



# Ohio Transfer Module Guidelines

October 2008

## Mathematics, Statistics and Logic

- 1) 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
- 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, prerequisite coursework and a description of the course materials.
- 3) Course is not remedial or developmental.
- 4) Course does not cover variable content from term to term.
- 5) Course is not a special topics course.
- 6) Course is not an upper division course.
- 7) Course is not a narrowly-focused technical or pre-technical course.
- 8) Course cannot be narrowly focused, such as courses specifically designed to satisfy the requirements of a particular program.

- 9) Course is in the areas of formal/symbolic logic, college algebra, statistics, pre-calculus or mathematics in everyday life.
- 10) Course focuses on mathematical skills beyond intermediate algebra, that is, at college level.
- 11) Course will develop the student's mathematical and problem-solving ability beyond the 12<sup>th</sup> grade high school exit standard.
- 12) Course extends beyond the concepts presented in high school algebra I and II and geometry.
- 13) Course must be open-ended in the sense that the course opens doors to further learning.

## English: Composition

- 1) 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
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- 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, prerequisite coursework and a description of the course materials.
- 3) Course is not remedial or developmental.
- 4) Course does not cover variable content from term to term.
- 5) Course is not a special topics course.
- 6) Course is not an upper division course.
- 7) Course is not a narrowly-focused technical or pre-technical course.
- 8) Course's primary focus is the writing process.
- 9) Course develops communication skills by writing expository essays.

10) Course develops the ability to critically analyze text.

11) Course emphasizes critical thinking skills.

## English: Oral Communication

- 1) 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
- 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, prerequisite coursework and a description of the course materials.
- 3) Course is not remedial or developmental.
- 4) Course does not cover variable content from term to term.
- 5) Course is not a special topics course.
- 6) Course is not an upper division course.
- 7) Course is not a narrowly-focused technical or pre-technical course.
- 8) Course has a primary focus on the performance of extemporaneous public speaking.

9) Course clearly shows on the syllabus that a minimum of 51% points in the evaluation are from preparing and presenting extemporaneous speeches.

10) Course covers the theory of oral communications.

## Social Sciences

- 1) 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
- 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, prerequisite coursework and a description of the course materials.
- 3) Course is not remedial or developmental.
- 4) Course does not cover variable content from term to term.
- 5) Course is not a special topics course.
- 6) Course is not an upper division course.
- 7) Course is not a narrowly-focused technical or pre-technical course.
- 8) Course has content that allows the student to acquire an understanding of our global and diverse culture and society.



- 9) Course is an introductory-level course that explains through empirical investigation and theoretical interpretation the behavior of individuals and/or various groups in societies, economics, governments or subcultures.
- 10) Course is from either a social or behavioral science discipline, including anthropology, economics, geography, history, political science, psychology or sociology.
- 11) Course employs the methods of inquiry characteristic of social and behavioral courses.

## Arts and Humanities

- 1) 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.)
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- 3) Course is not remedial or developmental.
- 4) Course does not cover variable content from term to term.
- 5) Course is not a special topics course.
- 6) Course is not an upper division course.
- 7) Course is not a narrowly-focused technical or pre-technical course.
- 8) Course is an introductory-level course that focuses on the study of human endeavors spanning historical periods, regions and cultures.

9) Course is from one of the following disciplines: history of dance, art, music, theatre, film, literature, religion, philosophy, ethics or history.

10) Course employs the methods of inquiry characteristic of arts and humanities.

11) Course is not a skill developmental or a preparatory course for advanced study in a major (e.g. applied music lessons, studio art, symbolic logic, theatre skills and creative writing).

## Natural Sciences

- 1) 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
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- 4) Course does not cover variable content from term to term.
- 5) Course is not a special topics course.
- 6) Course is not an upper division course.
- 7) Course is not a narrowly-focused technical or pre-technical course.
- 8) Course is an introductory course that makes 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.

- 9) Course helps the students to develop an understanding of structured thinking involving induction and deduction.
- 10) Course is from natural science disciplines such as astronomy, biology, chemistry, environmental science, geology, physical geography or physics.
- 11) The course has 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.
- 12) The course does not focus exclusively on content coverage, without addressing the learning outcomes for the Transfer Module.
- 13) Course has a laboratory component that has at least one credit hour and meets an average of no less than two hours per week.