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Undergraduate Curriculum
and
Academic Policy Committee

Minutes
of
October 19, 2005 Meeting

Present: Susan Carrafiello, Candace Cherrington, Jeanne Fraker, Krystal Karshner, Nathan Klingbeil, Charles Larkowski, Joe Law, Carol Loranger, Mindy McNutt, KT Mechlin, David Percy, Bobbie Pohlman, Tom Sav, Scott Graham (for Carol Wagner-Williams), Karen Wilhoit. Guests: Joyce Hail (Registrar's Office), Bonnie Mathies and Stephanie Davis (CEHS).

Approved Minutes of September 21, 2005.

UCAPC Subcommittee Reports

Writing Across the Curriculum Committee (WAC) -- No Report
University General Education Committee (UGEC) -- Susan Carrafiello, Chair,announced that the implementation of GE Assessment is well under way and reported on actions undertaken per the following minutes
　　UGEC Minutes, September 29, 2005
Undergraduate Academic Program Review Committee (UAPRC) -- No Report

Course Inventory and Modification Requests

CECS
　　Approved Inventories: EE 475, ISE 405*, ISE 477*
　　Approved Modifications: CS 316*, CS 317*, ISE 406, ISE 407, ISE 431, ISE 451, ISE 470, ISE 480, ISE 482, ISE 484, CEG 429, ISE 195, ME 408, ME 412, ME 444, ME 456, ME 471*
　　(* the committee corrected grammatical errors and/or technical errors)

CEHS
　　Approved Inventories: CTE 400, CTE 410*, CTE 415, CTE 420*, CTE 430*, CTE 440*, CTE 450
　　(* the committee corrected grammatical errors and/or made changes to student record information), and delete from inventory

EDT 204	PC Operating Systems for Education	(2)
EDT 205	Word Processing for Education	(2)
EDT 206	Integrated Database Applications for Educators	(2)
EDT 207	Integrating Spreadsheet Applications for Educators	(2)
EDT 208	Presentation Graphics Software for Educators	(2)
EDT 209	The Internet: Applications for Educators	(2)
EDT 211**	Basic Keyboarding and Document Formatting	(3)
EDT 212**	Advanced Keyboarding and Desktop Publishing	(3)
EDT 220**	Basic Word Processing Applications	(3)
EDT 221**	Intermediate Word Processing Applications	(3)
EDT 222**	Advanced Word Processing Applications/Desktop Publications	(3)

EDT 305	Integrated Applications in Business/Office Technology (4)	
EDT 306	Office and Records Management Systems (3)	
EDT 335	Business Mathematics for Business and Marketing Teachers (3)	
EDT 435	Business Education Curriculum and Materials: Shorthand, Transcription and Secretarial Procedures (3)	
EDT 491	Library Media Practicum—Elementary (1-12)	
EDT 492	Library Media Practicum—Secondary (1-12)	
OA 201	Beginning Shorthand (3)	
OA 202	Intermediate Shorthand (3)	
OA 203	Advanced Shorthand (3)	
OA 210	Keyboarding (3)	
OA 213	Advanced Typewriting (3)	
OA 301	Beginning Transcription (3)	
OA 302	Intermediate Transcription (3)	
OA 303	Advanced Transcription (3)	
OA 402	Problems in Office Administration (1-3)	
OA 411	Office Management and Administration (3)	
VOE 408	Intensive Business Education (3)	
VOE 452	Workforce Teacher Performance Assessment	
VOE 459	Developing Competency-Based Curriculum Materials (3)	
VOE 467	Organization and Administration in Marketing Education (3)	
VOE 468	Methods of Teaching Marketing Education (4)	
VOE 476	Inservice Education IV (1)	
VOE 477	Inservice Education V (1)	
VOE 481	Curriculum in Marketing Education (3)	

** Following the UCAPC meeting, the CEHS withdrew the deletions of EDT 211, 212, 220, 221, and 222 per the request of the LC -- the LC needs to and will continue to offer these courses at the Lake Campus, but they will no longer be offered at the Dayton Campus.

COBA

Approved Modifications: FIN 419*, MGT 321*
(* the committee corrected technical errors for student records)

COLA

Approved Inventories: PHL 309, PHL 310, PLS 364, PLS 374, PLS 451
Approved Modifications: HST 211, HST 212, PHL 211, PHL 301*, PHL 302*, PHL 303*, PHL 312, PHL 496*, PLS 364, PLS 374
(* the committee corrected technical errors for student records)

CONH

Approved Inventories: delete from inventory NUR 213, NUR 312, NUR 313, NUR 411, NUR 412, NUR 413
Approved Modifications: NUR 114, NUR 214, NUR 217, NUR 405, NUR 414, NUR 441, NUR 442, NUR 450, NUR 451, NUR 453, NUR 454, NUR 455

Program Changes

CECS

Approved
B.S. Electrical Engineering

CEHS
Approved
B.S. Vocational Education (VOE) to Career and Technical Education (CTE)

COLA
Approved
B.A. Art History
B.A. History
Minor in History

General Education Program

Ohio Transfer Module (OTM): Interdisciplinary Courses/Distributing Credit Hours
The committee briefly reviewed the Ohio Board of Regents (OBR) current proposal for the Ohio Transfer Module (OTM) so as to allow or require courses that are Interdisciplinary Studies courses to be distributed or apportioned by credit hours across different General Education Areas. The OBR has asked each institution to respond to the proposal. The committee thought it best to coordinate an administrative response to OBR with a Faculty Governance response through the Faculty Senate. Being a GE issue first and foremost, the committee charged the University General Education Committee (UGEC) with the task of reviewing the proposal, gathering feedback from each of the colleges, and coming forth with a report and recommendation that can be forwarded to the Faculty Senate.

The proposed OTM received by UCAPC is available for review as follows:
Ohio Transfer Module: Interdisciplinary Courses/Distributing Credit Hours

The current OTM may be reviewed at the OBR website as follows:
http://www.regents.state.oh.us/transfer/guidelin.html

A side-by-side comparison of the current and proposed OTM is available as follows (this document is still under development so please check back):
OTM: Current & Proposed Comparison

Academic Policy

Transfer to WSU of Student Grades Under "+" and "-" Grading Systems
With the forthcoming electronic transfer of grades integrated into the Banner System, it was brought to the attention of the committee that students transferring to WSU from institutions under "+" and "-" grading systems would be awarded the sending institution's "+" and "-" grade points. Because the WSU grading system does not award "+" and "-" grades, the committee believed that transfer students should be treated as equals with native WSU students. The committee proposed the following policy for consideration by the Faculty Senate:
Policy for Transfer of Grades Under "+" and "-" Grading Systems (herein the revised & finalized version by UCAPC, January 11, 2006)

Adjourned: Next meeting November 9

UCAPC Meeting	UCAPC Submission Deadline (**No Exceptions**: receipt after	Faculty Senate Meeting New Business	Faculty Senate Meeting Old Business

	forwards to the next meeting)		
Current Meeting October 19		November 7	January 9
November 9	October 28, 12:00 Noon	January 9	February 6

UCAPC HOME

University General Education Committee Meeting, September 29, 2005, 10:00 a.m.
Present: Rich Bullock (CoLA), Candy Cherrington (CoNH), Mindy Diesslin (CoSM), Carole Endres (RSCoB), Dan Ketcha (CoSM), David Reynolds (CECS), Jeanne Fraker (UVC), Lillie Howard (Provost's office), Joe Law (WAC), Susan Carrafiello (CoLA, Chair)

1. Minutes from 9/15/05 were approved.

2. The progress of GE assessment implementation for each area was reported. Excellent progress is being made in Area I. Areas II, III, and IV, are working with faculty to finalize a timeline; it is expected that assessment reports will be due no later than April 15, 2006.   The chair will provide a more detailed timeline for these areas at the next UGEC meeting. Area VI is also finalizing the process for collecting data and writing the report. Area V lead faculty have not yet been contacted; the chair agreed to report the status of their assessment implementation at the next UGEC meeting.

3. The committee then discussed revisions to the Area VI Course Report form as proposed by CoLA Area VI faculty. After some discussion, the committee agreed that it could only approve modifications that were approved by all Area VI colleges. The committee recommended that the associate deans of each college (the Area VI lead faculty) meet with the appropriate AreaVI faculty and come to a consensus on the reporting format for Area VI assessment data. The associate deans should then inform UGEC if they seek any modifications to the Area VI assessment plan.

4. Other

- Lillie Howard provided the data from the spring 2005 GE student learning outcomes evaluations. The chair and Joe Law will provide a summary of the data for the next UGEC meeting. The chair will also check UGEC minutes regarding the schedule for the administration of this form and report back to the committee.

- Lillie Howard will accept suggested revisions to the GE coordinator position until October 5.

- Lillie Howard noted that she sent copies of the GE assessment plans to all deans.

5. The meeting adjourned at 10:50 a.m.

The next meeting be held on October 20, 2005, 10:00-11:00 a.m. in 248 University Hall.

BS in Electrical Engineering Degree Requirements (NEW)

General Education Requirements	**66**
Required Substitutions:	
Area One	18
ENG 101, 102	
MTH 229, 230	
Area Two	8
Area Three	8
Area Four	12
Area Five	16
PHY 240/200, 242/202, 244/204	
Area Six	4
EGR 190	
Related Course Requirements	**30**
CEG 220	4
MTH 231, 232	10
MTH 235	5
STT 363 or ISE 301	3-4
CHM 121	5
EGR 335	3
Engineering Requirements	**69**
EGR 101	5
ME 212, 213	8
CEG 221 or ME 315	4
CEG 411	4
EE 140, 260, 301/302, 303/304, 321, 322, 325, 331/332, 345	36
EE 413/414, 421, 431/432	12
Engineering Electives	~~24~~ 26
Part A: Choose one of the following design sequences	
Design Sequence I: Electronic Circuits	~~16~~ 18
EE 444 or 449, 451, 454, ~~455,~~ 481, 482	
Design Sequence II: Control Systems	~~12~~ 14
EE 415/416, 417/420, ~~418,~~ 481, 482	
Design Sequence III: Communication/Signal Processing	~~12~~ 14
EE 435, 436, ~~476,~~ 481, 482	
Design Sequence IV: Electromagnetics	~~12~~ 14
EE 346, 446, ~~448,~~ 481, 482	
Design Sequence V: Industrial Design Projects	12
EE 499 taken for 3 quarters	
Part B: The remainder of the 26 credits of engineering electives are to be chosen from 300-400 level engineering classes. Of these 26 total hours of engineering electives, 20 must have an EE prefix.	
Technical Electives	~~9~~ 7
Courses must be chosen from an approved list.	
Total	198

BS in Electrical Engineering Degree Requirements (OLD)

General Education Requirements	**66**
Required Substitutions:	
Area One	18
ENG 101, 102	
MTH 229, 230	
Area Two	8
Area Three	8
Area Four	12
Area Five	16
PHY 240/200, 242/202, 244/204	
Area Six	4
EGR 190	
Related Course Requirements	**30**
CEG 220	4
MTH 231, 232	10
MTH 235	5
STT 363 or ISE 301	3-4
CHM 121	5
EGR 335	3
Engineering Requirements	**69**
EGR 101	5
ME 212, 213	8
CEG 221 or ME 315	4
CEG 411	4
EE 140, 260, 301/302, 303/304, 321, 322, 325, 331/332, 345	36
EE 413/414, 421, 431/432	12
Engineering Electives	**24**
Part A: Choose one of the following design sequences	
Design Sequence I: Electronic Circuits	16
EE 444 or 449, 451, 454, 455	
Design Sequence II: Control Systems	12
EE 415/416, 417/420, 418	
Design Sequence III: Communication/Signal Processing	12
EE 435, 436, 476	
Design Sequence IV: Electromagnetics	12
EE 346, 446, 448	
Design Sequence V: Industrial Design Projects	12
EE 499 taken for 3 quarters	
Part B: The remainder of the 24 credits of engineering electives are to be chosen from 300-400 level engineering classes. Of these 24 total hours of engineering electives, 20 must have an EE prefix.	
Technical Electives	9
Courses must be chosen from an approved list.	
Total	198

College of Education & Human Services
Career & Technical Education (CTE)
37-qtr. hr. Teacher Licensure Program for Undergraduates

For individuals employed to teach at the secondary level.		For individuals with related work experience and employed to teach a CTE program area at the secondary education level.	
Existing Program		**Proposed Program**	
VOE 411 Workforce Classroom/Laboratory Management	3	CTE 411 Communication Techniques	4
VOE 421 Classroom Management in Workforce Education	3	CTE 421 The Learning Environment	4
VOE 431 Evaluation of Student Performance in Workforce Education	3	CTE 431 Assessment & Instruction	4
VOE 451 Introduction to Workforce Education	3	CTE 451 Overview of Career & Technical Education	4
VOE 458 Selection and Organization of a Workforce Curriculum	3	CTE 471 Pre-Service Workshop for First-Year Career & Technical Education Teachers	8
VOE 469 Coordination Techniques in Workforce Education	3	CTE 472 Clinical Practice I for Undergraduate Students	4
VOE 471 Introduction into Workforce Teaching	8	CTE 475 Prioritizing & Mapping Curriculum	4
VOE 472 Supervised Teaching in Workforce Education I	3	ED 432 Improvement of Reading in Secondary Schools	5
VOE 475 Workforce Teaching Follow-Up Workshop	4		
EDT 280 Classroom Application of Computer Design	4		
Total hours 37		**Total hours 37**	

Date: April 5, 2005

To: COE Curriculum Committee

From: Stephanie Davis
               Director, Workforce Education

Subject: Request for Approval of Modifications

The attached material is time sensitive and submitted for your review: A request for approval of modifications to the existing 37-qtr. hr. Vocational Education (VOE) Licensure Program for undergraduate students. I am hoping that modifications may commence in summer 05 so that the new cohort of approx. 35-40 students may benefit from these changes.

Thank you sincerely for your consideration of this matter.

Date: March 7, 2005

To: EDL Curriculum Committee

From: Stephanie Davis
              Director, Workforce Education

Subject: Request for Approval of Course and Program Modifications

The attached packet includes a proposal that modifies the existing 37-qtr. hr. Vocational Education (VOE) licensure program for **undergraduate** students. Candidates for this program possess relevant work experience and are employed to teach in a secondary vocational education program.

Proposed modifications align with the name and mission of the Ohio and national Association for Career and Technical Education, and are supported by Linnae Clinton, the Ohio Department of Education's (ODE) Associate Director of Career-Technical and Adult Education. A letter of support may be obtained from Ms. Clinton if essential.

Briefly, modifications include:

1. Initiating the change in program name from Vocational Education (VOE) **to Career and Technical Education (CTE)** so course prefixes align with Perkins legislation language.

2. Specifying Ohio Standards for Teacher Education in course syllabi to reflect ODE's request and the North Central Accreditation for Teachers in Education's (NCATE) expectation to align licensure course objectives with state standards;

3. Increasing the quarter hours per course from 3 to 4 per the department of Educational Leadership's 4-quarter hours per course design;

4. Adding a Content Area Reading requirement (5 qtr. hrs.) course to the licensure program per an Ohio Department of Education mandate dated March 2003;

5. Eliminating the Educational Technology course as a stand-alone requirement from the licensure program and instead creating a new course that addresses contemporary communication issues in the field of Career & Technical Education.

Included in this packet for your review are:
- Rationale for Modifications
- Present and Proposed Program of Study
- Course Modification Requests with Proposed Syllabi

Thank you sincerely for your consideration of this matter.

Rationale for Proposed Course Modifications
to the 37-qtr. hr. CTE Teacher Licensure Program
for Students Employed as CTE Instructors and Seeking a 5-yr. Ohio Teaching License

I.   **The existing 37-qtr. hr. Teacher Licensure Program for undergraduate students is being modified for the following reasons:**

a.   A recommendation from the Ohio Department of Education's (ODE) Associate Director for Career-Technical and Adult Education (CTAE) to modernize the existing licensure program so that licensure courses align with the *Ohio Performance-Based Licensure Standards,* the *Interstate New Teacher Assessment and Support Consortium* (INTASC) and *Praxis II Principles of Learning and Teaching for Teachers of Grades 7-12* exam content.

b.   Specifying Ohio Standards for Teacher Education in course syllabi to reflect ODE's request and the North Central Accreditation for Teachers in Education's (NCATE) expectation to align licensure course objectives with state standards.

c.   The College of Education has recently modified courses to:
   i.   Reflect a 4-qtr. hr. base, therefore VOE courses will transition from 3- to 4-qtr. hrs. and content from deleted courses will be incorporated into modified courses.
   ii. Adjust for changes in requirements for technical education teachers. Content standards that are included in proposed course syllabi reflect the knowledge, dispositions and performances required by the Office of Career-Technical & Adult Education.

d.   The term "vocational education" became an outdated term with the revision of the Carl D. Perkins Vocational and Technical Education Act in 1998; the term "Career & Technical Education" (CTE) is now being used in schools and states around the country to refer to programs that prepare students for post secondary education and careers. Therefore, Workforce Education will request adjustments of VOE to CTE as program modifications are proposed.

e.   The EDT component is being eliminated from the 37-qtr. hr. CTE teacher licensure program for graduate-level students. Although EDT will no longer serve as a stand-alone course requirement, technology and workplace communication remain integral to the CTE licensure program. A new course is being submitted for review (CTE 411 Communication Techniques) with content based on current research and communication aspects within workplace settings. ODE's Office of CTAE supports this modification.

f.   A content area reading requirement (ED 432 Improvement in Reading in Secondary Schools, 5-qtr. hrs.) is being added to the CTE licensure program per ODE's mandate dated March 2003.

g. Two courses (VOE 458 and VOE 469) that are typically offered during the second summer of the licensure program are being eliminated from the licensure program due to dated features and misalignment of content. Content from the existing VOE 458 will be incorporated into a curriculum course that is being modernized (CTE 475 Prioritizing and Mapping Curriculum) so that content is based on current research conducted by the Southern Regional Education Board (SREB), Southwestern Publishing Company, CORD and McREL. Content for VOE 469 Coordination Techniques in Workforce Education is misaligned with the purpose of CTE; the course currently focuses on strategies and procedures in managing adult and post-secondary education programs whereas the CTE licensure program at Wright State focuses on preparing business/industry professionals for teaching in a secondary Career & Technical education environment.

h. Career & Technical Education will request adjustments of course syllabi as program modifications are proposed. Course syllabi will continue to be updated and submitted—the last recorded change for most courses occurred in 1998.

College of Education and Human Services

Vocational Education
37-Quarter Hour Teacher Licensure Program

(Undergraduate Level)
Pre-Service Education Program in Vocational Agriculture, Business,
Family & Consumer Science,
Marketing, Trade, Industrial and Health Education

Student _____ Social Security #_____

***Please Note The Following*:** This checksheet outlines the courses required by career/technical teacher candidates employed to teach at the secondary level. Undergraduate teacher candidates begin their teacher education program with course VOE 471, starting summer term prior to the start of the school year. You will need to complete the VE-36/VE-37 and meet with the WFE Center Director to be admitted to the program.

First Year Requirements (20 Credit Hours)	Cr. Hrs.	Qtr. Offered	Transfer Cr.	Grade
VOE 471 Introduction into Workforce Teaching	8	Summer		
VOE 472 Supervised Teaching in Workforce Education	3	Fall		
VOE 451 Strategies and Techniques in Workforce Education Teaching	3	Fall		
VOE 411 Workforce Classroom/Laboratory Management	3	Winter		
VOE 421 Management of Student Behavior in Workforce Education	3	Spring		
Second Year Requirements (16 Credit Hours)	**Cr. Hrs.**	**Qtr. Offered**	**Transfer Cr.**	**Grade**
VOE 475 Workforce Teaching Follow-Up	4	Summer		
VOE 469 Coordination Techniques in Workforce Workforce Coordination	3	Summer		
VOE 431 Evaluation of Student Performance in Vocational Education	3	Fall		
VOE 458 Selection and Organization of a Workforce Curriculum	3	Winter		
EDT 280 Classroom Applications of Computer	4	Spring		

1. Upon completion of 17-quarter hours of program course work, the two-year provisional vocational licensure can be renewed.
2. PRAXIS II will be completed during the second year of licensure program.
3. PRAXIS III will be completed during the third year of licensure program.
4. PRAXIS III will be administered by the ODE throughout the third year. Successful completion of Praxis III will result in the teacher being able to apply for a five-year professional license.

If this program cannot be completed within the two-year period, the Workforce Education Center Director at Wright State University should be consulted for development of a program (including completion of Praxis III) that can be completed within the maximum time limit of four years.

Advisor_____   Date_____

PROPOSED PROGRAM OF STUDY

College of Education and Human Services

Career & Technical Education (CTE)

37-Quarter Hour Teacher Licensure Program

(Undergraduate Level)

A teacher licensure program for individuals with documented experience in
in Agriculture, Business, Family & Consumer Science, Marketing, Trade, Industrial and Health Occupations,
employed to teach in a CTE program area at the secondary level, possess a baccalaureate degree from an accredited institution,
and seek to earn a professional teaching license in CTE.

Student _____ **Social Security #**_____

First Year Requirements (24-quarter hours)	Cr. Hrs.	Qtr. Offered	Transfer Cr.	Grade
CTE 471 Pre-Service Workshop for First-Year Career & Technical Education Teachers Two-week summer workshop.	8	Summer		
CTE 421 The Learning Environment	4	Fall		
CTE 472 Clinical Practice I for Graduate Students Clinical observations are conducted at the student's school site. Lab fee.	4	Fall		
CTE 451 Overview of Career & Technical Education This is a Web-centric course. Students meet face-to-face for the first and last class mtgs. The rest of the course is delivered on-line via WebCT.	4	Winter		
CTE 411 Communication Techniques	4	Spring		
Second Year Requirements (13-quarter hours)	**Cr. Hrs.**	**Qtr. Offered**	**Transfer Cr.**	**Grade**
ED 432 Improvement in Reading in Secondary Schools	5	Fall		
CTE 431 Assessment & Instruction	4	Winter		
CTE 475 Prioritizing & Mapping Curriculum	4	Spring		

NOTES

1. CTE licensure courses are offered only once a year; courses should be taken in order *and* in the quarter prescribed above since each course builds upon the next. It is not advisable to detour from the above timeline since time away from coursework and peer support affects one's classification as an Entry Year Teacher and ability to complete Praxis III within ODE's time limit. If this CTE licensure program cannot be completed within the two-year designated period, the student should immediately contact Dr. S. Davis, Director, at (937) 775-3598 so that the university is aware of the candidate's delay in studies.
2. Upon completion of a minimum of 15-qtr hrs of program coursework (i.e. Pre-service workshop <u>and</u> at least two additional 4-qtr hr licensure courses), the two-year provisional license may be renewed.
3. After 37-qtr hrs of licensure coursework has been completed with a "C" or better for each course, the licensure candidate must notify the employing district immediately so that the district may register the candidate as an "Entry Year Teacher" with Ode and assign a mentor to assist with Praxis III preparation. Praxis III is a performance-based test administered by a trained assessor. Successful completion of Praxis III (along with successful completion of 37-qtr hrs of licensure coursework) will result in the candidate being able to apply for a five-year professional teaching license. This must be done within the four-year time limit per ODE.
4. It is the student's responsibility to be aware of university and licensure requirements. Access the Wright State website (i.e. Wright State homepage, WebCT, Wings, ROX, Office of Student Services for the College of Education) for updates.

Advisor_____ Date_____ (See catalog descriptions on next page)

Request for Change to Art History Major Program
Linda Caron, Chair (Linda.caron@wright.edu, x 2896)
Department of Art and Art History

I.   **Title of Program.** B.A. in Art History
         Department: Art and Art History
         College: Liberal Arts

II.   **Program Changes**.
         Existing requirement. Catalog language: "After completing seven art history courses and before graduating, art history majors are required to write a senior paper under the supervision of an art history faculty member. The senior paper requires expansion or further investigation of a paper the student submitted for a 400-level course."

         This is a non-credit requirement, and has been used primarily for assessment purposes as it provided evidence of the increased accomplishment of the student by comparing the first and last version of the paper. However, if a student chose to revise a recent paper the utility of the senior paper as an assessment tool was lessened.

         Proposed requirement.   Students will turn in a portfolio consisting of the first art history paper written for a 400-level course and the paper written for the last 400-level art history course. The portfolios will be used for assessment.

         The existing language would be removed from the catalog. Because the new process is an assessment mechanism and not a graduation requirement, no new catalog language is needed.

         Specific changes. The requirement will be more accurately depicted as an assessment requirement, not a graduation requirement. It will parallel assessment requirements for our other majors. Students will no longer have to complete an additional paper for which they receive no credit during their busy final quarters at Wright State. The portfolio will provide a more comprehensive assessment tool, as it will more accurately reflect the students' increase in accomplishment during the major.

III.   **Transition Plan.** n/a. This change could begin immediately without causing disruption.

IV.   **Curriculum Coordination.** This change will not impact other departments or program units.

V.   **Resource Coordination**. This change will not impact computer or library resources.

TO: UCAPC

FROM: Edward Haas
        Chair, Department of History

RE: Request for Changes in History Degree Requirements

DATE: May 18, 2005

HST 211 and HST 212, which are required for majors, have been raised from 3-hour to 4hour courses. This change has been made so that these courses will be in conformity with other history courses and allow more subjects to be covered in greater depth.

This change has necessitated that we raise the number of hours required for a major and a minor in history.

1) We request that the hours required for the B.A. degree in history be increased from 54 to 56 hours. This change should not represent a difficulty for our majors, as most other majors in the College of Liberal Arts require 56 hours or more.

2) We request that the hours required for the minor in history be increased from 30 hour to 32 hours. 32 hours represents about the average of what other departments require for a minor. (There is a wider variety of how many hours other departments require for the minor.)

These changes are summarized in the attached tables.

College of Liberal Arts
Program Requirements Change

Department: _____HISTORY _____

Major Program: _____ HISTORY_____

Certificate Program: _____ _____ _____

CURRENT	Hours		NEW	Hours
I. General Education Required Course: Area VI: Any approved Liberal Arts College Component Course	**56**		**I. General Education** Required Course: Area VI: Any approved Liberal Arts College Component Course	56
II. Departmental Requirements U.S. History: 211, 212 (6) Historiography: 400 (4) Methods Seminar 401 (4) U.S. Upper Division (8) European Upper Division (8) Asian, African, Latin American Upper Division (8) Related Electives – Upper Division (16) **Additional**: Eight of the forty-eight upper-level Hours must be Writing Intensive (8)	**54**		**II. Departmental Requirements** U.S. History: 211, 212 (8) Historiography: 400 (4) Methods Seminar 401 (4) U.S. Upper Division (8) European Upper Division (8) Asian, African, Latin American Upper Division (8) Related Electives – Upper Division (16) **Additional**: Eight of the forty-eight upper-level Hours must be Writing Intensive (8)	56
III. Related Requirements			**III. Related Requirements**	
IV. Foreign Language and Research Methods	24-32		**IV. Foreign Language and Research Methods**	24-32
V. Electives	51-64		**V. Electives**	49-62
TOTAL	**192**		**TOTAL**	192

Notes:

TO: UCAPC

FROM: Edward Haas
         Chair, Department of History

RE: Request for Changes in History Degree Requirements

DATE: May 18, 2005

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This change has necessitated that we raise the number of hours required for a major and a minor in history.

    1) We request that the hours required for the B.A. degree in history be increased from 54 to 56 hours. This change should not represent a difficulty for our majors, as most other majors in the College of Liberal Arts require 56 hours or more.

    2) We request that the hours required for the minor in history be increased from 30 hour to 32 hours. 32 hours represents about the average of what other departments require for a minor. (There is a wider variety of how many hours other departments require for the minor.)

These changes are summarized in the attached tables.

College of Liberal Arts
Program Requirements Change

Department: _____HISTORY _____

Minor Program: _____HISTORY_____

Certificate Program: _____ _____ _____

CURRENT	Hours		NEW	Hours
I. General Education			**I. General Education**	
II. Departmental Requirements **American History**: U.S. History: 211, 212　　　　　　　(6) **Three Upper Division Courses, one in each of the following**: U.S. Upper Division　　　　　　　(4) European Upper Division　　　　　(4) Third World Upper Division　　　　(4) **Additional**: Twelve hours of upper division course work to be selected in consultation with an advisor Upper Division　　　　　　　　　(4) Upper Division　　　　　　　　　(4) Upper Division　　　　　　　　　(4)	30		**II. Departmental Requirements** **American History**: U.S. History: 211, 212　　　　　　　(8) **Three Upper Division Courses, one in each of the following**: U.S. Upper Division　　　　　　　(4) European Upper Division　　　　　(4) Third World Upper Division　　　　(4) **Additional**: Twelve hours of upper division course work to be selected in consultation with an advisor Upper Division　　　　　　　　　(4) Upper Division　　　　　　　　　(4) Upper Division　　　　　　　　　(4)	32
III. Related Requirements				
IV. Foreign Language and Research Methods			**IV. Foreign Language and Research Methods**	
V. Electives			**V. Electives**	
TOTAL	30		**TOTAL**	32

Notes:

TRANSFER MODULE GUIDELINES

The intent of the Transfer Module is to help students acquire foundational learning experiences that will assure their ability to achieve success in upper-division course work. The Transfer Module may be a subset or the complete set of a college's or university's general education requirements. It contains 54-60 quarter hours or 36-40 semester hours of course credit in English composition (minimum of 5-6 quarter hours or 3 semester hours); mathematics, statistics, and formal/symbolic logic (minimum of 3 quarter hours or 3 semester hours); arts/humanities (minimum of 9 quarter hours or 6 semester hours); social and behavioral sciences (minimum of 9 quarter hours or 6 semester hours); and natural sciences (minimum of 9 quarter hours or 6 semester 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 Transfer Module. Courses for the Transfer Module should be 100- and 200-level general education courses, and should provide a basic understanding of the modes of inquiry common to the disciplines within each area.

Transfer Module elective courses serve as "pathway" courses directly connected to advanced study in a major. Combined, the required Transfer Module courses, the elective major pathway courses, and additional recommended courses constitute the Transfer Assurance Guide (TAG) for an academic major. A TAG serves as a major advising tool to assist Ohio college and university students to make course selections that will ensure comparable, compatible, and equivalent general education learning experiences across the state's higher-education system.

COMMON GUIDELINES FOR ALL COURSES

The fundamental criterion for considering a course for inclusion in the Transfer Module is that the course directly emphasize at least one of the learning outcomes for the Transfer Module, as described below. Each state institution should keep a file of courses in its Transfer Module; this file should include a rich course description that includes course learning outcomes and assessment methods linked to each learning outcome. Individual course syllabi should communicate these same learning outcomes and assessments to students.

A second general criterion is that all Transfer Module courses (or course sequences) require entry level college proficiencies appropriate to that course. Introductory survey courses are only one kind of course that satisfy this criterion. There are other approaches to the learning outcomes and the content areas that are within the spirit of general education, the Transfer Module, and its attendant TAGs.

Variable topics courses are not acceptable in any category of the Transfer Module.

Learning Outcomes for the Transfer Module

The Transfer Module and TAGs are closely aligned with general education programs at the state's universities and colleges. The Transfer Module supports the concept of respect for unique visions for General Education within and among the family of Ohio public institutions. Although the specific character of each institution's general education program carries with it something distinctive, all of the programs share some general principles in common: they are all designed to provide students with a **breadth of knowledge**; and they all are designed to develop **foundational**

skills and abilities.

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 a 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.

The courses in the Transfer Module, in aggregate, emphasize breadth of knowledge in 100-200 level 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–this is not 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 Transfer Module 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 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 go 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 than 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.

By fall 2008, each course in the Transfer Module will explicitly connect statements of learning outcomes to assessments of student learning. The assessment of competency in the various learning outcomes will not only provide a bridge between general education and the majors, it will also provide the foundation for competency-based transfer among state institutions of higher education. One common approach to competency-based transfer is through the development of rubrics.

Taken together, the breadth of knowledge and the learning outcomes listed above prepare students

for advanced study in a major or specialized field; they also equip students with the tools and habits for continued learning throughout life.

<div align="center">G<small>UIDELINES</small> S<small>PECIFIC TO</small> E<small>ACH</small> A<small>REA</small></div>

English Composition

In addition to the Common Guidelines described above, the courses in the English Composition category are subject to the following guidelines and restrictions.

The major learning emphasis shall include the teaching, practice, and evaluation of expository 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 Transfer Module will not be subjected to a diagnostic placement test at the receiving institution (unless required of native students who have completed comparable course work).

1. One college-level writing course adapted for students whose first language is not English may be included in the Transfer Module if this course is equivalent to the approved college composition course at the institution. Courses in which the main focus is understanding the English language (ESL course), basic grammar, and paragraph writing are not acceptable.

2. A second-level disciplinary course in a program such as Writing Across the Curriculum or Writing in the Disciplines is acceptable only when preceded by a required college-level writing course and if the course and syllabus description emphasizes writing instruction and evaluation.

Excluded: Remedial or developmental courses, special topics courses, upper division courses, and narrowly focused technical or pre-technical courses. Also excluded are courses that are pre-college courses, English as a Second Language (ESL), and creative writing.

Mathematics, Statistics and Formal/Symbolic Logic

In addition to the Common Guidelines described above, the courses in the Mathematics, Statistics and Formal/Symbolic Logic category are subject to the following guidelines and restrictions.

All students admitted to an institution of higher education are expected to meet criteria for mathematics proficiency. If students do not demonstrate proficiency sufficient for placement into college algebra, they will be required to take developmental mathematics courses to achieve the necessary proficiency. Developmental mathematics courses are not part of a Transfer Module. Rather, Transfer Module courses in this category assume entry-level proficiency in mathematics[1].

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[1] Algebra 1: basic algebra techniques: simplifying and evaluating algebraic expressions, factoring, an introduction to graphing, solutions to first degree equations, inequalities, together with the analysis and solution to word problems.
Plane Geometry: basic properties of geometric figures, applications of geometric formulas, right triangles, trigonometry, basic postulates of Euclidean geometry, and construction of proofs of

College-level courses in this area will develop the student's mathematical power and problem-solving ability beyond the 12th grade high school exit standards. Courses in this area may include formal/symbolic logic, college algebra, statistics, mathematics in everyday life, pre-calculus, and calculus.

Excluded: Pre-college courses and developmental mathematics such as college arithmetic, plane geometry, beginning and intermediate algebra.

Arts/Humanities

In addition to the Common Guidelines described above, the courses in the Arts/Humanities category are subject to the following guidelines and restrictions.

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 areas: art, music, theatre, film, literature, religion, philosophy, ethics, and history. Students must select courses from at least two of the areas listed above.

1. Skills-based activities, whether graded or not, may be a part of courses in the Transfer Module provided that the courses meet the fundamental criteria (that they emphasize at least one of the learning outcomes for the Transfer Module, and that they assume entry level college proficiencies).

2. To be acceptable, foreign language courses must devote a majority of the course content to literature and not be grammar and/or skills based.

Excluded: 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 or as preparation for advanced study in a major (e.g., applied music lessons, studio art, symbolic logic, theatre skills, and creative writing).

Social and Behavioral Sciences

In addition to the Common Guidelines 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 through empirical investigation and theoretical interpretation the behavior of individuals and/or various groups in societies, economies, governments, and subcultures. 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 areas

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geometric theorems.
Algebra 2: intermediate algebra techniques: extension of basic algebra techniques, roots, radicals, rational exponents, quadratic equations; solution of second degree equations and applications, more linear inequalities, absolute value equations and inequalities; an introduction to functions, together with the analysis and solution of word problems.

listed above.

Excluded: Remedial or developmental courses, special topics courses, upper division courses, and narrowly focused technical or pre-technical skill-based courses. Also excluded are courses that are career preparation courses, non-credit continuing education courses, and life experience courses.

Natural Sciences

In addition to the Common Guidelines described above, the courses in the Natural Sciences category are subject to the following guidelines and restrictions.

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. At least one of the courses must have a laboratory component as follows:

1. 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.
2. All course descriptions must include a breakdown of lecture and laboratory hours per course.

Excluded: 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 Transfer Module.

Oral Communication

In addition to the Common Guidelines described above, the courses in the Oral Communication category are subject to the following guidelines and restrictions.

Courses in oral communication are an option for *elective* courses within the Transfer Module. If a student completes a course in oral communication but does not complete a Transfer Module, the course may only apply as an elective upon transfer, because not all institutions have this requirement.

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.

1. 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 public speaking.
2. Courses in oral communication are in addition to English composition and may not replace or substitute for composition courses.

Excluded: Remedial or developmental courses, special topics courses, upper division courses, and narrowly focused technical or pre-technical courses. Also excluded are courses that are courses in which the main focus is theory, the study of communication styles, or oral interpretation and performance. (Students should research and prepare their own oral presentations, not give a recitation of existing work.)

INTERDISCIPLINARY STUDIES

In addition to the Common Guidelines described above, the courses in the Interdisciplinary Studies category are subject to the following guidelines and restrictions.

Courses with content or methodology drawn explicitly from more than one of Natural Sciences; Social and Behavioral Sciences; Arts/Humanities; English Composition; Oral Communication; and Mathematics, Statistics and Formal/Symbolic Logic are defined as "Interdisciplinary."

1. The fundamental criteria for inclusion of Interdisciplinary courses in a Transfer Module are the general ones that apply to all courses, specifically: A) that they emphasize at least one of the learning outcomes of the Transfer Module, and B) that they assume entry-level college proficiencies.

2. Inasmuch as one of the purposes of general education is to provide a "breadth of knowledge," Interdisciplinary courses directly serve one of the purposes of general education and the Transfer Module. It is possible that an entire Transfer Module could be constructed from Interdisciplinary courses, provided the courses *in aggregate* did not neglect any one of Natural Sciences; Social and Behavioral Sciences; Arts/Humanities; English Composition; or Mathematics, Statistics and Formal/Symbolic Logic.

   In terms of providing breadth of knowledge, two courses that each span (for instance) the Natural Sciences and the Social Sciences should be considered equivalent to the combination of one Natural Science and one Social Science course. Consequently, each Interdisciplinary course should specify which areas of knowledge it draws on.

3. Interdisciplinary courses must be approved by a panel comprising faculty who teach interdisciplinary courses.

When a course is submitted for approval as an Interdisciplinary course, the proposal must specify which areas (viz., Natural Sciences; Social and Behavioral Sciences; Arts/Humanities; English Composition; or Mathematics, Statistics and Formal/Symbolic 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 half-credit hours. For instance, if a 3-hour course in environmental studies is roughly half natural science and half social science, then 1.5 hours of the course will be attributed to natural science and 1.5 hours to social science. A detailed example is provided.

Transfer University
Transfer Module (Semester)

	Course Num.	Course Name	Credit Hours
English	ENG 112	Varities of Writing	3
Math/Stat/Logic	MATH 116	Intro to Statistics	3
(3 hrs min)	MATH 120	College Algebra	5
	MATH 122	College Algebra II	3
	MATH 128	Precalculus Mathematics	5
	MATH 225	Business Calculus	5
	STAT 264	Elementary Stats I	4
	STAT 265	Elementary Stats II	4
Art/Humanities	ARTH 145	Western Art I	3
(6 hrs min)	ARTH 146	Western Art II	3
	CHIN 216	Language & Culture I	4
	CHIN 242	Language & Culture II	4
	ENG 261	World Lit - Ancient to 1700	3
	ENG 262	World Lit - 1700 to Present	3
	ETH 220	African Literature	3
	GERM 260	Mod Ger Lit in Translation	3
	MUCT 101	Exploring Music	2
	PHIL 101	Intro to Philosophy	3
	PHIL 102	Intro to Ethics	3
	POPC 160	Intro to Pop Culture	3
	RUSN 216	Contemporary Rus Society	3
Social Science	CAST 201	Intro to Canadian Studies	3
(6 hrs min)	ENVS 101	Intro to Environmental Studies	3
	ENTH 211	Intro to Ethnic Studies	3
	GEOG 121	World Geography	3
	HIST 151	World Civilization	3
	HIST 152	The Modern World	3
	HIST 205	Early America	3
	PSYC 101	General Psychology	4
	SOC 101	Principles of Sociology	3
Natural Science	ASTR 201	Modern Astronomy	3
(6 hours min)	BIOL 204	Concepts in Biology I	5
	CHEM 100	Intro to Chemistry	3
	CHEM 125	General Chemistry	5
	GEOL 100	Intro to Geology	3
	GEOL 205	Geologic History of Man	3
	PHYS 201	College Physics I	5
	PHYS 202	College Physics II	5
Communications	IPC 102	Speech Communication	3
Interdisciplinary	(See attached sheet)		

Transfer University
Interdisciplinary Course Matrix - Distributed Credit Hours

Course Num.	Course Name	Credit Hours	English Distributed Credit Hours	Math/Stat/Logic Distributed Credit Hours	Arts/Humanities Distributed Credit Hours	Social Sciences Distributed Credit Hours	Natural Sciences Distributed Credit Hours	Communication Distributed Credit Hours
A&S 250	Great Ideas	3	1		2			
ACS 250	Issues in Am Civilization	3	1		1	1		
BIOL101	Environment of Life	3				1	2	
CLCV 241	Great Greek Minds	3	0.5		2	0.5		
ECON 200	Intro to Economics	3		1		2		
ENVH 101	Environmental Health Sci	3				1.5	1.5	
ETHN 101	Intro to Ethnic Studies	3		1		2		
GEOG 125	Weather and Climate	4				0.5	3.5	
GEOL 104	Earth Environments	4		0.5			3.5	
HIST 180	Asian Civilizations	4			1	3		
HUM 101	Intro to Humanities	3	1		2			
INST 200	Intro to International Studies	4	1			3		
IPC 201	Human Communication	4	1					3
MATH 145	Math & The Modern World	4		3		1		
POLS 171	Intro to Comparative Govt	3		0.5		2.5		

Transfer University
Student: Ryan Smith - Distributed Credit Hour Example

				English	Math/Stat/Logic	Arts/Humanities	Social Sciences	Natural Sciences	Communication
Semester	Course Num.	Course Name	Total Credit Hours	Distributed Credit Hours	Distributed Credit Hours	Distributed Credit Hours	Distributed Credit Hours	Distributed Credit Hours	Distributed Credit Hours
Fall 2005	ENG 112	Varities of Writing	3	3					
	ECON 200	Intro to Economics	3		1		2		
	POPC 160	Intro to Pop Culture	3			3			
	GEOL 100	Intro to Geology	3					3	
Spring 2006	MATH 145	Math and the Modern World	4		3		1		
	CLCV 241	Great Greek Minds	3	0.5		2	0.5		
	GEOG 125	Weather and Climate	4				0.5	3.5	
	IPC 102	Speech Communication	3						3
Fall 2006	A&S 250	Great Ideas	3	1		2			
	HIST 180	Asian Civilizations	4			1	3		
	HIST 205	Early America	3				3		
	INST 200	Intro to International Studies	4	1			3		
Total Credit Hours				5.5	4	8	13	6.5	3	40
				English	Math/Stat/Logic	Arts/Humanities	Social Sciences	Natural Sciences	Communication

The attached spreadsheet has three tabs. Looking at these in order:

Tab 1. **Trans Mod** - for a fictitious university, the courses listed are the familiar kinds of courses that one would ordinarily find for each of the non-interdisciplinary categories (English, Math, Arts & Humanities, etc.). Except, note at the very bottom there is an Interdisciplinary category that refers you to the second tab . . .

Tab 2. **Intd Courses** - this university has 15 courses approved in the Interdisciplinary category. For each such course, the percent of its learning outcomes devoted to a particular category is shown. So, the first course, A&S 250, Great Ideas, is one third in English and two thirds in Arts and Humanities. Since it is a 3 hour course, one third of 3 = 1 credit hours are assigned to English and two thirds of 3 = 2 credit hours are assigned to Arts and Humanities. Similarly for the other interdisciplinary courses.

Tab 3. **Student Example** - a fictitious student makes course selections over three semesters. Some of the courses (like the first one, ENG 112) are from the first TM list, and are 100% in a single category. Other courses (like the second one, ECON 200) are from the Interdisciplinary list, and so repeat the apportioned credit hours from the Interdisciplinary list. At the end of three semesters, when this particular student is ready to transfer, sum the credit hours in each category. The column totals show that this student has met the minima in each category, and has completed 40 hours in the TM, most of which in this example were from the Interdisciplinary category!

Transfer Module Guidelines
Proposed Revisions – June 28, 2005

Frequently Asked Questions

Will courses currently in our Transfer Module have to meet the new standards?
Courses currently in a school's Transfer Module will continue in the Transfer Module
without additional review. If the course is revised or if the Transfer Module as a whole is
reviewed in the future, the new guidelines will apply at that time.

*What will the impact of the new Transfer Module Guidelines be on the number and type
of courses in each institution's Transfer Module?*
The new guidelines are intended to expand the number and type of courses in the
Transfer Module. In general, courses that would have been acceptable previously will
continue to be acceptable; in addition, some additional types of courses will also be
acceptable.

What new types of courses will be acceptable under the new Guidelines?
The biggest change is in the area of Interdisciplinary courses. Previously,
interdisciplinary courses could only be used as elective courses. In the new guidelines,
interdisciplinary courses will be apportioned among the standard areas. Also, the
previous guidelines had restrictions in some areas requiring only courses that were
"survey" or "broad" in nature.

Won't these changes in the Guidelines allow in courses that really shouldn't be there?
There are several safeguards in the Guidelines designed to identify and accept appropriate
general education courses. The second general criterion that applies to all courses in the
module is that they must require "entry level college proficiencies." That rules out
advanced, upper-division, or specialty courses. Furthermore, the guidelines within each
area exclude "Remedial or developmental courses, special topics courses, upper division
courses, and narrowly focused technical or pre-technical courses."

Why the emphasis on learning outcomes in the revised guidelines?
Specifying learning outcomes that emphasize skills and abilities is intended to help Ohio
colleges and universities respond positively and in a coordinated way to NCA standards
for assessment. Furthermore, these learning outcomes will allow the development of
transfer based on established competencies rather than on seat time or credit hours.

The Articulation and Transfer division of the Ohio Board of Regents (OBR) has forwarded a draft revision of guidelines for the Ohio Transfer Module (OTM). The revision has been undertaken in response to concerns that the OTM was no longer an accurate reflection of general education courses across the state. The memo accompanying the draft stressed that the new OTM Guidelines are intended to achieve the following goals:

      1) Expand the number of courses eligible for inclusion in the OTM in Areas I - V.
      2) Redefine and strengthen interdisciplinary courses within the module.
      3) Clarify the status of oral communication courses within the framework of the module.

In addition, the new guidelines provide a set of overarching learning outcomes for the OTM and referenced in each of the individual areas.

The OBR has asked for feedback on these proposed revisions. To facilitate comparison, corresponding sections of the current and draft guidelines are placed side by side below.

Introduction—Current	Introduction—Draft
The intent of the Transfer Module is to help students acquire foundational learning experiences that will assure their ability to achieve success in upper-division course work. The Transfer Module may be a subset or the complete set of a college's or university's general education requirements that represent a body of knowledge and academic skills common across Ohio colleges and universities. It contains 54-60 quarter hours or 36-40 semester hours of course credit in the fields of 1) English composition, 2) mathematics, 3) arts/humanities, 4) social and behavioral sciences, and 5) natural and physical sciences. As a general rule, courses for the Transfer Module should be selected from 100- and 200-level general education requirements, and should provide a basic understanding of the modes of inquiry common to each of the functional areas below.	The intent of the Transfer Module is to help students acquire foundational learning experiences that will assure their ability to achieve success in upper-division course work. The Transfer Module may be a subset or the complete set of a college's or university's general education requirements. It contains 54-60 quarter hours or 36-40 semester hours of course credit in English composition (minimum of 5-6 quarter hours or 3 semester hours); mathematics, statistics, and formal/symbolic logic (minimum of 3 quarter hours or 3 semester hours); arts/humanities (minimum of 9 quarter hours or 6 semester hours); social and behavioral sciences (minimum of 9 quarter hours or 6 semester hours); and natural sciences (minimum of 9 quarter hours or 6 semester 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 Transfer Module. Courses for the Transfer Module should be 100- and 200-level general education courses, and should provide a basic understanding of the modes of inquiry common to the disciplines within each area. Transfer Module elective courses serve as

| | "pathway" courses directly connected to advanced study in a major. Combined, the required Transfer Module courses, the elective major pathway courses, and additional recommended courses constitute the Transfer Assurance Guide (TAG) for an academic major. A TAG serves as a major advising tool to assist Ohio college and university students to make course selections that will ensure comparable, compatible, and equivalent general education learning experiences across the state's higher-education system. |

DRAFT—NEW SECTION

COMMON GUIDELINES FOR ALL COURSES
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A second general criterion is that all Transfer Module courses (or course sequences) require entry level college proficiencies appropriate to that course. Introductory survey courses are only one kind of course that satisfy this criterion. There are other approaches to the learning outcomes and the content areas that are within the spirit of general education, the Transfer Module, and its attendant TAGs.

Variable topics courses are not acceptable in any category of the Transfer Module.

Learning Outcomes for the Transfer Module
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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 a 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.

The courses in the Transfer Module, in aggregate, emphasize breadth of knowledge in 100-200 level 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–this is not 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 Transfer Module 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 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 go 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 than 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.

By fall 2008, each course in the Transfer Module will explicitly connect statements of learning outcomes to assessments of student learning. The assessment of competency in the various learning outcomes will not only provide a bridge between general education and the majors, it will also provide the foundation for competency-based transfer among state institutions of higher education. One common approach to competency-based transfer is through the development of rubrics.

> Taken together, the breadth of knowledge and the learning outcomes listed above prepare students for advanced study in a major or specialized field; they also equip students with the tools and habits for continued learning throughout life.

GUIDELINES SPECIFIC TO EACH AREA

English Composition—Current	English Composition—Draft
The major emphasis should be on written composition, although the course(s) may include other components such as speech, literature, and communication. Transfer students who have completed the Transfer Module will not be subjected to a diagnostic placement test at the receiving institution (unless required of native students, who have completed comparable course work).	In addition to the Common Guidelines described above, the courses in the English Composition category are subject to the following guidelines and restrictions. The major learning emphasis shall include the teaching, practice, and evaluation of expository 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 Transfer Module will not be subjected to a diagnostic placement test at the receiving institution (unless required of native students who have completed comparable course work).
1. One college-level writing course adapted for non-native users of English may be included in the Transfer Module if this course is equivalent to the approved college composition course at the institution. Courses in which the main focus is understanding the English language (ESL course), basic grammar, and paragraph writing are not acceptable.	1. One college-level writing course adapted for students whose first language is not English may be included in the Transfer Module if this course is equivalent to the approved college composition course at the institution. Courses in which the main focus is understanding the English language (ESL course), basic grammar, and paragraph writing are not acceptable.
2. One business or technical writing course may be included in the Transfer Module as long as it is in addition to one required college level writing course.	2. A second-level disciplinary course in a program such as Writing Across the Curriculum or Writing in the Disciplines is acceptable only when preceded by a required college-level writing course and if the course and syllabus description emphasizes writing instruction and evaluation.
3. A second-level disciplinary course in a program such as Writing across the Curriculum or Writing in the Disciplines is acceptable when paired with a required college-level writing course and if the course description emphasizes writing instruction and evaluation.	
Excluded: Pre-college courses, English as a Second Language (ESL), developmental English, and basic writing courses, creative writing courses, and speech courses.	*Excluded:* Remedial or developmental courses, special topics courses, upper division courses, and narrowly focused technical or pre-technical courses. Also excluded are courses that are pre-college

	courses, English as a Second Language (ESL), and creative writing.
Mathematics—Current	**Mathematics, Statistics and Formal / Symbolic Logic—Draft**
Courses must build on and extend beyond three years of college preparatory mathematics or the equivalent (e.g., two years of high school level mathematics and one college mathematics course). Courses satisfying these criteria may include symbolic logic, college mathematics, statistics, and computer science. 1. Any mathematics course to be included in the Transfer Module must have as its prerequisite all of the following courses/concepts: a) Algebra I: basic algebra techniques: simplifying and evaluating algebraic expressions, factoring, an introduction to graphing, solutions to first degree equations, inequalities, together with the analysis and solution of word problems. b) Plane Geometry: basic properties of geometric figures, applications of geometric formulas, right triangles, trigonometry, basic postulates of Euclidean geometry, and construction of proofs of geometric theorems. c) Algebra II: intermediate algebra techniques: extension of basic algebra techniques, roots, radicals, rational exponents, quadratic equations; solution of second degree equations and applications, more linear inequalities, absolute value equations and inequalities; an introduction to functions, together with the analysis and solution of word problems. 2. Any college-level mathematics, statistics, logic, and computer science course (including topics courses or general college mathematics) that has as a prerequisite of Algebra I, Geometry, and	In addition to the Common Guidelines described above, the courses in the Mathematics, Statistics and Formal/Symbolic Logic category are subject to the following guidelines and restrictions. All students admitted to an institution of higher education are expected to meet criteria for mathematics proficiency. If students do not demonstrate proficiency sufficient for placement into college algebra, they will be required to take developmental mathematics courses to achieve the necessary proficiency. Developmental mathematics courses are not part of a Transfer Module. Rather, Transfer Module courses in this category assume entry-level proficiency in mathematics. [1] College-level courses in this area will develop the student's mathematical power and problem-solving ability beyond the 12th grade high school exit standards. Courses in this area may include formal/symbolic logic, college algebra, statistics, mathematics in everyday life, pre-calculus, and calculus. *Excluded:* Pre-college courses and developmental mathematics such as college arithmetic, plane geometry, beginning and intermediate algebra. [1] *Algebra 1: basic algebra techniques: simplifying and evaluating algebraic expressions, factoring, an introduction to graphing, solutions to first degree equations, inequalities, together with the analysis and solution to word problems. Plane Geometry: basic properties of geometric figures, applications of geometric formulas, right triangles, trigonometry, basic postulates of Euclidean geometry, and construction of proofs of geometric*

Algebra II (as described above), is appropriate for inclusion in the Transfer Module. It is expected that the college-level course will continue to develop the student's mathematical power and problem-solving ability. a) Logic courses, with the prerequisites described above, must be symbolic in nature and develop student's deductive problem solving abilities. b) Statistics courses must have a mathematics prerequisite comparable to successful completion of Algebra I, Geometry, and Algebra II (as described above). c) Computer science courses, with the prerequisites described above, must include the structure of programming and require deductive reasoning and problem solving. Excluded: Pre-college courses and developmental mathematics such as college arithmetic, plane geometry, beginning and intermediate algebra.	*theorems.* *Algebra 2: intermediate algebra techniques: extension of basic algebra techniques, roots, radicals, rational exponents, quadratic equations; solution of second degree equations and applications, more linear inequalities, absolute value equations and inequalities; an introduction to functions, together with the analysis and solution of word problems.*
Arts / Humanities—Current	**Arts / Humanities—Draft**
Courses must be broad, language based, 100- and 200-level courses that focus on the study of human endeavors over time (e.g., varying perspectives, spanning time, and cross-culture). Courses may be selected from the following areas: arts, music, visual arts, theater, film, literature (a culture spectrum), religion, philosophy, ethics, and history. Students must select courses from at least two discipline areas. 1. Although skills-based activities may be used as a teaching strategy within course instruction, no course should include a graded skills-based component. Thus, Fine Arts courses with a graded skills component are not acceptable. 2. To be acceptable, foreign language courses must devote a majority of the	In addition to the Common Guidelines described above, the courses in the Arts/Humanities category are subject to the following guidelines and restrictions. 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 areas: art, music, theatre, film, literature, religion, philosophy, ethics, and history. Students must select courses from at least two of the areas listed above. 1. Skills-based activities, whether graded or not, may be a part of courses in the Transfer Module provided that the courses meet the fundamental criteria (that they emphasize at least one of the learning outcomes for the Transfer Module, and that

course content to literature and not be grammar and/or skills based. 3. Variable topics are unacceptable. 4. Courses that appear to cover a topic that is too limited in scope and/or that do not focus on the study of human endeavors over time are not acceptable. 5. Courses are to be at the lower-division or introductory level. Excluded: Performing arts, studio arts, creative writing, and skill courses; topical courses; local history or parochial courses; and symbolic logic courses.	they assume entry level college proficiencies). 2. To be acceptable, foreign language courses must devote a majority of the course content to literature and not be grammar and/or skills based. *Excluded:* 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 or as preparation for advanced study in a major (e.g., applied music lessons, studio art, symbolic logic, theatre skills, and creative writing).
Social and Behavioral Sciences—Current	**Social and Behavioral Sciences—Draft**
Courses must be 100- and 200-level survey courses which explain through empirical investigation and theoretical interpretation the behavior of individuals and various groups in societies, economies, governments, and subcultures. Courses may be selected from the traditional social science disciplines: anthropology, economics, geography, history, political science, psychology, and sociology. Courses with an interdisciplinary or integrated focus on social sciences are also acceptable. Students must select courses from at least two discipline areas. 1. No specialized upper-level courses or special topics courses. Excluded: Non-credit continuing education courses, remedial or developmental courses, specific career preparation courses, mathematics and statistics courses and life experience courses.	In addition to the Common Guidelines 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 through empirical investigation and theoretical interpretation the behavior of individuals and/or various groups in societies, economies, governments, and subcultures. 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 areas listed above. *Excluded:* Remedial or developmental courses, special topics courses, upper division courses, and narrowly focused technical or pre-technical skill-based courses. Also excluded are courses that are career preparation courses, non-credit continuing education courses, and life experience courses.

Natural and Physical Sciences—Current	Natural Sciences—Draft
Courses of an introductory nature must make clear the importance of experimentation and observation in the sciences and the way in which these observations of the physical and biological world lead 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 and the human health and well-being of individuals. Through these courses, students should develop an understanding of structured thinking involving induction and deduction. Courses may be selected from traditional natural and physical science disciplines such as: anatomy, astronomy, biology, chemistry, environmental science, geology, physiology, physical geography, and physics. At least one of the courses must be a laboratory course with one laboratory meeting each week. Acceptable courses include: only general introductory courses at the 100- and 200-level. Other criteria include: 1. 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. 2. Three- or four-course sequences must include at least one course with a laboratory component as described above. 3. The course must exhibit breadth either by covering a broad array of content from a single discipline or coverage of content and theories selected from more than one scientific discipline. 4. All course descriptions must include a breakdown of lecture and laboratory hours per course. Excluded: Remedial or	In addition to the Common Guidelines described above, the courses in the Natural Sciences category are subject to the following guidelines and restrictions. 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. At least one of the courses must have a laboratory component as follows: 1. 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. 2. All course descriptions must include a breakdown of lecture and laboratory hours per course. *Excluded:* 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 Transfer Module.

developmental courses, narrowly focused courses, special topics courses, upper division courses, and technical or pre-technical courses.	
Oral Communications—Current	**Oral Communication—Draft**
The major emphasis should be on the presentation of oral communication, although the course(s) may include other components such as group presentations, argumentation and debate, and oral interpretation. Typically, hybrid courses in oral communications include examination of communication theory, but should concentrate on evaluated oral presentations as the primary focus of the course. 1. The majority (at least 50% of the course) must emphasize presentational speaking (individual/group work) to be reflected in a) course objectives b) assignments c) evaluation 2. This does not preclude a course from including communication principles leading up to the study or understanding of the oral communication process in other forms (e.g. interviewing, interpersonal, dyads, listening). 3. Courses in which the main focus is primarily theory or the study of communication styles are not acceptable. 4. This course in oral communication is in addition to English composition and does not replace nor can it be substituted for written composition courses.	In addition to the Common Guidelines described above, the courses in the Oral Communication category are subject to the following guidelines and restrictions. Courses in oral communication are an option for *elective* courses within the Transfer Module. If a student completes a course in oral communication but does not complete a Transfer Module, the course may only apply as an elective upon transfer, because not all institutions have this requirement. 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. 1. 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 public speaking. 2. Courses in oral communication are in addition to English composition and may not replace or substitute for composition courses. *Excluded:* Remedial or developmental courses, special topics courses, upper

	division courses, and narrowly focused technical or pre-technical courses. Also excluded are courses that are courses in which the main focus is theory, the study of communication styles, or oral interpretation and performance. (Students should research and prepare their own oral presentations, not give a recitation of existing work.)
Interdisciplinary Studies—Current	**Interdisciplinary Studies—Draft**
Interdisciplinary will be defined as courses that fall into more than one Transfer Module category. 1. Up to 9 quarter hours or 6 semester hours of course work that incorporates substantial material from more than one of the Transfer Module categories. 2. Interdisciplinary courses may not be designated as substitutes for the minimum Transfer Module categories requirements. 3. Interdisciplinary courses must be broad in scope integrating a variety of concepts from more than one category. 4. Interdisciplinary courses must be approved by a panel drawn from members of the Transfer Module Faculty Subcommittee. Expectation is that course objectives and evaluation methods will reflect each category.	In addition to the Common Guidelines described above, the courses in the Interdisciplinary Studies category are subject to the following guidelines and restrictions. Courses with content or methodology drawn explicitly from more than one of Natural Sciences; Social and Behavioral Sciences; Arts/Humanities; English Composition; Oral Communication; and Mathematics, Statistics and Formal/Symbolic Logic are defined as "Interdisciplinary." 1. The fundamental criteria for inclusion of Interdisciplinary courses in a Transfer Module are the general ones that apply to all courses, specifically: A) that they emphasize at least one of the learning outcomes of the Transfer Module, and B) that they assume entry-level college proficiencies. 2. Inasmuch as one of the purposes of general education is to provide a "breadth of knowledge," Interdisciplinary courses directly serve one of the purposes of general education and the Transfer Module. It is possible that an entire Transfer Module could be constructed from Interdisciplinary courses, provided the courses *in aggregate* did not neglect any one of Natural Sciences; Social and Behavioral Sciences; Arts/Humanities; English Composition; or Mathematics, Statistics and Formal/Symbolic Logic.

| | In terms of providing breadth of knowledge, two courses that each span (for instance) the Natural Sciences and the Social Sciences should be considered equivalent to the combination of one Natural Science and one Social Science course. Consequently, each Interdisciplinary course should specify which areas of knowledge it draws on. |
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In terms of providing breadth of knowledge, two courses that each span (for instance) the Natural Sciences and the Social Sciences should be considered equivalent to the combination of one Natural Science and one Social Science course. Consequently, each Interdisciplinary course should specify which areas of knowledge it draws on.

3. Interdisciplinary courses must be approved by a panel comprising faculty who teach interdisciplinary courses.

When a course is submitted for approval as an Interdisciplinary course, the proposal must specify which areas (viz., Natural Sciences; Social and Behavioral Sciences; Arts/Humanities; English Composition; or Mathematics, Statistics and Formal/Symbolic 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 half-credit hours. For instance, if a 3-hour course in environmental studies is roughly half natural science and half social science, then 1.5 hours of the course will be attributed to natural science and 1.5 hours to social science.

Policy for Transfer of Grades Under "+" and "-" Grading Systems

The Wright State University grading system does not award "+" and "-"grades. Students transferring courses and associated grades to Wright State University from institutions under a "+" and "-"grading system will be evaluated and receive a transfer grade based on the Wright State University grading system. For example, grades of C+, C, or C- will be evaluated as a C for transfer to Wright State University

Approved: Undergraduate Curriculum and Academic Policy Committee, January 11, 2006.
Approved: Faculty Senate, February 6, 2006.
Approved: Provost, February 10, 2006.