



Memorandum

To: Provosts and Chief Academic Officers

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

Date: July 21, 2015

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

Since the beginning of the year, we have implemented several sweeping changes to the guidelines for approval of the Ohio Transfer Module Mathematics, Statistics, and Logic courses. All of those changes underwent 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 initial changes included:

- Establishment of a Definition of a College-Level Mathematics Course,
- Removal of Prescribed Pre-Requisite OTM Course Requirements,
- Removal of the Credit-Hour Requirements from All OTM Courses with Learning Outcomes, and
- Change of a Guideline to Allow Variability in Course Topics As Long As Course Outcomes Are Not Variable.

Over the last few months, Subgroup 2 of the University System of Ohio Mathematics Chairs/Leads Network continued to meet and proposed additional changes to the Ohio Transfer Module Mathematics, Statistics, and Logic Guidelines to avoid redundancy and provide more clarity in the statewide criteria. Based on the strong support from the mathematics and mathematics-related faculty at USO institutions, I'm pleased to announce, based on the statewide consensus and endorsement process, the finalized statewide criteria for your courses to be accepted into the OTM Mathematics, Statistics, and Logic.

Please note, the Learning Outcomes have not changed; the changes that have been made are in the Guidelines for mathematics, statistics and logic courses. The final Guidelines:

- Incorporate changes announced earlier this year that were noted above;
- Maintain the Guideline that courses must be lower-division courses;
- Simplify the Guideline subject areas to mathematics, or statistics or logic; and

- Remove a number of outdated or redundant Guidelines, reducing the number of Guidelines from ten to four.

The finalized criteria are as follows:

<p>Learning Outcomes:</p> <p>The course directly emphasizes at least one of the learning outcomes for the Transfer Module.</p> <p>a. Communicate effectively: All general education programs include a component for writing; many also include a component for oral communication or presentation.</p> <p>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.).</p> <p>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.</p> <p>d. Acquire an understanding of our global and diverse culture and society.</p> <p>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.</p>
<p>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.</p>
<p>Guideline 2: Course does not cover variable learning outcomes from term to term.</p>
<p>Guideline 3: Course is not an upper-division course.</p>
<p>Guideline 4: Course is in the area of mathematics, or statistics, or logic.</p>

Your Institutional Implications from the Endorsed Changes

The endorsed changes have opened up additional opportunities for your institution. Your institution should 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. Changes and new submissions can be made immediately. Here are some instructions:

1. 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.

2. An updated submission template has been posted on the Ohio Transfer Module website at <https://www.ohiohighered.org/transfer/transfermodule/learningoutcomes>.
3. The Review Panel would appreciate your faculty's willingness to include any materials related to co-requisite courses and sample assessments (i.e., tests, quizzes, final exam, etc.) as part of each submission. These items can be attached in CEMS alongside a working syllabus.

I wish to express my thanks for the diligent work of the members of the USO Mathematics Chairs/Leads Network Subgroup 2, who had tirelessly worked on the proposals, the great support and active participation by all 36 USO institutions through statewide surveys, 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.

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