contacts will be identified in alignment with the structure of partner organizations.
7. Represent collaborative efforts through demonstrating adherence to the standards, requirements, and regulations of the Ohio Department of Education and the Ohio Board of Regents.
 - Consider trends from business and industry with a goal of economic advancement for Ohioans.
 - Use an equivalency process that guarantees the integrity of the alignment process.
 - All agreements must follow the regulations in the Ohio Articulation and Transfer Policy and other guidelines published by the Ohio Board of Regents.
 - Since TAG, OTM, and CTAG courses have statewide agreements, they can be part of a bilateral agreement only when taught through dual enrollment.
 - Example: Since accounting is a TAG course, a bilateral agreement for the Financial Services pathway could not include that accounting course unless it is to be a dual enrollment course.
8. Include a schedule for periodic evaluation to assure that student success is optimal, programs and processes are functioning effectively, and the agreement is operating in the best interest of partner organizations.
 - Student progress must be reviewed to assure that the bilateral agreement is functioning optimally and promoting student success.
 - A schedule for regular evaluations of programs and processes will be developed to determine if the bilateral agreement can be adjusted to operate more efficiently for everyone involved.

9. Conform to all applicable state, regional and national requirements.

- Regulations from the Higher Learning Commission concerning accreditation will be followed.
- Regulations from the State and outside industry regarding technical content will be followed.

Higher Education Alignment

10. Be approved/endorsed by the Provost/Chief Academic Affairs Office following the institution's bilateral agreement development process.

At the recommendation of the staff of the Ohio Board of Regents, and based upon their collaboration on these issues with the Ohio Department of Education, the Ohio Articulation and Transfer Network Oversight Board, University System of Ohio two and four-year chief academic officers and provosts, and the Ohio Articulation and Transfer Network Advisory Council, I hereby adopt these ***Principles and Guidelines for Bilateral Articulation Agreements with Secondary Career-Technical Institutions***, and direct that they be used by all University System of Ohio institutions.

This Directive having been posted for public comment, and any such comment having been given due consideration, is effective immediately upon signature.



Jim Petro
Chancellor, Ohio Board of Regents

Directive signed by the Chancellor of the Ohio Department of Higher Education, May 11, 2012

Directive 2012-015  [Directive 2012-015.pdf](#)

APPENDIX I

OHIO TRANSFER MODULE GUIDELINES AND LEARNING OUTCOMES

The intent of the Ohio Transfer Module (OTM) is to help students acquire foundational learning experiences that will assure their ability to achieve success in upper-division coursework and live as productive citizens. The OTM may be a subset or the complete set of an institution's general education requirements. General education is defined as: "the set of courses and experiences that provide students with a broad exposure to multiple disciplines within the arts and sciences with the aim of providing students with the knowledge and skills needed to succeed in the 21st century." In Ohio, the general education curriculum includes coursework in oral and written communication, mathematics and data analysis, arts and humanities, natural sciences, and social sciences.²⁸

The OTM contains 36-40 semester or 54-60 quarter hours of course credit with a minimum of 24 semester or 36 quarter hours across all five areas: English composition (minimum of 3 semester or 5 quarter hours); mathematics, statistics, and logic (minimum of 3 semester or 3 quarter hours); arts and humanities (minimum of 6 semester or 9 quarter hours); social and behavioral sciences (minimum of 6 semester or 9 quarter hours); and natural sciences (minimum of 6 semester or 9 quarter hours). Oral communication and interdisciplinary areas may be included as additional options. Additional elective hours from among these areas make up the total hours for a completed OTM. Courses for the OTM are lower-division general education courses that provide, among other things, a basic understanding of the modes of inquiry common to the disciplines within each area.

Therefore, the Ohio Transfer Module is closely aligned with general education programs at public institutions of higher education. The OTM respects the unique visions for General Education within and among institutions. Although the specific character of each institution's general education program conveys something distinctive, all of the programs share some general principles in common: They are all designed to provide students not only with a **breadth of knowledge**, but also to develop **foundational skills and abilities to succeed in the 21st century**²⁹, including:

²⁸ *Guidelines & Procedures for Academic Program Review*, Ohio Department of Higher Education, page 54.
https://www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-Guidelines_FINAL_042915.pdf

²⁹ The Essential Learning Outcomes from the Liberal Education and America's Promise (LEAP) initiative:
<http://www.aacu.org/leap/vision.cfm>

- Knowledge of human cultures and the physical and natural world;
- Intellectual and practical skills, including inquiry and analysis, critical and creative thinking, oral and written communication, quantitative literacy, information literacy, teamwork, and problem solving; and
- Personal and social responsibility, including civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

These general learning goals are directly connected to advanced study in a major. No field of study exists in isolation. The breadth of knowledge provided in general education curricula provides necessary context and support for advanced study in a major. Similarly, the skills and abilities are directly used in all majors. For example, the conventions that define proficient writing in an education major and biology major differ; however, the foundational writing skills developed in general education are fundamental to the many different genres of writing found in particular majors.

As such, OTM elective courses will serve as "pathway" courses directly connected to advanced study in a major. The combination of specifically required or recommended OTM courses, elective major pathway courses, and pre-major/beginning major courses constitute the Transfer Assurance Guide (TAG) for an academic major. A TAG serves as a discipline-specific advising tool to assist students and academic advisors who help them, to make course selections that will ensure the applicability of guaranteed pathways across all public institutions of higher education.

Some OTM courses are approved for specific Transfer Assurance Guide courses. A course approved by a TAG faculty review panel does not mean the course is automatically approved for the OTM. TAG and OTM use different statewide criteria for different applicability purposes. Therefore, institutions wishing to use an OTM course as a TAG course, or vice versa, must submit and have each course reviewed by appropriate statewide faculty review panels.

Common Learning Outcomes for All Courses

The fundamental criterion for considering a course for inclusion in the Ohio Transfer Module is that the course directly emphasizes at least one of the learning outcomes for the OTM, as described below. Each public institution should maintain an inventory of courses in its OTM that includes a thorough course description, course learning outcomes, and assessment methods linked to each learning outcome. Individual course syllabi should communicate these same learning outcomes and assessments to students.

The aggregate courses in the OTM emphasize breadth of knowledge in lower-division coursework that serves as an academic foundation for a liberal education; the learning outcomes for individual courses emphasize foundational skills and abilities (the following five bullets). The idea of "skills and abilities" is to be broadly construed and not represent an exhaustive list. For instance, "creativity" is undoubtedly a valued outcome related to communication, reasoning, inquiry, and so on, but "creativity" is not singled out as a separate outcome. So too, courses in the OTM will all help develop students' ability to find and evaluate information, a skill of particular importance in light of technology-based data resources and communication. Neither are the skills and abilities named here intended to focus exclusively on "academic" outcomes; some, like understanding cultural diversity and engaging in a democratic society, are intended to develop particular attitudes, beliefs, motivation, and behavior.

Upon completion of the Ohio Transfer Module, students will be able to:

- Communicate effectively – all general education programs include a component for writing; many also include a component for oral communication or presentation.
- Evaluate arguments in a logical fashion – competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills are known by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.).
- Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities – the tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines.
- Acquire an understanding of our global and diverse culture and society – many general education programs include a component that introduces students to traditions different from their own and gives them opportunities to work productively with diverse peoples, cultures, and histories.
- Engage in our democratic society – one of the overarching goals of general education is to prepare students to be active and informed citizens; the development of a disposition to participate in and contribute to our democracy is of equal importance to the goal of having the skills to do so intelligently.

Each course in the OTM explicitly connects statements of learning outcomes to assessments of student learning. Not only does the assessment of competency in the various learning outcomes provide a bridge between general education and the major area of study, it also

provides the foundation for competency-based transfer. One common approach to competency-based transfer is through the development of rubrics.

Taken together, not only do the breadth of knowledge and the learning outcomes listed above prepare students for advanced study in a major or specialized field, but they also equip them with the tools and habits for continued learning throughout life.

Learning Outcomes Specific to English Composition and Certain Mathematics/Statistics Ohio Transfer Module (OTM) Courses

Based on the similar concepts to develop the broad knowledge and foundational skills and abilities among citizens of Ohio, some of the Ohio Transfer Module (OTM) courses are aligned with specific course learning outcomes. The validation of courses through learning outcomes helps ensure the quality education and sound student competency in specific course areas; thus, students will be able to transfer their knowledge and skills that were expected consistently across Ohio public institutions of higher education and advance to a subsequent course without unnecessary duplication or institutional barriers. The first course learning outcomes for the OTM that were created by teams of faculty content experts and implemented in 2009 and 2010 include First Writing, Second Writing, College Algebra, Pre-Calculus, Trigonometry, Calculus I, Calculus II, Introductory Statistics, and Business Calculus. Additional OTM courses with learning outcomes will be developed with the support from and in collaboration with the public institutions of higher education.

First Writing and Second Writing: The major learning emphasis includes the teaching, practice, and evaluation of expository writing and argumentative writing, although the course(s) may include other components. These writing activities must be reflected in statements of course learning outcomes and evaluation. Transfer students who have completed the Ohio Transfer Module (OTM) will not be subjected to a diagnostic placement test at the receiving institution unless one is also required of native students who have completed equivalent coursework.

In order to be considered for First Writing and Second Writing OTM courses, each institutional course must meet all of the established learning outcomes. In addition, each set of learning outcomes has recommended credit hours, so that institutions will be able to design, match, and submit courses with a comparable and appropriate amount of credit to fulfill the learning outcomes.

Use of the OTM Guidelines for English Composition was discontinued starting Fall 2012. All English Composition OTM courses approved under the guidelines were expired by Summer 2012 and replaced by First or Second Writing only when the course received an approval for either First or Second Writing.

Mathematics, Statistics, and Logic: The major learning emphasis includes the teaching, practice, and evaluation of foundational mathematics, statistics, and logic courses, although the course(s) may include other components. These learning activities must be reflected in statements of course learning outcomes and evaluation. Transfer students who have completed the Ohio Transfer Module (OTM) will not be subjected to a diagnostic placement test at the receiving institution (unless one is also required of native students who have completed equivalent coursework).

In order to be considered for any of the OTM courses with specific learning outcomes, each institutional course must meet all of the required learning outcomes. In addition, each set of learning outcomes has a typical range of credit hours, so that institutions will be able to design, match, and submit courses that not only serve their unique student skill levels but also provide a general idea of credit based on student learning to fulfill the required learning outcomes.

Guidelines Specific to Each Area

Oral Communication

In addition to the Common Learning Outcomes, the courses in the Oral Communication category are subject to the following guidelines and restrictions:

1. Courses in oral communication are an option for *elective* courses within the Ohio Transfer Module (OTM). If a student completes a course in oral communication but does not complete the entire OTM, the course may only apply as an elective upon transfer because not all institutions have this requirement.
2. The major emphasis of the course must be extemporaneous public speaking (individual/group work) as reflected in statements of course learning outcomes and evaluation. The course(s) may include group presentations and argumentation. Typically, hybrid courses in oral communication include examination of communication theory, but should concentrate on evaluated oral presentations as the primary focus of the course.
3. Courses that include communication principles leading up to the study or understanding of the oral communication process in other forms (e.g., interviewing, interpersonal, dyads, listening) are not precluded if they meet the criterion for emphasis on extemporaneous speaking.
4. Courses in oral communication are in addition to First and/or Second Writing and may not replace or substitute for composition courses.

Excluded courses: Courses in which the main focus is theory, the study of communication styles, or oral interpretation and performance (i.e., students should research and prepare their own oral presentations, not give a recitation of existing work).

Mathematics, Statistics, and Logic

In addition to the Common Learning Outcomes described above and Ohio Transfer Module (OTM) courses with specific learning outcomes, the courses in the Mathematics, Statistics, and Logic category are subject to the following guidelines and restrictions:

1. A credit-bearing, college-level course in Mathematics must use the standards required for high school graduation by the State of Ohio as a basis and must do at least one of the following: 1) broaden, or 2) deepen, or 3) extend the student's learning.
2. The course does not cover variable learning outcomes from term to term.
3. The course is not an upper-division course.
4. The course is in the areas of mathematics, or statistics, or logic.

Arts and Humanities

In addition to the Common Learning Outcomes, the courses in the Arts and Humanities category are subject to the following guidelines and restrictions:

1. Courses must be introductory-level courses that focus on the study of human endeavors spanning historical periods, regions, and cultures. Courses may be selected from the following disciplines: art, music, theatre, film, literature, religion, philosophy, ethics, and history. Students must select courses from at least two of the disciplines listed.
2. Skills-based activities, whether graded or not, may be a part of courses in the Ohio Transfer Module (OTM), provided that the courses meet the fundamental criteria (that emphasize at least one of the learning outcomes for the OTM and assume entry-level college proficiencies).
3. To be acceptable, foreign language courses must devote a majority of the course content to literature and not be grammar and/or skills based.
4. Articulation of how students interact with primary sources, which may include, but not limited to, works of art, music, film, dance, literature, or philosophy, must be clear in order to demonstrate that students will be performing one or more of the OTM Common Learning Outcomes, including the methods of inquiry typical of the arts and humanities disciplines.

Excluded courses: Remedial or developmental courses, special topics courses, upper-division courses, and narrowly focused technical or pre-technical courses. Also excluded are courses that are primarily designed for skill development (e.g., applied music lessons, studio art, symbolic or formal logic, theatre skills, foreign language, and creative writing).

Social and Behavioral Sciences

In addition to the Common Learning Outcomes described above, the courses in the Social and Behavioral Sciences category are subject to the following guidelines and restrictions:

Courses must be introductory-level courses that explain the behavior of individuals and/or various groups in societies, economies, governments, and subcultures through empirical investigation and theoretical interpretation. Courses may be selected from the social and behavioral science disciplines, including anthropology, economics, geography, history, political science, psychology, and sociology. Students must select courses from at least two of the disciplines listed.

Excluded courses: Remedial or developmental courses, special topics courses, upper-division courses, and narrowly focused technical or pre-technical skill-based courses. Also excluded are career preparation courses, non-credit continuing education courses, and life experience courses (unless life experience credit, such as military training or other prior learning experience, becomes approved in the future for an OTM credit by the statewide faculty review panel).

Natural Sciences

In addition to the Common Learning Outcomes, courses in the Natural Sciences category are subject to the following guidelines and restrictions:

1. Courses of an introductory nature must make clear the importance of experimental inquiry in the sciences and the way in which such inquiry into the natural world leads scientists to formulate principles that provide universal explanations of diverse phenomena. These courses should have, as a goal, the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society. Through these courses, students should develop an understanding of structured thinking involving induction and deduction. Courses may be selected from natural science disciplines such as astronomy, biology, chemistry, environmental science, geology, physical geography, and physics.
2. In order for students to be able to complete the entire Ohio Transfer Module (OTM) at an institution, they must complete at least one natural science course that is designated and approved by the statewide review panel as a lab course. Lecture-

only natural science courses may be submitted by the institution and reviewed and approved by the statewide faculty review panel. If a course contains a lab component, the following must be demonstrated:

- The laboratory component of courses must carry at least one credit hour and must meet an average of no less than two hours per week.
- All course descriptions must include a breakdown of lecture and laboratory hours per course.
- For each credit hour dedicated to the laboratory component of the course, students are expected to spend at least two hours each week throughout essentially the entire semester/quarter on in-lab experimental activities, regardless of the instructional delivery or method.
- The laboratory component of OTM Natural Sciences courses must include manipulation, observation and/or measurement of actual physical materials and phenomena, data collection and analysis as relevant to the subject.

Excluded courses: Remedial or developmental courses, special topics courses, upper-division courses, and narrowly focused technical or pre-technical courses. Also excluded are courses that focus exclusively on content coverage without addressing the learning outcomes for the OTM.

Interdisciplinary Studies

In addition to the Common Learning Outcomes, the courses in the Interdisciplinary Studies category are subject to the following guidelines and restrictions:

1. Courses with content or methodology drawn explicitly from more than one of the following are defined as "Interdisciplinary": Natural Sciences; Social Sciences; Arts and Humanities; English Composition (First and Second Writing); Oral Communication; and Mathematics, Statistics, and Logic.
2. The fundamental criteria for inclusion of Interdisciplinary Studies courses in an Ohio Transfer Module (OTM) are the general ones that apply to all courses which specifically: A) emphasize at least one of the common learning outcomes of the OTM and B) assume entry-level college proficiencies.
3. Inasmuch as one of the purposes of general education is to provide a "breadth of knowledge", Interdisciplinary Studies courses directly serve one of the purposes of general education and the OTM. It is possible that an entire OTM could be constructed from Interdisciplinary Studies courses, provided the courses *in aggregate* did not neglect any one of Natural Sciences; Social and Behavioral Sciences; Arts and Humanities; English Composition (First and Second Writing); or

Mathematics, Statistics and Logic. In terms of providing breadth of knowledge, two courses that each span, for instance, the Arts and Humanities and the Social and Behavioral Sciences should be considered equivalent to the combination of one Arts and Humanities course and one Social and Behavioral Sciences course. Consequently, each Interdisciplinary Studies course should specify which areas of knowledge it draws on.

4. Interdisciplinary Studies courses must be consulted, reviewed, and approved by the appropriate statewide OTM faculty review panels.
5. When a course is submitted for approval as an Interdisciplinary Studies course, the proposal must specify which areas (viz., Natural Sciences; Social and Behavioral Sciences; Arts and Humanities; English Composition (First and Second Writing); or Mathematics, Statistics, and Logic) the course includes. Furthermore, the proposal must apportion the credit hours of the course to each of the areas. Such apportionment could involve divisions as small as one-half-credit hour. For instance, if a 3-hour course in environmental studies is roughly half Natural Sciences and half Social and Behavioral Sciences, then 1.5 hours of the course will be attributed to Natural Sciences and 1.5 hours to Social and Behavioral Sciences.

APPENDIX J

ARTICULATION AND TRANSFER INSTITUTIONAL INFORMATION GUIDE - Q AND A POLICY CLARIFICATION STATEMENTS

Contents/Completion of the Ohio Transfer Module (OTM)

1. When did the certification of Ohio Transfer Module (OTM) completion begin, and for which students?

Students entering institutions that had approved OTM's in the Fall 1991 were the first students for whom certification was required. Sending institutions that were able to certify other students who had entered their colleges earlier also were strongly encouraged to do so.

2. Does completion of an Associate of Arts (AA)/Associate of Science (AS) degree ensure completion of the OTM?

Yes, it does. Students who have an earned AA/AS degree with an overall GPA of 2.0 or better will receive transfer credit for all college-level courses which they have passed, (A, B, C or D).

3. What is the minimum grade acceptable for completion of the OTM?

Students with an earned AA/AS degree from an Ohio public institution of higher education, an overall GPA of 2.0 or better, and a passing grade (A, B, C, or D) in each course included in the OTM will have met the requirements of the OTM of the receiving institution.

Students without an AA/AS degree who have completed the OTM with grades of D or better in each course in or after the Fall 2005 (as certified by the sending institution) will be considered to have met the OTM requirements of the receiving institution.

Students without an AA/AS degree who have completed the OTM with grades of C or better in each course prior to the Fall 2005 (as certified by the sending institution) will be considered to have met the OTM requirements of the receiving institution.

4. Can transfer credit be used to satisfy OTM requirements?

Yes, it can. The certifying institution should allow all accepted credit from regionally accredited institutions to be used to satisfy OTM requirements.

5. Can non-traditional credit be used to satisfy OTM requirements?

Yes, it can. If the certifying institution grants non-traditional credit, or if it accepts it for transfer students, and if its equivalent is found in the OTM, then it may be used to satisfy OTM requirements.

6. If external or non-traditional credit is used to satisfy the OTM, is it necessary that this be communicated to receiving institutions?

No, it isn't.

7. If external or non-traditional credit is included in the OTM and the receiving institution's policy for "native" students precludes acceptance of such credit, must the receiving institution accept the credit for incoming transfer students?

Yes, it must.

8. The Ohio Articulation and Transfer Policy requires that all college-level courses successfully completed at regionally accredited institutions be accepted and awarded transfer credit. Does the sending or receiving institution determine which courses are college-level?

The receiving institution must make this determination on the basis of three guiding standards:

- a. The course is not remedial or developmental,
- b. The course carries one or more credit hours, and
- c. The course hours are eligible to count toward graduation at the sending and receiving institutions.

9. Can courses for which "forgiveness" has been applied be included in the OTM, and how would this affect GPA?

Yes, they can. The policies of the sending institution will determine the "forgiveness" policy in effect and the computation of the GPA.

10. Assume that the receiving institution requires native students to obtain a grade of C or better in selected courses in the major field or field of concentration. In such

cases, is the receiving institution required to utilize courses toward the major field or field of concentration in which grades of D were obtained?

No, it isn't. The transfer student may be treated in like manner to the native student. As always, the receiving institution may be more lenient and utilize courses with grades of D toward such requirements, but this is not required by the Ohio Articulation and Transfer Policy. Although the courses graded D may, in this case, not be applicable to the major field or field of concentration requirements, they must be transferred and awarded credit, at least, as free electives. Furthermore, if the courses were part of the sending institution's OTM, credit must be given as part of the receiving institution's OTM.

11. How does an institution change its OTM?

An institution should consult with the Ohio Articulation and Transfer Network (OATN) prior to submitting changes, so that appropriate next steps can be planned and determined together with the OATN. 12. What happens to a student's OTM requirements when the institution's OTM changes?

12. What happens to a student's OTM requirements when the institution's OTM changes?

Each institution's policy regarding the "catalog year" principle for degree requirement changes will also apply to OTM requirement changes. Generally, changes will be applicable to new students entering the institution after the changes have been published, but students enrolled prior to that time will follow an earlier OTM version.

13. Is there a time limit regarding how recently an OTM and its courses must be completed to transfer?

None has been specified. Most institutions have their own requirements regarding the time limit for the use of credits in fulfillment of degree requirements, and it is expected that the same requirements will apply to the completion of the OTM.

Transcript Notation

1. Should a detailed list of all courses accepted be presented on the official transcript, or may a summary be used?

The Ohio Articulation and Transfer Network Oversight Board strongly recommends that the receiving institution post all courses accepted in transfer

to the Student Academic Record and list them on the transcript and/or the Statement of Transfer and Articulated Credit Applicability (Degree Audit Report) to demonstrate that the receiving institution is accepting all transfer and articulated credit work satisfactorily completed at previous institutions according to the Ohio Articulation and Transfer Policy.

There may be some institutions where a summarization of the accepted credit on the transcript is preferable to a complete listing.

2. What is the recommended timing and placement of the OTM completion notation on the official transcript?

Effective with the completion of the Fall 1991 term, students who have completed the institution's approved OTM should have the completion notation on their transcripts.

Since the notation is meaningful only to other Ohio colleges and universities with an approved OTM, the minimum requirement is to place a notation on those transcripts which are directed to other participating schools. However, institutions are strongly encouraged to place the completion notations on all transcripts produced for students who have completed the OTM because the sending institutions and the students do not always know the ultimate use of transcripts produced.

The "key" or "explanation" of transcript entries, usually found on the reverse side of the paper transcript or in a separate document, must explain the OTM notation.

The OTM certifying institution should print the OTM notation "OHIO TRANSFER MODULE COMPLETED (month, year)" in an appropriate place on the paper transcript, record such notation in a designated, agreed-upon attribute for the electronic transcript, and/or display the notation on the Statement of Transfer and Articulated Credit Applicability (Degree Audit Report). It is recommended that it appear either in chronological order or in a specifically designated location on the document(s).

For a student who completed the OTM at another institution, the receiving institution should print or record the OTM notation "OHIO TRANSFER MODULE COMPLETED, XYZ COLLEGE/UNIVERSITY (month, year)." The placement on the transcript should be with the posting of the acceptance of credit; the

placement on the Statement of Transfer and Articulated Credit Applicability (Degree Audit Report) should be locally determined.

Institutional Admissions and Related Questions

1. What does "Preferential Consideration for Admissions" to an institution mean?

Preferential consideration for admissions means giving admissions priority to selected transfer students over other transfer students with all other factors being equal (e.g., grade-point average, credit hours accepted, other institutional criteria).

2. What will be the effect of this Policy on students who meet institutional admission requirements but not program requirements?

Admission to the institution is a separate decision from admission to a major or degree program. Transfer students are treated equitably with native students for admission to major and degree programs.

3. May the receiving institution recalculate the GPA for admission purposes?

While no recalculation can be done for admission to the institution, recalculation can be done for admission to specific programs or majors as long as the process treats transfer and native students equitably.

4. Does the receiving institution have the responsibility to notify students, in writing, of the acceptance and application of transferred and articulated credits?

Yes, it does. However, the organizational units which have this responsibility will vary from institution to institution.

5. Does admission to the institution guarantee admission into the major or minor?

No, it doesn't. This decision is a separate consideration and the same requirements that apply to native students also apply to transfer students.

6. Why can an admission guarantee for a public institution of higher education and preferential consideration for admission be given to applicants when they apply prior to receiving the Associate of Arts (AA)/Associate of Science (AS) degree, the Ohio Transfer Module, or 60 semester/90 quarter hours?

Admission decisions are based upon the assumption that requirements will be met by the time of enrollment. If they are not completed, the institution may withdraw the offer of admission.

Student Appeals Process

1. What decisions may be appealed by students? Acceptance of credit? Application of credit?

The acceptance of credit is carefully delineated in the Policy and should be uniformly practiced by all public institutions.

The application of credit will vary from institution to institution, and it is specified in the Policy as appealable. The appeals process is initiated at the receiving institution, must be publicized, and consists of multiple levels. Students have 90 days to file an appeal at the campus level on an institution's decision on course applicability. The 90-day period should begin on the date the Statement of Transfer and Articulated Credit Applicability (Degree Audit Report) is given to the student. Institutions should make this report available to students as soon as possible.

Students who are not satisfied with the institutional decision after all campus-based appeals are exhausted may follow established procedures to submit a written complaint to the Ohio Department of Higher Education. This process is outlined at <https://www.ohiohighered.org/students/complaints>.

Communications and Publications

1. Will there be an institutional designee to receive and distribute information regarding transfer and articulation?

Each institution has a primary contact person for matters related to Articulation and Transfer Policy issues.

2. Is inclusion of the articulation and transfer Catalog Statement in the institution's catalog mandatory?

Yes, it is. Inclusion of the catalog statement in the electronic and/or print catalog(s) is mandatory.

3. Is inclusion of the institution's Ohio Transfer Module in the catalog mandatory?

Yes, it is. It must be included in the electronic and/or print catalog(s).

4. Will there be a centralized publication of approved Ohio Transfer Module Grids and approved courses?

Yes, there will. Ohio Transfer Module Grids for all public institutions of higher education in Ohio will be available on the Ohio Articulation and Transfer Network (OATN) website, and approved courses will be available on OATN's course equivalency reporting system on the Ohio Department of Higher Education website. In addition, each institution will publish its Ohio Transfer Module in its catalog(s).

5. Who will decide on Policy definitions and interpretations?

The Ohio Articulation and Transfer Network (OATN) Oversight Board and Advisory Council meet periodically and are charged with further defining the Policy through interpretations as required. A mechanism has been established to recommend Policy changes and additions to the Chancellor of the Ohio Department of Higher Education.

Automated Systems

1. Is there transfer credit evaluation software available to assist institutions in evaluating courses completed at other institutions?

Some institutions have internally developed programs to translate incoming transfer credit. There are multiple vendors who supply software to support the electronic evaluation of transfer credit.

Miscellaneous Questions

1. What is the minimum grade acceptable for the Associate of Arts (AA)/Associate of Science (AS) degree to transfer?

Students who have an earned Associate of Arts (AA)/Associate of Science (AS) degree with an overall GPA of 2.0 or better for all previous college-level courses will receive transfer credit for all college level-courses which they have passed (A, B, C, or D) (See Appendix E, TRANSFER OF COURSES WITH A PASSING GRADE POLICY).

2. If a student completes the Associate of Arts (AA) or Associate of Science (AS) degree and subsequently completes additional coursework above and beyond the AA or AS degree at the same institution or at another institution, are those subsequent

courses acceptable for transfer credit at the D grade level, or must the grade be C or better?

According to the Ohio Articulation and Transfer Policy, a grade of D or better is required for the additional courses taken above and beyond those required for the AA or AS degree in or after the Fall 2005 (See Appendix E, TRANSFER OF COURSES WITH A PASSING GRADE POLICY).

3. Assume that the receiving institution does not award credit for non-traditional credit (e.g., external and institutional credit-by-examinations, experiential learning, etc.) or has more stringent requirements for awarding such credit than the sending institution. In such cases, is the receiving institution required to accept course credit from the sending institution which has been awarded to the student based on nontraditional credit?

Yes, it is. In all cases credit must be awarded by the receiving institution toward a course which is equivalent in content at the receiving institution. Even if there are no equivalent courses at the receiving institution, transfer credit must be awarded. This credit must be entered on the student record and must apply to degree requirements, at least, toward free electives.

4. Does an institution have the authority to require a student to repeat a course?

No, it doesn't. However, institutions can require students to repeat a course only if there is an institutional policy that applies to transfer and native students alike that authentically places a time limit on the currency of course content (e.g., a technology course that has learning outcomes that often undergo substantial revision to meet employment skills expectations or a health-related course that has a time limit imposed by a regulatory or accrediting agency such as for state licensure or certification).

APPENDIX K

GUIDING PRINCIPLES FOR THE DEVELOPMENT OF THE TRANSFER ASSURANCE GUIDES (TAGS)

Ohio's Articulation and Transfer Policy (1990) was a major achievement in improving the mobility of students among public colleges and universities within the state. Policy revisions recommended by the Articulation and Transfer Advisory Council (2004), together with the mandates from the Ohio General Assembly in Ohio Revised Code 3333.16, extended the impact of the existing policy through more precise advising and the assurance of credit transfer and the application of credits to academic degree/program requirements. A central feature of the enhanced Policy is the development of Transfer Assurance Guides (TAGs). TAGs were initially developed to assist students in more than 38 different degree pathways and were guided by the following principles:

1. The initiative builds upon the original Articulation and Transfer Policy adopted by the Ohio Department of Higher Education in 1990. The Ohio Transfer Module continues to be the foundation of this work and provides students the opportunity to transfer courses as a block or on an individual course basis.
2. The purpose of the TAG is to allow students to transfer, in a simple and direct manner, a core of courses that will count toward the major program.
3. The recommendations of the Ohio Articulation and Transfer Advisory Council and the stipulations of the Ohio Revised Code 3333.16 enhanced the Policy through the creation of Transfer Assurance Guides (TAGs) that provide more precise student advising and guarantee the application of credits within the TAG to the major. TAGs are groups of foundational courses that represent a commonly accepted pathway to majors within the Bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio.
4. The goal of a TAG is to recognize comparable, compatible and equivalent courses at or above the 70% standard of equivalency adopted by the Articulation and Transfer Advisory Council.³⁰ TAGs apply across, at least, all public higher education institutions in Ohio and embody commonly accepted pathways to majors within the Bachelor's degree. This does not alter the mission or degree authority of any institution; it does provide guaranteed

³⁰ The Articulation and Transfer Council's charge and structure was different in 2004 than it is currently.

pathways that enable students to reach their bachelor's degree goals in the most efficient manner.

5. The TAGs are composed of courses and learning outcomes. Consensus on courses commonly included in particular Bachelor's degree discipline pathways is based on the evaluation of the content and performance expectations on a course-by-course basis within each TAG. When consensus is established, students are assured not only of the equivalency of the courses, but of their application to the degree objective.
6. Transfer students and students who begin and end study at the same institution will be treated equitably with regard to institutional or major/program admissions requirements. All students will be held accountable to the same admissions and graduation expectations such as grade-point average requirements, residency requirements, and performance requirements/portfolio requirements specific to certain majors.
7. The role of faculty in the development of the TAGs is paramount, and colleges and universities will continue to have ample opportunity to review and comment on the work of the panels.
8. All campuses are expected to comply with the revised Ohio Articulation and Transfer Policy and guarantee the transfer of courses in the TAG for application to degree/program requirements. Campuses may have specific curricular issues in the implementation of TAGs for certain disciplinary fields. An appeals process for institutions focuses on such substantive curricular/programmatic issues as TAGs are implemented. The Ohio Articulation and Transfer Network (OATN) Oversight Board will handle the appeals process and is the final arbiter of appeals, using the faculty subcommittee of the Ohio Articulation and Transfer Network Advisory Council as appropriate. The OATN Oversight Board will report appeals that it receives from institutions to the OATN Advisory Council.

The Articulation and Transfer Policy was significantly enhanced by the development of the Transfer Assurance Guides. The above principles were developed to provide a context for understanding the enhancements to the Policy and to elucidate the TAGs. The principles are a result of the leadership of the Articulation and Transfer Advisory Council and continued support by the Ohio Articulation and Transfer Network Oversight Board and Advisory Council, representative committees drawn from various segments of the higher education community.

Policy approved by the Ohio Articulation and Transfer Advisory Council - February 17, 2005.
Update endorsed by the Ohio Articulation and Transfer Network Oversight Board –
December 2015.

APPENDIX L

GUIDING PRINCIPLES FOR THE DEVELOPMENT OF CAREER-TECHNICAL ASSURANCE GUIDES (CTAGS) THROUGH THE CAREER-TECHNICAL CREDIT TRANSFER (CT)² INITIATIVE

The following principles will guide the successful implementation of the project.

1. Where applicable, the policies and procedures developed build upon the creation of a comprehensive course equivalency classification system required by section 3333.16 of the Ohio Revised Code.
2. The initiative builds upon the "lessons learned" from previous articulation and transfer alignment work.
3. The development of a Career-Technical Assurance Guide (CTAG) requires a system that enables commonly agreed-upon course or program, based on recognized industry standards, and successfully completed course/program by either adult or secondary career-technical students to be transferable and applicable at any public institution of higher education. This initiative does not alter the mission of participating schools and does not imply the evolution of adult career-technical institutions into associate or baccalaureate degree offering entities.
4. The overall goal of this initiative is to allow identified technical courses/content to transfer "without unnecessary duplication or institutional barriers."
5. This initiative is being implemented through the collaborative work by the Ohio Department of Higher Education, the Ohio Department of Education, and other key stakeholders.
6. Consensus decision-making will guide the initiative work to effect a change in Ohio's educational system by providing a guarantee that enables learners to reach their educational goals in the most efficient manner. However, the primary foci and missions of career-technical institutions or comprehensive high schools and the public institutions of higher education will remain unaltered.
7. Continuous communication about the progress of this initiative is important and will be ensured through a variety of media. A website was developed to disseminate information relevant to the work of the committees.
8. The initial work was completed in a timely manner to support delivery of a progress report to the General Assembly by April 15, 2006 and the implementation of the initiative by April 15, 2007.

The above Articulation and Transfer principles provide a context for understanding the enhancements to the Policy and provide a clearer P-16 continuum and enhancement of workforce development. The principles are a result of the leadership of the Career-Technical Credit Transfer Advisory Committee of the Articulation and Transfer Advisory Council and continued support by the Ohio Articulation and Transfer Network Oversight Board and Advisory Council, representative committees drawn from various segments of the state's educational community.

APPENDIX M

DIRECTIVE FOR THE BASELINE SET OF STANDARDS AND PROCEDURES FOR THE AWARDING OF COLLEGE CREDIT FOR MILITARY TRAINING, EXPERIENCE, AND COURSEWORK

DIRECTIVE 2014-022

October 16, 2014

Re: BASELINE SET OF STANDARDS AND PROCEDURES FOR THE AWARDING OF COLLEGE CREDIT FOR MILITARY TRAINING, EXPERIENCE, AND COURSEWORK

Legislation

Ohio Revised Code 3333.164 requires the Chancellor of the Ohio Board of Regents to develop a set of standards and procedures for state institutions of higher education to use in awarding college credit for military training, experience, and coursework.

Purpose

A baseline set of standards and procedures for the awarding of college credit for military training, experience, and coursework is an integral part of Ohio's comprehensive credit transfer system. The purposes of the standards and procedures are to bring uniformity and consistency to the process, make it easier to communicate with and reach a wider audience, and highlight the priority the higher education community places on assisting veterans and service members with their educational and career goals.

Baseline Set of Standards and Procedures

Awarding of College Credit

1. In alignment with Ohio's comprehensive credit transfer system, faculty will play a key role throughout the process of awarding college credit for military training, experience, and coursework. The entire process will be faculty driven and student focused.
2. College credit will be granted to students with military training, experience, and/or coursework that are (is) recognized by the American Council on Education (ACE) or regionally accredited military institutions, such as Community College of the Air Force (CCAF).

3. All public institutions of higher education in Ohio will use *ACE Guide to the Evaluation of Educational Experiences in the Armed Services* in evaluating and awarding academic credit for military training, experience, and coursework.
4. If military training, experience, and/or coursework are (is) equivalent to a course that fulfills a general education or major course or degree program requirement at the receiving institution, the credit will count towards graduation and meet a requirement accordingly. Otherwise, appropriate course credit including free elective course credit will be granted.
5. Should credit not be captured through ACE recommendations or regionally accredited military institutions, USO institutions will offer veterans and service members an opportunity for prior learning assessment via another recognized mechanism (i.e., credit-by-examination or portfolio review).

Transparency

6. Each public institution of higher education in Ohio will provide information on awarding of college credit for military training, experience, and coursework, which should include the number of credits awarded and the course equivalents.

Consistency

7. To the greatest extent possible, American Council on Education (ACE) recommendations and/or courses from regionally accredited military institutions will be equated to courses with statewide transfer guarantees by the Ohio Board of Regents, in consultation with faculty experts, such as Career-Technical Assurance Guides (CTAGs), Ohio Transfer Module (OTM), or Transfer Assurance Guides (TAGs). These course equivalencies will be included in each University System of Ohio (USO) institution's transfer articulation database and/or degree audit system, Transferology, and the statewide electronic course reporting systems. These equivalencies will become Military Transfer Assurance Guide (MTAG) courses or Military Transfer Articulation Numbers (MTANs).
8. Credits earned via military training, experience, and coursework are transferable within public institutions of higher education in Ohio according to the state's Transfer Module, Transfer Assurance Guides, Career-Technical Credit Transfer, Military Transfer Assurance Guides, and transfer policy.

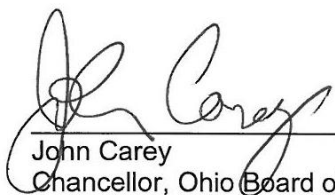
9. For ACE recommendations and courses from regionally accredited military institutions that fall outside the current statewide guarantees, a new statewide MTAG guarantee will be established for military credit, beginning with the courses for which credit is most often awarded.

Training and Professional Development

10. Ohio Board of Regents will provide ongoing training and professional development opportunities for faculty and staff throughout the academic year at USO institutions on evaluation and posting of college credit for military training, experience, and coursework. This will add to the consistency and transparency of the process.
11. An electronic toolkit will be used as a resource to maintain the highest quality in the implementation of the baseline standards and procedures. University System of Ohio institutions will be sharing their promising practices as they become available through the toolkit in order to maintain a strong system-wide effort to fulfill the purposes of the baseline standards and procedures.

At the recommendation of the Staff of the Ohio Board of Regents, based upon their collaboration with the Military Strategic Implementation Team which was comprised of individuals from the University System of Ohio (USO) institutions who were appointed to move forward with the implementation of the recommendations in the Valuing Ohio Veterans Report and subsequently H.B. 488 because of their established expertise and leadership in dealing with service members and veterans issues in higher education, I hereby adopt this, ***Directive for the Baseline Set of Standards and Procedures for the Awarding of College Credit for Military Training, Experience, and Coursework***, and direct that it be used by all USO institutions.

This Directive having been posted for public comment, and any such comment having been given due consideration, is effective immediately upon signature.



John Carey
Chancellor, Ohio Board of Regents

Directive signed by the Chancellor of the Ohio Department of Higher Education, October 16, 2014.

Directive 2014-022  [Directive 2014-022.pdf](#)

APPENDIX N

DIRECTIVE FOR THE ADVANCED PLACEMENT (AP) POLICY

DIRECTIVE 2008-010

May 30, 2008

Re: A PROPOSAL FOR AWARDING ADVANCED PLACEMENT CREDITS TO PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN OHIO.

Guiding Philosophy

The Chancellor recognizes that students can document their achievement in college-level subject matter via the College Board Advanced Placement Program (AP). In order to provide consistency and clarity for students, policies for awarding AP credit are adopted for all public institutions of higher education (PIOHE) in Ohio.

The motivation and guiding philosophy behind these policies include the following:

- There should be consistency across Ohio PIOHE in how AP credits will be awarded and how they count towards degrees.
- It should be clear to prospective students how AP credits will be awarded at any PIOHE in Ohio.
- The policies should promote student success at PIOHE in Ohio.
- The policy should be fair to "native" students, as well as transfer students.
- There should be a balance between maintaining standards and advantaging students in awarding AP credits.
- Students should not be disadvantaged in the acceptance of AP credits when transferring within the PIOHE system.
- Students should consult with academic advisors to determine how AP credits can be used most effectively in meeting degree requirements. It should be recognized that advisors may recommend that students have higher than the minimum required AP score to be successful in courses in their major area or in courses used as prerequisites.

Revised Code 3333.163 was passed in April 2007 and the above philosophy supports the language of the law. While a policy should provide clarity for most cases, any

uncertainties should be adjudicated consistent with the guiding philosophy. All PIOHE in Ohio shall adhere to the following policy in awarding AP credits.

Policy

1. A score of 3 or higher will provide credit at any PIOHE in Ohio. The credit must count towards graduation and will meet a general education requirement if the course to which the AP credit is equivalent fulfills a requirement at the receiving institution.
2. When it clearly enhances the opportunity for student success, an institution should strongly advise that an AP score of at least a 4 is needed for a student to be successful in a second course in an highly dependent sequence of courses in a STEM area. For example, an advisor should strongly recommend that an AP score of at least a 4 is needed on the AP Chemistry exam in order for the student to be successful in the second course in Chemistry.
3. A score of 3 or higher on an AP exam in a foreign language area will provide credit for at least the first year of foreign language at any PIOHE.
4. Each PIOHE in Ohio will provide information on awarding AP credits, which should include the number of credits awarded and the course equivalents earned for scores of 3 or higher.
5. Credits earned via AP exams are transferable within PIOHE in Ohio according to the state's Transfer Module and transfer policy.

Timeline

The policy will be fully implemented by Fall 2009 and will be applied to students who are enrolled at a PIOHE in the Fall of 2009 and have not had their AP scores evaluated for college credit. The new policy will be communicated to prospective students and to other key stakeholders during the 2008-2009 academic years.

Determining the Effect of the Policy

Within three years of implementation of this policy, the Chancellor, or Chancellor's staff, should review the policy to determine its effect. The Chancellor, or Chancellor's staff, should recommend any needed modifications in the policy to bring it into consistency with the guiding philosophy.

This directive will take effect on May 30, 2008.



Eric Fingerhut
Chancellor, Ohio Board of Regents

Directive signed by the Chancellor of the Ohio Department of Higher Education, May 30, 2008.

Directive 2008-010  [Directive 2008-10.pdf](#)

In implementing the Directive, institutions will match the most appropriate course or sequence to the recommended match outlined in the Course Alignment Recommendations document available at: <https://www.ohiohighered.org/transfer/advancedplacement>.

It is the expectation that these recommendations be followed to ensure the equity of credit for the score of 3 on Advanced Placement examinations within Ohio public institutions of higher education.

APPENDIX O

INSTITUTIONAL REQUIREMENTS FOR SERVING VETERANS AND ACTIVE DUTY SERVICE MEMBERS

Signed into Law: June 16, 2014

Effective Immediately

The board of trustees of each state institution of higher education shall do all of the following by December 31, 2014:

(A) Designate at least one person employed by the institution to serve as the contact person for veterans and service member affairs. Such a person shall assist and advise veterans and service members on issues related to Am. Sub. H. B. No. 488, 130th Ohio General Assembly. The person or persons designated under division (A) of this section shall not be a person currently designated by the institution as a veterans administration certifying official (Ohio Revised Code 3345.421).

(B) Adopt a policy regarding the support and assistance the institution will provide to veterans and service members. The chancellor of higher education will provide guidance to state institutions of higher education in their compliance with this section, including the recommendation of standardized policies on support and assistance to veterans and service members (Ohio Revised Code 3345.421).

(C) Allow for the establishment of a student-led group on campus for student service members and veterans and encourage other service member- and veteran-friendly organizations (Ohio Revised Code 3345.421).

(D) Integrate existing career services to create and encourage meaningful collaborative relationships between student service members and veterans and alumni of the institution, that links student service members and veterans with prospective employers, and that provides student service members and veterans with social opportunities; and, if the institution has career services programs, encourage the responsible office to seek and promote partnership opportunities for internships and employment of student service members and veterans with state, local, national, and international employers (Ohio Revised Code 3345.421).

(E) Survey student service members and veterans to identify their needs and challenges and make the survey available to faculty and staff at the state institution of higher education. And periodically conduct follow-up surveys, at a frequency

determined by the board, to gauge the institution's progress toward meeting identified needs and challenges (Ohio Revised Code 3345.421).

(F) Establish an appeals procedure for students who are veterans or service members for resolving disputes regarding the awarding of college credit for military experience (Ohio Revised Code 3345.423).

State institutions of higher education shall do all of the following by December 31, 2014:

1. Provide a student who is either a veteran or a service member with priority for course registration (Ohio Revised Code 3345.422).
2. Not charge a student who is a veteran or a service member any fee for the evaluation, transcription, or application of college credit for military training, experience, and coursework (Ohio Revised Code 3345.424).

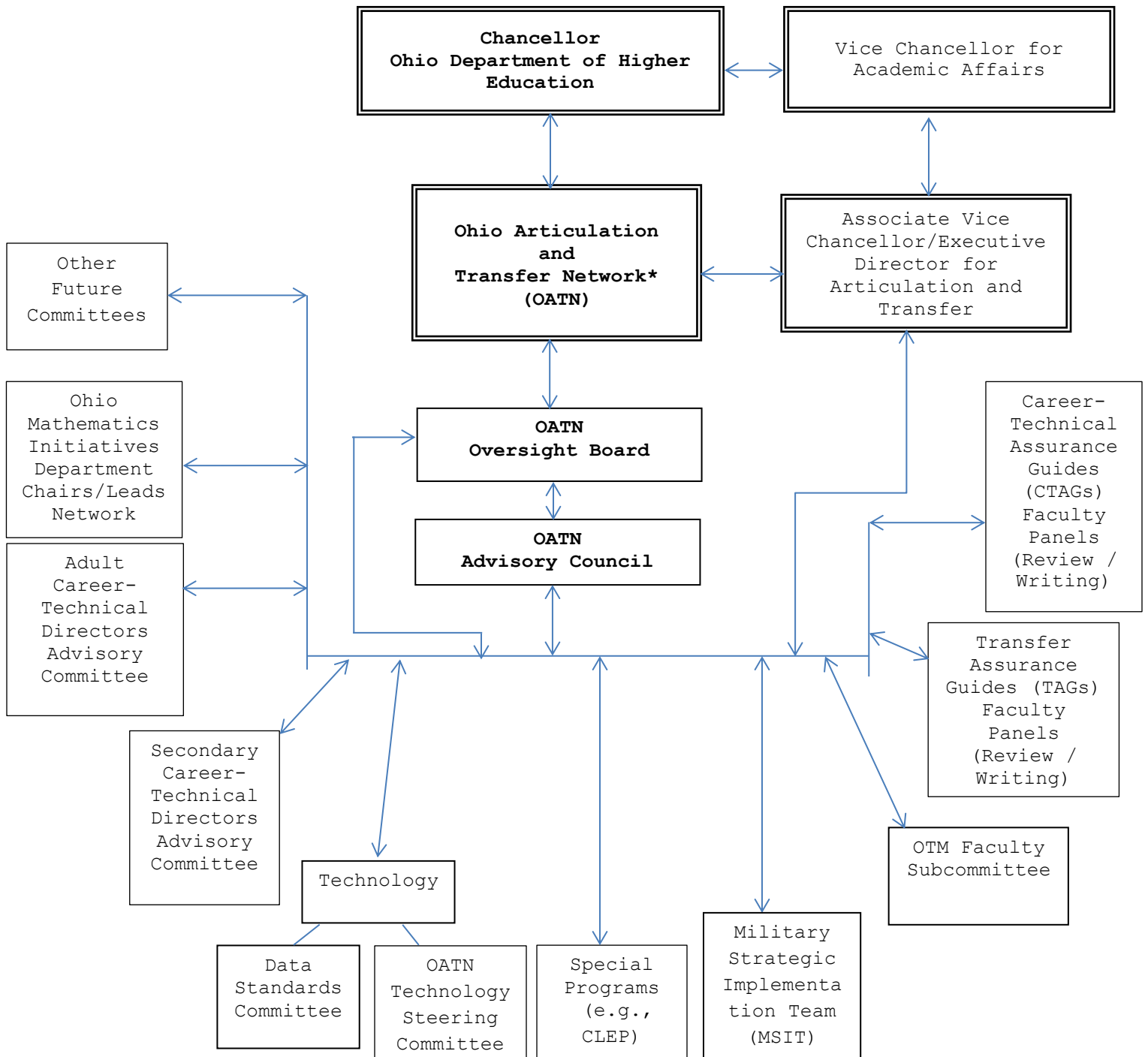
State institutions of higher education shall do the following by July 1, 2015:

1. Ensure that appropriate equivalent credit is awarded for military training, experience, and coursework that meet the baseline standards and procedures developed by the chancellor pursuant to the Ohio Revised Code 3333.164 (B) (1) (Ohio Revised Code 3333.164 C).

Additional information is available on the Ohio Values Veterans Toolkit, including policy-related frequently asked questions and Ohio Revised Code references.

https://www.ohiohighered.org/ohio_values_veterans/toolkit

APPENDIX P

OHIO ARTICULATION AND TRANSFER NETWORK
COMMUNICATION FLOWCHART

*The OATN is an Ohio Department of Higher Education Shared Service Partner.

APPENDIX Q

PROCEDURES FOR AMENDING THE POLICY ON ARTICULATION AND TRANSFER

Introduction

Based on issues that have emerged relating to the implementation of the 1990 Articulation and Transfer Policy, at its meeting on June 21, 1991, the Articulation and Transfer Council³¹ formed a Subcommittee to develop a process whereby the Policy might be amended. The Subcommittee initially met on August 30, 1991, adopting fundamental assumptions, which have been updated and adjusted over time to improve communication and participation:

- I. Written proposals to amend the Policy must emanate from one of the following sources:
 1. Ohio Articulation and Transfer Network (OATN) Oversight Board
 2. Ohio Articulation and Transfer Network (OATN) Advisory Council
 3. Any of the standing committees that were formed by and report to the Advisory Council
 4. The Department of Higher Education/Ohio Articulation and Transfer Network
 5. An individual institution

- II. Proposals to amend the Policy must adhere to a hierarchical structure of evaluation with no individual level having veto authority.

- III. Ultimately, formal amendments to the Policy will be made by the OATN Oversight Board for consideration and action by the Chancellor of the Department of Higher Education.

Structure for the Amendment Process

1. Consideration will be given to written proposals to amend the Policy which emanate from one of the following sources: OATN Oversight Board, OATN Advisory Council, any of the standing subcommittees which report to the Advisory Council, Department of Higher Education/OATN, or an individual institution. A proposal will be "routed" to the appropriate group for consideration.

2. A hierarchical procedure for evaluation will be followed. From each group that evaluates the issue or proposal, a recommendation, accompanied by a rationale and the outcome of a formal vote, will be referred to the next higher level, regardless of

³¹ The Articulation and Transfer Council's charge and structure was different in 1991 than it is currently.

the outcome of the vote, until a final recommendation is made by the OATN Oversight Board.

3. Once a proposal reaches the OATN Oversight Board, it may be acted upon directly by the Board in consultation with the Advisory Council and/or another appropriate work group or subcommittee. Previously, proposals were reviewed by a Standing Amendment Subcommittee (which no longer exists) composed of three members of the Articulation and Transfer Council at that time and at least one member of each of the Articulation and Transfer Council's standing subcommittees.
4. Within the OATN Oversight Board, a formal vote will be taken (see detailed process below) on all proposals that have been brought to it, and the results will be conveyed to the Chancellor of the Ohio Department of Higher Education for deliberation and final action.

Detailed Process

The following process is used to communicate, evaluate, and make decisions regarding Policy amendments:

1. Given the need for a full deliberation of issues relating to implementation and the need to have all members of all groups participating in the deliberation, it should be made clear to those who are asked to serve on the OATN Oversight Board and standing committees that attendance at meetings is mandatory. An alternate may be sent to a meeting; however, the alternate will neither:
 - a) Be counted as part of the quorum; nor
 - b) Have voting privileges.
2. Within the OATN Oversight Board:
 - a) Proposed amendments (from whatever source) must be presented to the Oversight Board with a full rationale and with the result of the formal vote on the proposal from all lower levels in the hierarchical evaluation process. The vote by the Oversight Board will not occur until the meeting following the one where the proposal is presented. In this way, Oversight Board members are given more time to evaluate the proposal personally and to consult with others on their campuses before voting.
 - b) Before the Oversight Board may vote on a proposed amendment, there must be a 2/3 quorum in attendance and recorded.
 - c) The proposal will be sent to the Chancellor of the Department of Higher Education with the Oversight Board's formal vote on the proposal recorded.

APPENDIX R

DIRECTIVE FOR THE DEFINITION OF SEMESTER CREDIT HOUR AND LENGTH OF SEMESTER TERM

DIRECTIVE 2010-016

March 18, 2010

Re: DEFINITION OF SEMESTER CREDIT HOUR AND LENGTH OF SEMESTER TERM

On March 31, 2008, pursuant to Sec. 4 of Sub. H.B. 2 of the 127th General Assembly as amended by Am. Sub. H.B. 119 for the 127th General Assembly, the chancellor delivered to the General Assembly and the governor a set of recommendations titled ***The Strategic Plan for Higher Education***.

In the Strategic Plan the Chancellor called for a single academic calendar year to increase student transfer and mobility, student success, system-wide efficiencies and cost savings, and integration of the institutions of the University System of Ohio. Recognizing the benefits of a single academic calendar year among the institutions, the Ohio institutions on quarter systems have all adopted plans to convert to semester systems by Fall 2012.

In the course of implementing these conversion plans, issues arose within and among campuses relative to the exact requirements in Ohio for the length of a semester. While Rule 3333-1-04 of the Ohio Administrative Code states an academic semester "should be of 16 weeks duration with no less than 15 weeks devoted to instruction," various interpretations of this rule over many years have led to practical application that varies from a literal reading of the rule.

It was determined to be important for the state to re-examine the published definitions of semester and provide clarity and consistency in support of the conversion effort. Therefore, an ad hoc group was formed to examine the state's existing definition of the duration of a semester.

The ad hoc group had representatives from two-year and four-year Ohio public institutions of higher education going through calendar conversion as well as individuals from institutions presently on semesters. Representatives were leaders from the faculty, academic administration, registrars, and Ohio's articulation and transfer initiatives.

The work of the ad hoc group was performed consistent with the following guidelines:

- An institution's semester calendar will not violate any accreditation regulation, federal guidelines, etc.
- An institution's semester calendar will facilitate the attainment of the University System of Ohio goals, including the transfer process.
- A semester credit hour will mean the same throughout the University System of Ohio.

In forming its recommendations, the ad hoc group also took into consideration Volume 3 Chapter One, "Academic Calendar & Payment Periods" of the *2008-2009 Federal Student Aid Handbook*.

The ad hoc group recommended the adoption of the following definitions (See Attachment A for complete document submitted by the ad hoc group):

Formalized Instruction

For purposes of this directive, formalized instruction is instruction for which the instructor bears the primary responsibility for delivery, acknowledging that the delivery may take place in a variety of modes.

Semester Credit Hour Definition

One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met.

Week of Instructional Time

For purposes of the definition of semester length and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs. For clarification purposes, a semester consisting of 14 calendar weeks

of scheduled classes and 1 calendar week of examinations equals a total of 15 weeks of instructional time.

Semester Length Definition

The length of a semester shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria that defines a week of instructional time, and is in compliance with the criteria for awarding semester credit hours.

Academic Year Length

The academic year shall be at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms (e.g., Summer term).

It is further directed that the *Ohio Board of Regents Operation Manual for Two-Year Campus Programs* be updated with regard to the definition of credit hour, including alternate calculations for other instructional activities listed below, and semester length in a manner that is consistent with this directive.

Credit hours may be calculated differently for the following types of instructional activities:

- Laboratory instruction
- Clinical laboratory instruction
- Directed practice experience
- Practicum experience
- Cooperative work experience
- Field experience
- Observation experience
- Seminar
- Miscellaneous
- Studio experience

It is further directed that staff of the Chancellor prepare and submit amendments to Rule 3333-1-04 of the Ohio Administrative Code consistent with this directive.

With all of Ohio's 13 public universities and 23 community colleges endorsing the new definitions and in response to public comments requesting clarification of the breadth of the amendments in Attachment B, it is the intent that the amendments to the *Ohio Board of Regents Operating Manual for Two-Year Campus Programs* as presented in Attachment B, be followed by all Ohio public institutions of higher education offering two-year academic programs.

I hereby adopt the above definitions for semester credit hour and semester length, as recommended by the ad hoc group, to be used by all University System of Ohio institutions, and hereby amend the *Ohio Board of Regents Operating Manual for Two-Year Campus Programs* as presented in Attachment B. All prior documents, including memoranda, conflicting with a definition adopted herein are hereby superseded.

This directive will take immediate effect upon signature.


Eric D. Fingerhut

Chancellor of the Ohio Board of Regents

Directive signed by the Chancellor of the Ohio Department of Higher Education, March 18, 2010.

Directive 2010-016  [Directive 2010-016.pdf](#)

APPENDIX S

Proprietary/Non-Regionally Accredited Transfer Credit Policy

Transfer credit shall be reviewed for course credit at Ohio public institutions using transparent institutional course evaluation policies. To ensure equal treatment for all students, the Ohio Department of Higher Education highly recommends that institutions use the same credit evaluation process for credits earned at domestic public, domestic independent non-profit, and domestic proprietary institutions that have completed the authorization process through the Ohio Department of Higher Education and hold a Certificate of Authorization from the Chancellor.

Consistent with current state policy, Ohio public institutions must award credit for qualifying scores on CLEP exams taken by students from proprietary institutions, and are encouraged to use challenge exams and other forms of PLA to evaluate credit for students from proprietary institutions when such credit is not evaluated based on institutional course evaluation policies.

The Higher Learning Commission (HLC) does not direct that institutions accept credits only from regionally accredited institutions. HLC policies for institutions on transfer of credits are [Assumed Practice A.5](#) (CRRT.B.10.020) and [Publication of Transfer Policies](#) (FDCR.A.10.040).

APPENDIX T

Guidance on Award/Transcription on non-CCP Course Credit Prior to High School Graduation for CCP Students

Students enrolled in a college or university to earn College Credit Plus (CCP) credit may also have non-CCP course credit transcribed at the discretion of the institution in which they are enrolled. Neither Ohio Articulation and Transfer Policy nor administrative rules related to CCP prohibit institutions from transcribing completed and validated non-CCP credit earned prior to or concurrent with the student's participation in CCP.

Non-CCP course credit types include credit for statewide guaranteed Career Technical Assurance Guides (CTAG), College Board Advanced Placement[®] (AP) exams, College Board College Level Examination Program[®] (CLEP) exams, as well credit awarded according to local bilateral articulation agreements and local course credit opportunities for International Baccalaureate[®] (IB) Diploma Program[®] (DP).

Each college or university may, at its discretion, develop institutional policies and procedures related to the award and transcription of non-CCP credit types for students who are participating in the College Credit Plus program. If developed, it is suggested that such policies address the timeline and process for the transcription of non-CCP credit. Institutional policies and procedures that are transparent, address the variety of non-CCP credit types equitably, and allow for student consultation and choice in the award and transcription processes are encouraged.

This guidance does not change, nor alter, the requirements of awarding course credit toward degree requirements for statewide guaranteed AP exams, CLEP exams, or CTAGs for students once they graduate from high school and enroll as degree-seeking students at public colleges and universities.

APPENDIX U

Career-Technical Assurance Guide Grade Policy Revision Pilot

Career-Technical Assurance Guides (CTAGs) provide the assurances for statewide-articulated career-technical education (CTE) credit required by ORC 3333.162. Career-Technical Assurance Numbers (CTANs) identify discrete course-level articulations within a CTAG.

The Ohio Department of Education and the Ohio Department of Higher Education (Ohio Articulation and Transfer Network) engage statewide faculty from public institutions of higher education in the development of a CTAN.

Once endorsed, ODHE, ODE, and ODE's test development vendors prioritize faculty-aligned secondary CTE competencies in the development of standard end-of-course exams where a CTAN is proposed.

Post-secondary faculty participate in end-of-course test item writing and endorse the exam used for articulated credit. ODE monitors its vendor as passing cut scores are established and updated. In June 2015, the Ohio Articulation and Transfer Network (OATN) Oversight Board established that, in addition to end-of-course exam passage, students must also complete the course with a grade of "C" or better.

At the July 2, 2018 meeting of the OATN Oversight Board, there was considerable discussion about revising this policy as a result of innovations in test development and student credit award process.

ODHE has implemented one suggestion from this meeting and is making funds available for localized studies of CTAG student performance. Additionally, ODHE and ODE are moving forward with a statewide technical process that will simplify burdensome paper processing in the identification of CTAG credit-eligible students. To accomplish that goal the policy that requires a grade of "C" or better for CTANs where an end-of-course examination is available needs to be suspended. Instead of a minimum course grade expectation for secondary-CTAG aligned course completion, student-level course completion data will be used in future technology-aided credit award processes. Course completions reported to ODE and to institutions of higher education will vary according to district grading policy.

Together, course completion and the passage of course-level end-of-course examinations shall be the requirements for student credit award where the course-level CTAG assurances permit this.

A pilot will immediately go into effect for a period of two years using these new requirements for student credit with an assessment of this change of policy at the end of the pilot.

APPENDIX V

Policy for Inactive Faculty Panel Members

The Ohio Articulation and Transfer Network (OATN) provides guidance for statewide panel leads and active faculty panel members in order to avoid inactive faculty panel participation. This policy is specific to faculty panel members serving on OATN panels including but not limited to: Transfer Assurance Guides (TAGs), Ohio Transfer Module (OTM), Career-Technical Assurance Guides (CTAGs), Military Transfer Guides (MTAGs), and Ohio Guaranteed Transfer Pathways (OGTP).

In an effort to advance articulation and transfer policy and practices required by ORC 3333.16, contributions made by over a thousand statewide faculty content experts from universities, community colleges, and career-technical institutions ensure that articulation and transfer work to approve courses and program equivalencies, initiative progress, and prior learning result in the awarding of college credit. Faculty involvement and panel participation help facilitate progress and implementation of statewide initiatives. Their guidance and valuable knowledge of subject matter continues to strengthen courses and programs for the students and citizens of Ohio.

This policy acknowledges the value of statewide faculty participation and recognizes this is performed on a volunteer basis. Since service on a faculty review panel is an agreement with an institution (Provost Office) and faculty member, non-participating faculty will be reported to the appropriate institutional office once deemed inactive. This policy limits the amount of time a faculty member may be considered inactive within the review process to two consecutive review cycles. Inactive status is determined at the discretion of faculty panel leads and the Ohio Department of Higher Education.

To maintain comprehensive credit transfer, faculty play a key role throughout the process of awarding college credit, and thus require active faculty participation.

Policy for Inactive Faculty Panel Members: Q&A

This document accompanies the OATN policy on Inactive Faculty Panel Members and provides a number of Q&A statements for current and future faculty panel members.

Q: What does an “inactive” faculty panel member mean?

A: “Inactive” refers to faculty not engaging or participating in faculty panel responsibilities. This includes bi-annual panel reviews and/or panel meetings (digital or in-person).

Q: How often are review cycles held?

A: Review cycles occur bi-annually. These are held each fall and spring within an academic calendar.

Q: How often are faculty review panel meetings held?

A: Faculty review panel members are expected to meet twice annually or as needed during the fall and spring review cycles. Panel members may be requested to participate in periodic reviews of learning outcomes/guidelines. OTM faculty panel members are to attend bi-annual statewide OTM Faculty Sub-Committee meetings.

Q: Where are faculty review panel meetings held?

A: Faculty review panel meetings are held digital and/or in-person. It is up to the panel lead (co-leads) and panel members to determine how groups meet during the review cycle, as well as when participating in learning outcome/guideline reviews. OTM Faculty Sub-Committee meetings are held in-person.

Q: Is this policy for faculty writing panels?

A: No, this policy is geared towards faculty review panels.

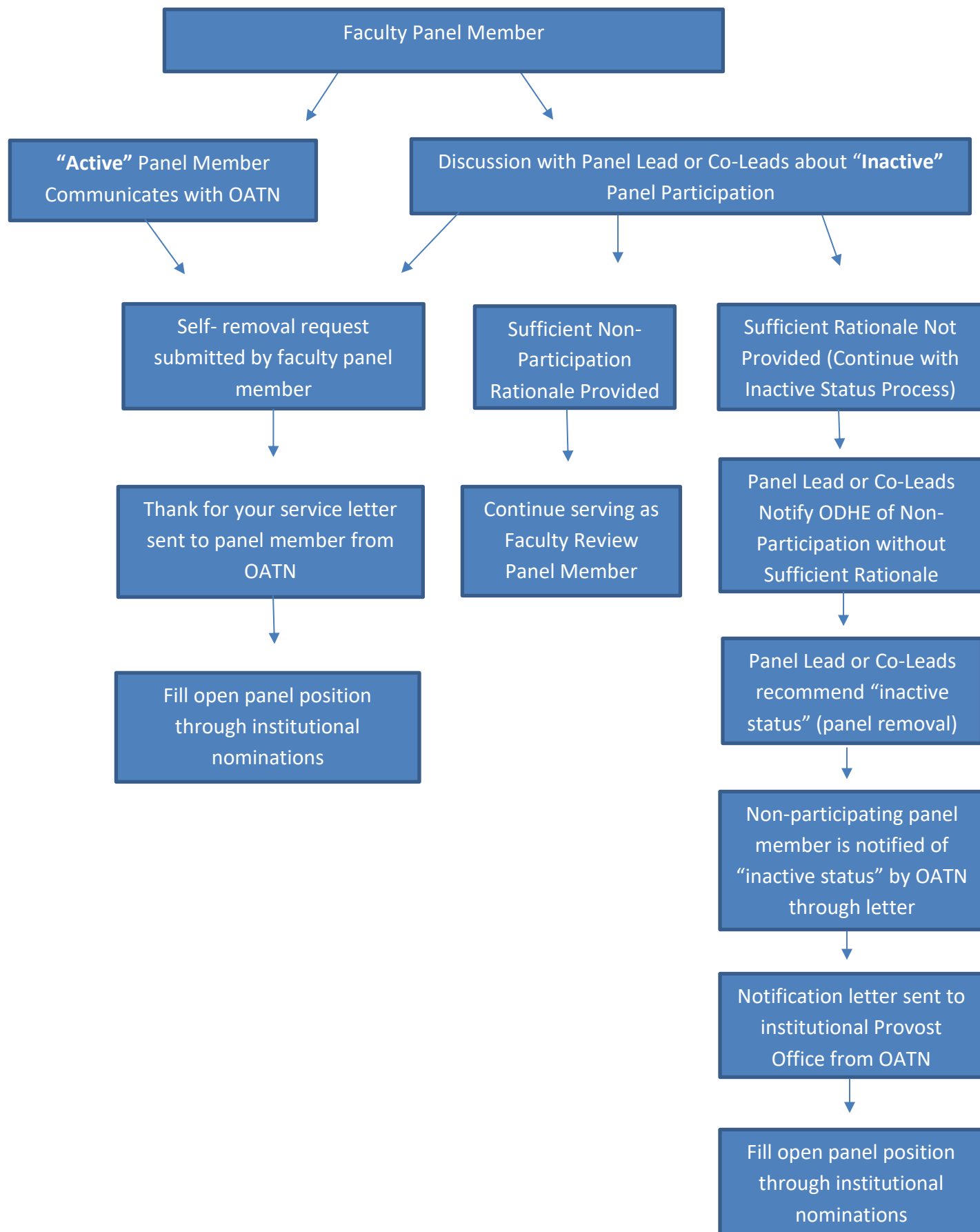
Q: What are the service expectation as a faculty panel member?

A: As a member of a faculty review panel, participating members will help to build seamless transfer systems in Ohio. Panel members act as representatives of their disciplines in making statewide course equivalency decisions regarding the approval of submitted matches to each course. Reviews of submissions are conducted electronically, within a designed time frame, through the Course Equivalency Management System (CEMS). Panel members examine the extent of each match should to learning outcomes/guidelines, credit hours, and any additional requirements to determine if a match should be considered equivalent. Panel members will be expected to participate in a periodic review of learning outcomes/guidelines. There are no term limitations on the number of years a panel member may serve.

Q: Are faculty panel members volunteers?

A: Yes, panel member participation is performed on a volunteer basis through the state. Since service on a faculty review panel is an agreement with an institution (Provost Office), non-participating faculty will be reported to the appropriate office once deemed inactive.

Flow Chart for Faculty Review Panel Members



Appendix W: MTAG Additional Credit Options Guidance

Foreign Language

The OATN Oversight Board strongly recommends that Ohio's public institutions of higher education consider awarding appropriate credit for military foreign language courses from the Defense Language Institute-Foreign Language Center (regionally accredited 2-year institution). DLI-FLC's courses were evaluated for alignment to current foreign language TAG courses by a consultant, who was a former Commandant of DLI-FLC (equivalent to a College/University President). The recommendations from the consultant were shared ([and can be found here](#)) and explained to the appropriate TAG panels. In addition to those courses, DLI-FLC offers significantly more language courses than current foreign language TAGs exist. Students from DLI-FLC who complete a Foreign Language Basic Program (45 semester hour block) earn a DLI-FLC Diploma. The OATN Oversight Board strongly recommends that students with this Diploma should be considered, at a minimum, to have met the requirements of foreign language course Beginning Language I & II and Intermediate I & II that are required in some degree programs (typically 4 semesters of a single language).

General Education Military Credit Project

The OATN Oversight Board strongly recommends that Ohio's public institutions of higher education consider awarding appropriate credit in areas such as diversity or multiculturalism. The "[General Education Military Credit Project](#)" research document provides examples that current Ohio institutions are using to award credit. The most appropriate method of credit award should be chosen by the institution and tailored to their specific degree requirements. The option chosen by the institution should be communicated to incoming veterans and service members as a potential credit option. In addition to the general education recommendations, the "[General Education Military Credit Project](#)" document contains additional information to consider regarding infantry coursework, as well as sexual assault prevention and response coursework and certification. This is only a possibility to be considered as academic credit and in no way would forgo Title IX requirements of institutions.

DEFINITION OF SEMESTER CREDIT HOUR AND LENGTH OF SEMESTER TERM

July 24, 2009

An ad hoc group was formed to examine the OBR's existing definition of the duration of a semester. The group recognized that federal financial aid regulations already provide a definition and recommends using that established national guideline. The group also concluded that the current definition of a semester credit rests implicitly on the concept of the credit hour more than on the number of weeks or days in a semester. Consequently, the group reconceived its task as defining the semester credit hour and proceeded using the following guidelines:

- An institution's semester calendar will not violate any accreditation regulations, federal guidelines, etc.
- An institution's semester calendar will facilitate the attainment of The University System of Ohio goals, including the transfer process.
- A semester credit hour will mean the same throughout The University System of Ohio.

Because the credit hour is the basis on which all degrees are awarded and credits are transferred among schools within and outside of Ohio, the definition of the credit hour should be consistent with current practice. At the same time, the definition should be flexible enough to accommodate alternative modes of instruction that may not yet exist. We believe that the following definition achieves both of those goals.

Semester Credit Hour Definition

One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of two hours for every hour of formalized instruction. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes.

The preliminary review resulted in the above definition of a credit hour of formalized instruction, which will be used by all University System of Ohio institutions. In addition, credit hours may be awarded on a different basis for other types of instructional activities (e.g., labs, clinical, studio, and independent study). General guidelines for awarding credit are already defined in the *Ohio Board of Regents Operating Manual for Two-Year Campus Programs* and are being revised using the new definition of a semester credit hour.

Semester Length Definition

Volume 3 Chapter One, "Academic Calendar & Payment Periods" of the *2008-2009 Federal Student Aid Handbook* defines an academic year as at least 30 weeks of instructional time. The number of weeks of instructional time is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. Semesters and trimesters are generally 14 to 17 weeks long.

This group acknowledges that the above definitions for semesters would be used in adjusting the definitions for quarters.

Concluding Note

The ad hoc group wishes to echo the Ohio Board of Regents' memo of February 4, 2000, defining the length of academic terms. It stresses both the need for flexibility required by new modes of instruction and scheduling and the need for consistency in transferring credit among institutions and equity in awarding subsidy. Ultimately, the responsibility for protecting the academic integrity of curricula, programs, and schedules rests upon the judgment of the chief academic officers of Ohio's colleges and universities within The University System of Ohio.

SEMESTER HOUR CONVERSION AD HOC COMMITTEE — 2009

Dr. David Descutner
Associate Vice Provost for Undergraduate
Education
Dean of University College
Ohio University

Dr. Joe Law
Assistant Vice President for Articulation
and Transfer
Wright State University

Mr. Brad Myers
Registrar
The Ohio State University

Dr. Kristi Nelson
Senior Vice Provost for Academic Planning
Professor of Art History
University of Cincinnati

Dr. Richard Prystowsky
Vice President for Academic Affairs
Central Ohio Technical College

Mr. Pete Ross
Vice President for Enrollment Management
Cuyahoga Community College

Mr. Dave Sauter
Registrar
Miami University

Dr. Randy Smith
Vice Provost for Curriculum and
Institutional Relations
The Ohio State University

Dr. Michael Snider
Consultant
Ohio Association of Community Colleges

Dr. Lori Zakel
Chair and Professor of Communication
and Journalism
TAG Point Person for Communications
Studies
Sinclair Community College

Ohio Board of Regents Staff:

Dr. Paula Compton
Associate Vice Chancellor, Articulation and
Transfer

Dr. Darrell Glenn
Director of Data Management and Analysis

Ms. Candice Grant
Administrator, Articulation and Transfer

SUPPLEMENTAL INFORMATION

DIRECTIVES OF THE CHANCELLOR OF THE OHIO DEPARTMENT OF HIGHER EDUCATION CONCERNING ARTICULATION AND TRANSFER, INCLUDING DOCUMENT LINKS

DIRECTIVE 2008-010

May 30, 2008

A PROPOSAL FOR AWARDING ADVANCED PLACEMENT (AP) CREDITS TO PUBLIC INSTITUTIONS
OF HIGHER EDUCATION IN OHIO

https://www.ohiohighered.org/sites/ohiohighered.org/files/Directive_2008-10.pdf

DIRECTIVE 2010-016

March 18, 2010

DEFINITION OF SEMESTER CREDIT HOUR AND LENGTH OF SEMESTER TERM

<https://www.ohiohighered.org/sites/ohiohighered.org/files/Dir2010-016.pdf>

DIRECTIVE 2010-030

July 15, 2010

REVISION TO TRANSFER POLICY OF UPPER-DIVISION CREDIT AT FOUR-YEAR INSTITUTIONS,
REGIONAL CAMPUSES, COMMUNITY AND TECHNICAL COLLEGES

<https://www.ohiohighered.org/sites/ohiohighered.org/files/dir2010-030.pdf>

DIRECTIVE 2010-045

December 6, 2010

ESTABLISHMENT OF THE OHIO ARTICULATION AND TRANSFER NETWORK

<https://www.ohiohighered.org/sites/ohiohighered.org/files/dir2010-045.pdf>

DIRECTIVE 2011-004

March 4, 2011

A PROPOSAL FOR AWARDING COLLEGE CREDIT FOR MILITARY TRAINING, EXPERIENCE, AND
COURSEWORK TO PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN OHIO

<https://www.ohiohighered.org/sites/ohiohighered.org/files/dir-2011-004.pdf>

DIRECTIVE 2012-015

May 11, 2012

BILATERAL ARTICULATION AGREEMENTS WITH SECONDARY CAREER-TECHNICAL INSTITUTIONS:
PRINCIPLES AND GUIDELINES

https://www.ohiohighered.org/sites/ohiohighered.org/files/Directive_2012-015_OBR.pdf

DIRECTIVE 2014-022

October 16, 2014

BASELINE SET OF STANDARDS AND PROCEDURES FOR THE AWARDING OF COLLEGE CREDIT FOR
MILITARY TRAINING, EXPERIENCE, AND COURSEWORK

https://www.ohiohighered.org/sites/ohiohighered.org/files/Directive_2014-022_OBR.pdf

DIRECTIVE 2015-016

April 30, 2015

GUIDELINES AND PROCEDURES FOR ACADEMIC PROGRAM REVIEW MANUAL

https://www.ohiohighered.org/content/directive_2015_016

The Ohio Articulation and Transfer Policy is available at the following link:

<https://www.ohiohighered.org/transfer/policy>