

Course Material Submission Form OAN Match Definition Form

Today's Date: 3/6/07

Use this table to specify institutional data	
College/University:	Northwest State Community College
Name and title of individual submitting on behalf of the college/university	
Name:	Linda Carr
Title:	Chief Learning Officer
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Indicate the reason for this submission:

New Course Match
 Revised Materials - Faculty review panel requested clarification
 Revised Materials - Institution submitting additional information
 Revised Materials - Course content revised by institution, including situations of both content and credit hour change
 Revised Materials - Other

Describe specific revisions being made for "Revised Materials" submissions:

Institutional Notes to Faculty Panel (the institution is encouraged to add any additional clarifications for this submission):

Table 1 – Use this table to describe the course match for which materials are being submitted for the first time or revised.

Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)

Semester institutions complete this row:
 2007 Academic Year Summer Autumn Spring

Quarter institutions complete this row:
 20 Academic Year Summer Autumn Winter Spring

Ohio Articulation	OHL016
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Number (OAN) (Use a separate form for each OAN.):	
Number of courses in the match:	1 (up to 10)
Current status of match:	<input checked="" type="checkbox"/> First time submission
	<input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input type="checkbox"/> Disapproved <input type="checkbox"/> Error <input type="checkbox"/> Resubmitted <input type="checkbox"/> Pending <input type="checkbox"/> Error with enrollment <input type="checkbox"/> Not submitted
Course or Courses being matched to or currently matched to the OAN listed above. (Course Numbers must be exactly what will appear on a student's transcript.):	Course Number
	1. BIO131 Nutrition
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
10.	

Table 2 - Use this table to submit course materials for the first time or to revise previously submitted course materials. You must submit each course in a separate form, repeating the match definition information in Table 1 above for each form submitted.

Course Number. (Course Numbers must be exactly what will appear on a student's transcript.):	BIO131	Course Title:	Nutrition
Hours (be sure that the hours for this course matches the hours in the OAN.)			
<input checked="" type="checkbox"/> Semester Hours		<input type="checkbox"/> Quarter Hours	
Total Credit Hours	3	Lecture Hours	3
		Laboratory Hours (if applicable)	0
Course Placement in Major:		<input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Major Elective <input type="checkbox"/> Other	
Pre-Requisite Course work (if applicable) (Be sure this is consistent with the OAN definition):			
Catalog/Course Description: A study of nutrition and its role in promoting good health throughout the life span. Includes the study of proper nutrients and the various functions of the nutrients in the body's metabolism.			
Texts/Outside Readings/Ancillary Materials (Be sure that the text meets performance expectations): Sizer, Frances & Whitney, Ellie. Nutrition, Concepts & Controversies. (10th ed) Thompson Wadsworth Publishers. 2006			

Course Objectives and/or Plan of Work:

(Provide a clear indication of how the course objectives align with the matched OAN's learning outcomes. This will facilitate the faculty panel course review process.)

Learning Outcomes

At the end of the course, students will be able to:

Discuss the functions of nutrients and the consequences of their inadequacies and excesses. (Align with OAN's Outcome 2)

State the six classes of nutrients and recognize the basic purposes of each class and identify major food sources. (Align with OAN's Outcome 1)

Analyze dietary intake by using the USDA Food Guide, 2005 and the Dietary Reference Intakes.

Estimate diet adequacy by utilization of food composition tables.

Calculate the calorie count of individual foods and also the total calories of a meal.

Discuss basic characteristics of the digestive system and the path of nutrient movements within the body.

Monitor and evaluate current eating habits. (Align with OAN's Outcome 4)

Describe components of a behavior modification program.

Discuss diet requirements for specific developmental states: Pregnancy, infancy, childhood, adolescence, and old age. (Align with OAN's Outcome 7)

Discuss the influence of society, economy, and culture upon our dietary habits. (Align with OAN's Outcome 3)

Discuss effects of herbal therapies throughout the life span. (Align with OAN's Outcome 5)

Discuss the benefits and risks of dietary supplements. (Align with OAN's Outcome 6)

Description of Assessment and/or Evaluation of Student Learning (The

assessment plan needs to be appropriate for the expected rigor of the course) :

Seven unit tests.

Computer diet analysis (student keeps a three day dietary intake and enters this information into a diet analysis program.)

Final examination.

Master Syllabi and Working Syllabi (if both are used):**COURSE DESCRIPTION**

A study of nutrition and its role in promoting good health throughout the life span.

Includes the study of proper nutrients and the various functions of the nutrients in the body's metabolism.

(3 + 0) F, S, SU

3 Cr.Hr.

COURSE OVERVIEW

Our society has become more health conscious. The primary way to promote health is by preventing disease. Good food and sound nutrition help provide a way to prevent disease and promote health. This course will present a sound background in food and nutrition for good health.

LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Discuss the functions of nutrients and the consequences of their inadequacies and excesses.
2. State the six classes of nutrients and recognize the basic purposes of each class and identify major food sources.
3. Analyze dietary intake by using the USDA Food Guide, 2005 and the Dietary Reference Intakes.
4. Estimate diet adequacy by utilization of food composition tables.
5. Calculate the calorie count of individual foods and also the total calories of a meal.
6. Discuss basic characteristics of the digestive system and the path of nutrient movements within the body.
7. Monitor and evaluate current eating habits.
8. Describe components of a behavior modification program.
9. Discuss diet requirements for specific developmental states: Pregnancy, infancy, childhood, adolescence, and old age.
10. Discuss the influence of society, economy, and culture upon our dietary habits.
11. Discuss effects of herbal therapies throughout the life span.
12. Discuss the benefits and risks of dietary supplements.

TEACHING METHODS

Lecture
Question/Answer
Discussion

Computer Simulation
Nutrition Analysis

GENERAL INFORMATION

TEXT - Required

Sizer, Frances & Whitney, Ellie. Nutrition, Concepts & Controversies, (10th Ed.)
Thompson Wadsworth Publishers. 2006.

Sizer, Frances & Whitney, Ellie. Study Guide: Nutrition, Concepts & Controversies, (10th Ed.). Thompson Wadsworth Publishers. 2006.

EVALUATION

Tests	70%
Final	20%
Assignment	5%
Class attendance	5%

GRADING

100 – 93	A
92 – 83	B
82 – 75	C
74 – 66	D
Below 66	F

STUDENT REQUIREMENTS

1. Complete tests -- There will be seven (7) tests (see proposed class schedule) and a comprehensive final exam.
2. Complete the Computer Diet Analysis. You will be given a due date for the assessment and your grade will be lowered if it is late (one letter grade for each late class day).
3. Final Examination – Comprehensive – Final: Tuesday, May 1 – 10:30 – 12:30

CLASS INFORMATION

1. Students will be responsible for all material assigned in the textbook, as well as all material covered by lecture, handouts, additional reading assignments, etc.
2. You are expected to complete assignments on time. If you are absent it is your responsibility to make arrangements to complete the work missed.
3. Please feel free to set up an appointment with the instructor if you have special questions or problems concerning the course. Office hours are posted on my office door, A236A.
4. The instructor reserves the right to amend or adjust this syllabus if necessary. If changes are required, they will be announced in class. It is the responsibility of the student to be in attendance to record changes.

CLASS ATTENDANCE

Your attendance is important to your success in this course. Class attendance is in accordance with the Northwest State Community College catalog. Poor attendance has the potential to lower your grade. It is the student's responsibility to make arrangements with the instructor for any missed assignments or tests.

The last day to withdraw with an automatic "W" is Tuesday, April 17, 2007.

ACADEMIC HONESTY

The academic honesty policy as outlined in the College Catalog will be adhered to at all times. It is expected that work turned in to the instructor with your name on it is actually YOUR work, and if not, procedures are in place that will be implemented quickly.

POST SECONDARY EDUCATIONAL OPPORTUNITY INFORMATION

1. We do not provide extraordinary protection for the student who is a minor.
2. We do not filter or monitor the computers on our campus.
3. Class subject matter may contain provocative content.
4. FERPA rights belong to the student.

If you have need for special accommodations under the Americans with Disability Act, please contact Mr. Dave Donaldson. An appointment can be scheduled by contacting him at 419-267-1265, office A105F, or e-mail: ddonaldson@northweststate.edu.

TENTATIVE TEST AND ASSIGNMENT SCHEDULE

TEST I	Jan. 23
TEST II	Feb. 6
TEST III	Feb. 13
TEST IV	Feb. 27
TEST V	March 27
TEST VI	April 10
TEST VII	April 24
FINAL	May 1 – 10:30 – 12:30
DIET ASSESSMENT	3 Day Diet – March 27

ASSIGNMENT: DIET ASSESSMENT: Begin by keeping a daily food diet sheet for three (3) or more consecutive days. Using your Personal Identification Number card that came with your text access the computer *Diet Analysis Plus 8.0* program, enter these three days (or more) information and obtain a printout of each days intake. The printout sheets are to include the following: **Profile DRI Goals (1), Macronutrient Ranges (3), Fat Breakdown (3), Intake vs. Goals (3), Source Analysis (3), and Food Pyramid Analysis (3)**. Your three (3) daily food diet intake sheets are to be **typed** or printed from the computer and handed in with the computer printout. Put each diet intake sheet along with each printout in daily sequence and place all

material in a folder, with your name on the outside upper right hand corner. If you are unable to use this program with your own home computer see me for further instructions. This material is to be handed in no later than the beginning of class on March 27.

PROPOSED CLASS SCHEDULE		
WEEK	TOPIC	ASSIGNMENT
1	Food Choices & Human Health Nutrition Tools - Standards & Guidelines	Chapter 1 Chapter 2
2	The Remarkable Body	Chapter 3
3	TEST I (Chapters 1, 2, & 3) Tuesday, January 23 The Carbohydrates	Chapter 4
4	The Carbohydrates (Continue) Lipids	Chapter 5
5	TEST II (Chapter 4) Tuesday, February 6 Lipids (Continue)	
6	TEST III (Chapter 5) Tuesday, February 13 Protein	Chapter 6
7	Protein (Continue)	
8	TEST IV (Chapter 6) Tuesday, February 17 The Vitamins	Chapter 7
9	Vitamins (Continued) Water & Minerals	Chapter 8
10	Water & Minerals (Continued) Energy Balance & Healthy Body Weight	Chapter 9
March 19-24	SPRING BREAK	
11	TEST V (Chapters 7 & 8) Tuesday, March 27 Energy Balance & Healthy Body Weight (Continue)	
	Nutrients, Physical Activity, & the Body's Response	Chapter 10
12	Nutrients, Physical Activity (Continue) Diet & Health	Chapter 11

13	TEST VI (Chapter 9, 10 & 11) Tuesday, April 10 Food Safety & Food Technology	Chapter 12
14	Mother and Infant Child, Teen, and Older Adult	Chapter 13 Chapter 14
15	TEST VII (Chapters 12, 13, & 14) Tuesday, April 24 Hunger & Global Environment Review	Chapter 15

FINAL **COMPREHENSIVE** – Tuesday, May 1 – 10:30 – 12:30

<u>OBJECTIVES</u>	<u>CONTENT</u>	<u>ACTIVITIES</u>
	I. Introduction	
	A. Textbook	Chapters 1 & 2
	B. Class objectives	
	C. Grading system and class responsibility	
	II. Food Choices—Nutrition Tools—Standards and Guidelines	
	A. Terms	
Vocabulary terms	1. nutrition	
	2. nutrient	
	3. malnutrition	
	4. calories	
	5. nonnutrient	
	6. phytochemical	
	7. metric measurement	
	8. food	
	9. diet	
	10. organic vs. inorganic	
	11. essential vs. nonessential	
	12. nutrient density	
List Factors affecting foods chosen, consumed	B. Factors affecting food choices	
	1. inborn	
	2. cultural	
	3. personal	
	4. variety	Table 1-3
List three basic functions	C. Function of nutrients	

of nutrients	<ol style="list-style-type: none"> 1. structure 2. energy 3. regulation 	Table 1-9
Discuss ways to gather information about nutrition	<p>D. Scientific method</p> <ol style="list-style-type: none"> 1. epidemiological studies 2. single & double blind studies 	
Discuss the reliability of nutritional claims	<p>E. Reliability</p> <ol style="list-style-type: none"> 1. studies 2. research 3. journals 	Controversy 1
Discuss and explain current dietary recommendations	<p>F. Recommendations</p> <ol style="list-style-type: none"> 1. Dietary Guidelines 2. Food Guide 3. Exchange System 	<p>Figure 1-5 --Dietary Guidelines</p> <p>Figure 2-4 – Food Guide, 2005</p> <p>Appendix D – Exchange System</p>
Explain the function of nutritional standards	G. Dietary Reference Intakes (DRI)	Table 2-1 – Nutrient Standards
List three types of diet analysis to evaluate nutritional status	<p>H. Diet analysis</p> <ol style="list-style-type: none"> 1. twenty-four hour 2. food record 3. food frequency questionnaire 	<p>DO IT- Chapter 2</p> <p>Consumer Corner</p>
Discuss the use of food label information	<p>I. Food Label</p> <ol style="list-style-type: none"> 1. ingredient list 2. daily value 	<p>Table 2-6</p> <p>Controversy 2</p>
	III. The Remarkable Body	Chapter 3
Define terms related to the digestive system	<p>A. Terms</p> <ol style="list-style-type: none"> 1. anatomy & physiology 2. digestion 3. absorption 4. enzymes and hormones 5. extracellular fluid 6. cell, tissue, organ 	Figure 3-8

	7. body systems	
Discuss the characteristics of the digestive system	B. General characteristics <ul style="list-style-type: none"> 1. shape 2. lining 3. muscles 4. secretions 	
List all six nutrients and where they are digested and absorbed	C. Digestion <ul style="list-style-type: none"> 1. function of food 2. digestion of carbohydrates (CHO) 3. digestion of protein 4. digestion of fat 5. role of enzymes 	Table 3-1 – Summary of Chemical Digestion
Name several factors affecting absorption	D. Absorption <ul style="list-style-type: none"> 1. vehicles of absorption 2. location of absorption 3. factors affecting absorption 	
Discuss the characteristics of the cardiovascular system as it relates to absorption	E. Metabolism	Controversy 3
Explain the process of removing waste products from the body	F. Excretion	
	IV. Carbohydrates	Chapter 4
List the breakdown products of carbohydrate metabolism	A. Properties <ul style="list-style-type: none"> 1. monosaccharides 2. disaccharides 3. polysaccharides 4. complex vs. simple sugar 	
List Functions of CHO in body	B. Functions <ul style="list-style-type: none"> 1. energy 2. protein sparing 3. aids fat oxidation 4. other 	

List functions of fiber and good food sources	C. Fiber	
	1. fiber foods	Table 4-1 – For CHO Intake
Recommendations	2. fiber and health	Table 4-2 – Characteristics, Sources, Effects of Fibers
		Figure 4-4 – Fiber of Foods
Name foods which are high in CHO	D. CHO food source	
	1. fruits/vegetables	Table 406 – Usefulness of Carbohydrates
Name foods high in simple sugars	2. breads/cereals	
	3. milk/dairy	
Explain relationships of sucrose to dental caries	E. Clinical problems	
	1. obesity	Table 4-9 – Food Feature
	2. dental caries	
	3. relationship to CHD	
	4. diabetes	Controversy 4
	5. lactose intolerance	Consumer Corner
Discuss sugar in processed foods	F. Terms that describe sugar	Table 4-8
	V. Lipids	Chapter 5
Define vocabulary	A. Vocabulary	
	1. lipids, fats, oils	
	2. linoleic & linolenic acid	
	3. prostaglandin	
List the types of lipids in food	B. Food lipids	
	1. glycerides	
	2. phospholipids	
	3. sterols	
List major body functions of lipids	C. Functions	
	1. essential fatty acid	Table 5-1 – Usefulness of fats
	2. phospholipid	
	3. lipoprotein	
	4. cholesterol	Table 5-2 –

		Recommendation for fat intake
Discuss the process of digestion and absorption of lipids	D. Digestion & Absorption <ul style="list-style-type: none"> 1. triglycerides 2. cholesterol 	
List foods high in lipid content	E. Food sources <ul style="list-style-type: none"> 1. visible fats 2. invisible 3. saturated and polyunsaturated 4. cholesterol 	Figure 5-5 Consumer Corner Figure 5-11
Calculate caloric value of lipids	F. Daily allowances <ul style="list-style-type: none"> 1. percentage of kilocalories 2. deficiency 3. relationship to CHD 4. relationship to cancer 	Figure 5-16 Figure 5-17 Figure 5-18
Discuss the effects of processing on fat processing	G. Processing <ul style="list-style-type: none"> 1. hydrogenation 2. transfatty acids 3. fat replacers <ul style="list-style-type: none"> a. Simplesse b. Olestra 	DO IT – Chapter 5 Controversy 5 Table 5-7 Figure 5-15
	VI. Protein	Chapter 6
List chemical structure of protein	A. Components <ul style="list-style-type: none"> 1. chemical elements C, H, O, & N 2. additional elements 3. amino acids <ul style="list-style-type: none"> a. essential b. nonessential 	
Relate grams of nitrogen to grams of protein		
List foods of high biological value		
List food combinations that would complementary illustrate concept of complementary protein sources	B. Biologic value <ul style="list-style-type: none"> 1. adequate nitrogen 2. adequate amino acids 	Figure 6-13 Protein

Estimate protein content of day's menu	C. Protein food sources	
	1. meats	
	2. milk/dairy	
	3. bread/cereal	
List at least three body fluids or tissues made of protein	4. fruit/vegetable	
	5. exchange list	
	6. complementation	
State body functions of protein	D. Functions	Table 6-1
	1. structural	
	2. regulatory	
Calculate energy value of given amount of protein	3. energy	Food Feature
Compare protein needs of various age groups	E. Protein allowance	
	1. RDA	Consumer Corner
	2. deficiencies	
	3. allergies	Table 6-2 Recommendations Concerning Intake
Discuss nutritionally adequate lacto-ovo, lacto, and vegan diet	F. Vegetarianism	
	1. lacto-ovo	Controversy 6
	2. lacto	
	3. vegan	DO IT – Chapter 6
Discuss the implications of Protein Energy Malnutrition (PEM)	G. Protein Energy Malnutrition	
	1. Marasmus	Table 6-3
	2. Kwashiorkor	
	VII. Vitamins	Chapter 7
Name the four fat soluble vitamins	A. Fat Soluble	Snapshots 7-1 through 7-11
	1. vitamin A	
	2. vitamin D	
	3. vitamin E	Table 7-1
	4. vitamin K	
		Basic Facts – Table 7-3 Table 7-4
Name the eight water soluble vitamins	B. Water soluble	
	1. B-complex	
List major functions,	2. vitamin C	

major food sources,
deficiency, and toxicity
of the fat soluble
vitamins

C. Cooking & processing

Discuss effect of cooking
on vitamin retention

D. Current trends in vitamin use

1. megadoses
2. quackery
3. non-vitamins
4. Supplements

Determine vitamin
adequacy of a diet

E. Vitamin Daily Allowance

1. RDA
2. compare age groups
3. enrichment and
fortification

Consumer Corner

DO IT –Chapter 7

Controversy 7

VIII. Water and Minerals

Chapter 8

Discuss water and body
function

A. Functions

1. biochemical reaction
2. transport
3. lubricant
4. temperature regulator

Table 8-4 – Water
Terms

Figure 8-1

Discuss the body's
mechanism of
maintaining water
balance

B. Water balance

1. thirst
2. absorption
3. excretion

Table 8-1 --
Dehydration

Explain how the body
acquires water

C. Water sources

D. Fluid Intake

List major minerals and
their specific functions
and food sources

E. Major minerals

1. functions of minerals
2. function, deficiency,
and sources of:
 - a. calcium (Ca)
 - b. phosphorus
(P)
 - c. magnesium
(Mg)
 - d. sulfur (S)

Snapshots 8-1
through 8-6

Table 8-11 – Basic
Facts

Food Feature

	<ul style="list-style-type: none"> e. chloride (Cl) f. potassium (K) g. sodium (Na) 	DO IT – Chapter 8
List at least four trace minerals, their functions, and food sources	<p>F. Trace minerals</p> <ul style="list-style-type: none"> 1. iron (Fe) 2. iodine (I) 3. zinc (Zn) 4. selenium (Se) 5. others 	Controversy 8
	IX. Energy Balance and Healthy Body Weight	Chapter 9
Calculate energy value of given amounts of CHO, protein, and lipids	<p>A. Measurement</p> <ul style="list-style-type: none"> 1. kilocalorie 2. CHO, protein, lipid 	
Discuss energy needs for daily living	<p>B. Energy Use</p> <ul style="list-style-type: none"> 1. BMR-RMR 2. activity 3. storage 4. estimation of energy need 	Table 9-1
Discuss nutritional assessment techniques	<p>C. Tests</p> <ul style="list-style-type: none"> 1. biochemical 2. anthropometric 3. appearance 4. weight-for-height 5. Body Mass Index (BMI) 	<p>Table 9-2</p> <p>Table 9-3</p> <p>Figure 9-6</p>
Discuss inside-the-body causes of obesity	<p>D. Theories</p> <ul style="list-style-type: none"> 1. genetic 2. set-point 3. enzyme 4. fat cell 	Table 9-4
List three direct or indirect causes of obesity	<p>E. Problems of obesity</p> <ul style="list-style-type: none"> 1. prevalence of obesity 2. causes of obesity 3. caloric restriction calculations 4. surgery 5. fad diets 	Consumer Corner

Distinguish between a fad diet and a diet which is legitimate for weight control		Food Feature
Define behavior modification and explain how it applies to eating nutritionally	F. Behavior Modification	Tables 9-8, 9-9, 9-10 DO IT Controversy
	X. Nutrients, Physical Activity & The Body's Response	Chapter 10
Discuss how nutrition & physical activity go hand-in-hand	A. Benefits of physical activity	Table 10-1
Identify the four components of fitness	B. Fitness <ul style="list-style-type: none"> 1. flexibility 2. strength 3. muscle endurance 4. cardiovascular endurance 	
Discuss physical activity and weight control	C. Trimming down	Consumer Corner
Discuss fluid and temperature regulation in physical activity	D. Temperature regulation	Food Feature
	E. Fluid needs	DO IT
	E. Eating Disorders <ul style="list-style-type: none"> 1. Anorexia nervosa 2. Bulimia nervosa 	Controversy 10
	XI. Diet & Health	Chapter 11
Discuss the importance of proper nutrition & the immune system	A. Immunity B. Wasting Disease C. Atherosclerosis D. CVD E. Hypertension F. Cancer <ul style="list-style-type: none"> 1. phytochemicals 	Figure 11-1 Consumer Corner Food Features

	G. Diet as preventative medicine	DO IT Controversy 11
	XII. Food Safety & Food Technology	Chapter 12
Name three types of food poisoning	A. Food poisoning 1. Salmonella 2. Clostridium perfringens 3. Staphylococcus 4. Clostridium botulinum	Table 12-1 Table 12-2
Explain controversial stands on refining and processing of foods and its effect on nutritional content	B. Natural toxicants C. Chemical poisons D. Processing 1. canning 2. freezing 3. pasteurization	Table 12-3
Explain the necessities of additives	E. Additives 1. Delaney Clause 2. GRAS list	Table 12-14 Food Feature Controversy 12
	XII. Life Cycle Nutrition: Mother & Infant	Chapter 13
State differences in RDA for pregnancy	A. Vitamin needs B. Dietary problems C. High risk mothers & infants 1. pica 2. fetal alcohol syndrome D. Infant nutrition 1. breast feeding 2. current recommendations for feeding a. first foods 3. establishing good eating habits 4. meal time with infants	Table 13-5 Table 13-1 Figure 13-4 Food Feature Controversy 13
	XIV. Child, Teen & Older Adult	Chapter 14
List ways of establishing good eating habits in children	A. Preschool to school age 1. nutritional goals 2. role of snacks 3. establishing good eating habits	Figure 14-3

- 4. diet problems
- B. Teenage nutrition
 - 1. needs
 - 2. problems
- C. Menu Planning
 - 1. factors to consider
 - 2. adapting basic needs to meet dietary goals
- D. Nutrition in later years
 - 1. problems of food intake
 - 2. community programs

Controversy 14

XV. Hunger & The Global Environment Chapter 15

Jan-07

Additional Documentation:

OBR Use

Approved-Effective Date	
Pending (i.e. Additional Information Requested)	
Disapproved	
Today's Date	

Course Material Submission Form

Instructions and notes

1. Submit completed forms to atpanels@regents.state.oh.us.
2. Use this form to define course matches and to submit new or revised course materials for faculty panel review. Please do not submit a form for multiple OANs or Courses.
3. For course renumbering and credit hour revision, remember to withdraw the old match.
4. For course renumbering and credit hour revision, you may want to include information about how the new numbers relate to the old in the Institutional Notes to the Faculty Panel.
5. Click check boxes to check the item. Text fields will expand as you enter information. Press tab to move forward through form. Press Shift-tab to move backward. Note that these tables are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form. It is possible to paste tables as nested tables. Use the Edit Menu "Paste as Nested Tables" selection.
6. Once you are done entering your information, save the data file. Under the File menu, choose "Save as" and then enter the name (no spaces!) of the file using the following naming conventions:
 - a. For course material submissions: **Institution-OAN-Course Number-Sequence-Version. Institution** is the 4 character HEI institution designation. **OAN** is the Ohio Articulation Number whose match is being defined or revised. **Course Number** is the **transcript** course number. **Sequence** is an indication of which course of a multi-course match is addressed in this form. The sequence is of the form (n of m) for an m-course match. For example, 1 of 1 for a single course match or 1 of 2 and 2 of 2 for a 2 course match. **Version** is a number indicating the revision number of this submission. Start with "Ver1" for the first time submission and include the "Ver".

Example:

If you are submitting course materials for Rhodes Community College MATH110 for OMT005 the name of the file would be LMTC-OMT005-MATH110-(1 of 1)-Ver1.

If you are submitting course materials for Rhodes Community College MATH111 and MATH112 for OMT006 the name of the files would be LMTC-OMT006-MATH111-(1 of 2)-Ver1 and LMTC-OMT006-MATH112-(2 of 2)-Ver1.

7. Course materials must be submitted according to timelines below:

Considering the submissions of **new** courses for TAG matches, our goal is to work toward a timeline as follows:

Submit Course Material:	Start of Term 1
Faculty Panels Review Submitted Courses:	During Term 1
Approved course is effective:	Start of Term 2
Approved course is matched for transcript processing:	Term 3

A new match will have to be approved according to the timeframes below:

Course Approval Sample Timelines

Quarter Institutions

	Summer	Autumn	Winter	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1	By 3/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 2/28	By 5/31

Semester Institutions

	Summer	Autumn	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 5/31

- If you want to submit supplementary supporting documentation, you may do that. Simply send the file along with this form and name the supplementary file **Institution-OAN-Course Number-Supplement. Institution, OAN, and Course Number** are as described in Number 6 above. Include the word **"Supplement"**. Just be sure to reference the supplement from the appropriate spot in this document.
- Remember that all institutions are required to have at least one course match for each OAN in all TAGs for which they have corresponding programs.
- This form should be used for all submissions or resubmissions starting immediately.
- If you encounter problems or have questions, please contact any of the individuals listed below:

Jim Ginzer (614) 752-9486 jginzer@regents.state.oh.us
 Sam Stoddard (614) 752-9532 sstoddard@regents.state.oh.us
 Brett Berliner (614) 466-2004 bberliner@regents.state.oh.us

