Ohio Transfer Module (OTM) Mathematics, Statistics, and Logic
(Proposed Changes – Phase II – 3-3-2015)

Learning Outcomes:

The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how?

a. Communicate effectively: All general education programs include a component for writing; many also include a component for oral communication or presentation.

b. Evaluate arguments in a logical fashion: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.).

c. 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.

d. Acquire an understanding of our global and diverse culture and society

e. 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 full of equal importance to the goal of having the skills to do so intelligently.

Guideline 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.

~~**Guideline 2:** The course has the required entry-level college proficiencies appropriate to the course. Entry-level college proficiencies can be shown using a variety of means, including placement exams, pre-requisite coursework, and a description of the course materials.~~

~~**Guideline 3:** Course is not remedial or developmental.~~

Guideline ~~4~~2: Course does not cover variable learning outcomes from term to term.

~~**Guideline 5:** Course is not a special topics course.~~

Guideline ~~6~~3: Course is not an upper-division course.

~~**Guideline 7:** Course is not a narrowly-focused technical or pre-technical course.~~

~~**Guideline 8:** Course cannot be narrowly focused, such as courses specifically designed to satisfy the requirements of a particular program.~~

Guideline ~~9~~4: Course is in the areas of ~~formal/symbolic logic, college algebra, statistics, pre-calculus, and mathematics in everyday life~~mathematics, statistics, and logic.

Guideline ~~10~~5: Course must be open-ended in the sense that the course opens doors to further learning.

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Guideline 2: Course does not cover variable learning outcomes from term to term.

Guideline 3: Course is not an upper-division course.

Guideline 4: Course is in the areas of mathematics, statistics, and logic.

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