



Memorandum

To: Provosts and Chief Academic Officers

From: Paula K. Compton, Associate Vice Chancellor, Articulation and Transfer

Date: February 4, 2015

Subject: Changes to the Guidelines for the Ohio Transfer Module Mathematics, Statistics, and Logic

As many of you know, we are implementing several changes to the guidelines for the Ohio Transfer Module Mathematics, Statistics, and Logic. All of the changes have undergone a statewide consensus and endorsement process to assure that key stakeholders, including mathematics and statistics faculty across University System of Ohio (USO) institutions, the USO Mathematics Chairs/Leads Network and its subgroups, the Ohio Articulation and Transfer Oversight Board and Advisory Council, and institutional administrators, were involved in the feedback and decision-making process. The following changes have been made to the guidelines:

1. Established a College-Level Mathematics Course Definition:

“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.” This definition has replaced Guidelines 10, 11, and 12 that specifically referenced Intermediate Algebra as a threshold between remedial and college level and the college-level course to be “beyond” high school exit standards. Furthermore, this definition makes it clear that the Intermediate Algebra is not considered a college-level course.

2. Removed Prescribed Pre-Requisite OTM Course Requirements for Acceptance into the OTM Mathematics, Statistics, and Logic

3. Removed the Credit-Hour Requirements from All OTM Courses with Learning Outcomes (TMM001, 002, 003, 005, 006, 010, 013, 017)

4. Revised Guideline 4 Language:

Guideline 4 “Course does not cover variable *content* from term to term” has been changed to “Course does not cover variable *learning outcomes* from term to term.”

Intermediate Algebra as It Relates to Degree Requirements

The new definition of a college-level course indicates that Intermediate Algebra is not college level and therefore, by definition, cannot be used to fulfill minimum degree requirements. Any programs that are currently using Intermediate Algebra as a requirement will need to revise program requirements to accommodate this change.

We are asking institutions to examine their degree program requirements and, when Intermediate Algebra is found to be a credit-bearing course, replace it with a college-level course. The other changes in this document (e.g., clarifying the definition of a college-level mathematics course; removing required pre-requisites; providing flexibility in credit hour requirements; and encouraging the development and use of quantitative courses other than College Algebra) will provide the flexibility needed to maintain rigor while ensuring that students gain the mathematical skills best suited to their degree and career goals.

Because of the importance of this change, the Chancellor is asking that the removal of Intermediate Algebra as a credit-bearing course and its replacement with a college-level mathematics, statistics or logic course appropriate to a student's career path be implemented not later than fall of 2017. The continuing work of the subcommittees of the mathematics initiative will provide guidance on the development of alternative mathematics courses and pathways and will assist us in meeting the 2017 deadline.

Your Institutional Implications from the Endorsed Changes

The endorsed changes have opened up several opportunities for your institution. Your institution will be able to 1) determine appropriate pre-requisites and other innovative strategies to prepare students for your college-level mathematics courses, 2) assess the current and future course inventory and submit additional courses that were not eligible in the past to the OTM Mathematics, Statistics, and Logic Review Panel to be accepted into the OTM, 3) develop pathway courses that could provide seamless transition from secondary to postsecondary courses without any gap in between, and 4) help students graduate from your institution with a certificate or degree by not only providing knowledge and skills needed for their future endeavors but also assuring that their courses can be guaranteed to transfer and apply toward graduation at the next USO institution.

Changes and new submissions can be made immediately. Here are some instructions:

1. If your institution decides to revise or eliminate certain pre-requisites currently in place, especially the Intermediate Algebra requirement, for some of the currently approved OTM gateway courses, please have your faculty work with your OTM coordinator by sending a revised

syllabus. Your OTM coordinator will then consult with Hideo Tsuchida, Director of Articulation and Transfer Policy, to determine the appropriate next steps.

2. If your institution is ready to submit non-OTM approved courses, please have your faculty work with your OTM coordinator to go through a normal submission process in the Course Equivalency Management System (CEMS). Attached documents include a course inventory form and an updated OTM Mathematics, Statistics, and Logic submission template. Even though the Faculty Review Panel will not be utilizing pre-requisite course as a basis for its review decision, the Panel appreciates your continued submission of any pre-requisite syllabus. This will provide the Panel Reviewers with an assessment of where the submitted college-level OTM course begins.

I wish to express my thanks for the diligent work of the members of the USO Mathematics Chairs/Leads Network Subgroup 2, who began their work during summer 2014, the great support and active participation by all 36 USO institutions through a statewide survey, and the endorsement by the mathematics and statistics chairs and leads from USO institutions. A special thanks goes to Dr. Ricardo Moena from University of Cincinnati, the panel lead for the Subgroup 2 (OTM Mathematics, Statistics, and Logic Review Panel) for his leadership. The changes would not be possible without strong collaboration and support from the mathematics and statistics community.

Should you have any questions, please contact me at (614) 466-3334, pcompton@regents.state.oh.us; or Hideo Tsuchida at (614) 644-0642, htsuchida@regents.state.oh.us.