Course Material Submission Form
OAN Match Definition Form

Today’s Date: 1/31/08

Use this table to specify institutional data
College/University: Terra State Community College
Name and title of individual submitting on behalf of the college/university
Name: Lyn Sullivan
Title: Director, Institutional Research
Address: 2830 Napoleon Rd. Fremont, OH 43420
Email: lsullivan@terra.edu
Phone: 419-559-2391
Fax: 419-334-3719

Indicate the reason for this submission:

☒ New Course Match
☐ Course Renumbering Only (do not use for calendar changes)
☐ 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:
2008 Academic Year ☒ Summer ☐ Autumn ☐ Spring
Quarter institutions complete this row:
20 Academic Year ☐ Summer ☐ Autumn ☐ Winter ☐ Spring
Ohio Articulation ☒ OAH052
Number (OAN)
(Use a separate form for each OAN.):

Number of courses in the match:
8
(up to 10)

Current status of match:
☒ First time submission
☐ Approved
☐ Error
☐ Error with enrollment
☐ Submitted
☐ Resubmitted
☐ Disapproved
☐ Pending
☐ 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.):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS1210</td>
<td>Aural Skills I</td>
</tr>
<tr>
<td>MUS1220</td>
<td></td>
</tr>
<tr>
<td>MUS1240</td>
<td></td>
</tr>
<tr>
<td>MUS1250</td>
<td></td>
</tr>
<tr>
<td>MUS2210</td>
<td></td>
</tr>
<tr>
<td>MUS2220</td>
<td></td>
</tr>
<tr>
<td>MUS2240</td>
<td></td>
</tr>
<tr>
<td>MUS2250</td>
<td></td>
</tr>
</tbody>
</table>

Course Placement in Major:
☐ Major Requirement
☐ Major Elective
☐ Major Not Offered
☐ Other

Pre-Requisite Course work (if applicable) (Be sure this is consistent with the OAN definition):
Prerequisite(s):  None
Co-requisite(s):  MUS 1210 – MUSIC THEORY I / MUS 1410 – CLASS PIANO I

Entry Level Skills and Knowledge: None

Catalog/Course Description:
MUS1240 - This course is an intensive study that develops skills in sight reading and melodic, harmonic, and rhythm dictation and detection. Integrates and puts into practice the concepts of
Music Theory and performance studies.

**Texts/Outside Readings/Ancillary Materials** (Be sure that the text meets performance expectations):
- Studying Rhythm; Hall, Prentice Hall
- Staff Paper Book
- Notebook (3 ring binder)
- Pencil ONLY

**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:**
Through sight singing activities, dictation examples, music ear training software, and materials studied both inside and outside the classroom, students will be able to develop an understanding and practice of the following learning outcomes.

1.) Sing, identify, and use the following: Major scales; Natural, Harmonic, and Melodic Minor Scales; ascending and descending diatonic intervals and diatonic melodies using solfege and scale degrees.
2.) Sing, identify, and use Major, Minor, Diminished, and Augmented Triads in all inversions.
3.) Sing, identify, and use rhythmic exercises in Compound and Simple Meters.
4.) Sing, identify, and use basic melodies with proper tempo and expression markings.
5.) Sing, identify, and use basic Harmonic Chord Progressions, this includes basic 12-bar Blues.

**General Education Outcomes:**
General education learning outcomes reflect “the knowledge, perspective, and skills which are a part of the educational experience of all students.” The faculty of Terra have identified the following general education outcomes for this course.

1.) Communicate Effectively
2.) Demonstrate an understanding of culture and knowledge of how to work effectively in a global and diverse culture and society.
4.) Employ methods of inquiry characteristics of natural sciences, social sciences, mathematics, and the arts and humanities.

**Assessment of Student Learning:**
This course includes a semester jury that is one of several exams be used by faculty to assess student academic performance in Aural Skill development. The music faculty will review all aural and dictation activities to assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the college’s overall student academic assessment effort.

**Plan of Work:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Major Scale / Intro to Solfege / Identification of Pitches</td>
</tr>
<tr>
<td>Week</td>
<td>Major Scale / Intro to Sight Singing / Stepwise Melodies in C</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 2</td>
<td>Rhythm Reading – Dotted &amp; Tied Notes</td>
</tr>
<tr>
<td>Week 3</td>
<td>Major Keys &amp; Scales – Treble Clef (C, G, D, A, F, B♭, E♭) / Stepwise Melodies</td>
</tr>
<tr>
<td></td>
<td>Simple Meters – Beat Division Activities</td>
</tr>
<tr>
<td></td>
<td>• Exam 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Major Keys Melodies &amp; Dictation – Treble Clef (C, G, D, A, F, B♭, E♭) / Stepwise Melodies</td>
</tr>
<tr>
<td></td>
<td>Intervals- 5&lt;sup&gt;th&lt;/sup&gt; &amp; Octave</td>
</tr>
<tr>
<td></td>
<td>Additional Simple Meters Signatures</td>
</tr>
<tr>
<td>Week 5</td>
<td>Major Keys Melodies &amp; Dictation – Bass Clef (C, G, D, A, F, B♭, E♭) / Stepwise Melodies</td>
</tr>
<tr>
<td></td>
<td>Major Triad / Intervals – 3&lt;sup&gt;rd&lt;/sup&gt; &amp; 4&lt;sup&gt;th&lt;/sup&gt; / Intervals- Maj &amp; min 6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Intro to Half Note &amp; Eighth notes as Unit Beats</td>
</tr>
<tr>
<td></td>
<td>• Exam 2</td>
</tr>
<tr>
<td>Week 6</td>
<td>Major Keys Melodies &amp; Dictation – Treble &amp; Bass Clef (C♯, F♯, E, A♭, D♭, G♭, C♭) Major Triad Inversions</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Review of Simple Meters / Two Part Drills</td>
</tr>
<tr>
<td>Week 7</td>
<td>Minor Keys Melodies – Treble Clef / Minor Triad / Minor Scales</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Compound Meters</td>
</tr>
<tr>
<td></td>
<td>• Exam 3</td>
</tr>
<tr>
<td>Week 8</td>
<td>Major &amp; Minor Keys Melodies &amp; Dictation / Minor Scales</td>
</tr>
<tr>
<td></td>
<td>Minor Triad Inversions</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Compound Meters / Dotted Half, Quarter, Eighth Notes Unit Beat</td>
</tr>
<tr>
<td>Week 9</td>
<td>Major &amp; Minor Keys Melodies &amp; Dictation / Scale &amp; Chord Detection</td>
</tr>
<tr>
<td></td>
<td>Major &amp; Minor Triads</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Compound Meters / Two Part Drills</td>
</tr>
<tr>
<td></td>
<td>• Exam 4</td>
</tr>
<tr>
<td>Week 10</td>
<td>Major &amp; Minor Keys Melodies &amp; Dictation / Major &amp; Minor Seventh Chords</td>
</tr>
<tr>
<td></td>
<td>Bass Lines &amp; Basic Harmonic Progressions / 12-Bar Blues Progression</td>
</tr>
<tr>
<td></td>
<td>Diminished &amp; Augmented Triads</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Simple &amp; Compound Meters / Two Part Drills</td>
</tr>
<tr>
<td>Week 11</td>
<td>Major &amp; Minor Keys Melodies &amp; Dictation / Basic Harmonic Progression I-IV-V</td>
</tr>
<tr>
<td></td>
<td>Duet Singing / Chord Identification / Inversions Triads &amp; Seventh Chords</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Simple &amp; Compound Meters / Two Part Drills</td>
</tr>
<tr>
<td></td>
<td>• Exam 5</td>
</tr>
<tr>
<td>Week 12</td>
<td>Major &amp; Minor Keys Melodies &amp; Dictation / Basic Harmonic Progression I-IV-V</td>
</tr>
<tr>
<td></td>
<td>Duet Singing / Chord Identification / Inversions Triads &amp; Seventh Chords</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Simple &amp; Compound Meters / Two Part Drills</td>
</tr>
<tr>
<td></td>
<td>Introduction to Triplets &amp; Duplets</td>
</tr>
<tr>
<td>Week 13</td>
<td>Major &amp; Minor Keys Melodies &amp; Dictation / Basic Harmonic Progression I-IV-V</td>
</tr>
<tr>
<td></td>
<td>Duet Singing / Chord Identification / Folk Song Exercises</td>
</tr>
<tr>
<td></td>
<td>Rhythm Reading – Simple &amp; Compound Meters / Two Part Drills</td>
</tr>
<tr>
<td></td>
<td>• Exam 6</td>
</tr>
</tbody>
</table>

**Introduction to Triplets & Duplets**
Description of Assessment and/or Evaluation of Student Learning  
(The assessment plan needs to be appropriate for the expected rigor of the course) :

Grading:
This course is graded on a point system. Students are encouraged and may be asked to schedule one-on-one appointments with the instructor or to seek a tutor’s assistance. Tutoring is available at no cost through Terra Student Support Services. Contact your instructor for more information. The grading scale for this course follows that set by the college in the student handbook.

ASSIGNMENTS: 20%  EXAMS: 20%  JURY/FINAL: 15%
QUIZZES: 10%  PARTICIPATION: 20%  PRACTICA MUSICA: 15%

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Assessment of Student Learning:
This course includes a semester jury that is one of several exams be used by faculty to assess student academic performance in Aural Skill development. The music faculty will review all aural and dictation activities to assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the college’s overall student academic assessment effort.

Assessment grades for Aural Skills based on the following scale:
- **A:** Students demonstrating 90-100% accuracy on melodic, harmonic, and rhythmic activities.
- **B:** Students demonstrating 80-89% accuracy on melodic, harmonic, and rhythmic activities.
- **C:** Students demonstrating 70-79% accuracy on melodic, harmonic, and rhythmic activities.
- **D:** Students demonstrating 60-69% accuracy on melodic, harmonic, and rhythmic activities.
- **F:** Students demonstrating 0-59% accuracy on melodic, harmonic, and rhythmic activities.

Students demonstrating a “C” average or below may be asked to enroll in special ear-training sessions offered through the Department or the Music Academy.

Course Syllabus

MUS 1240: AURAL SKILLS I
Department of Music & Performing Arts
Arts and Sciences Division

Class Days: MWF
11:00am
Location: E110
Credit Hours: 1
Contact Hours: 3
Lab Hours: 3

Class Time: 11:00 –
Laboratory: None
Lecture Hours: 0

Instructor: Michael Shirts
Phone: (419) 559-2147
mshirts@terra.edu
Office Hours: By Appointment
Division Office/Location: Arts & Science - A 202
Full-time Contact Person: Michael Shirts

Office Location: D100
Division Fax: (419) 355-1248
Phone(s): (419) 559-2411

Course Description:
This course is an intensive study that develops skills in sight reading and melodic, harmonic, and rhythm dictation and detection. Integrates and puts into practice the concepts of Music Theory and performance studies.

Prerequisite(s): None
Co-requisite(s): MUS 1210 – MUSIC THEORY I / MUS 1410 – CLASS PIANO I

Entry Level Skills and Knowledge: None

Required Texts, Supplies and Equipment:
• Studying Rhythm; Hall, Prentice Hall
• Staff Paper Book
• Notebook (3 ring binder)
• Pencil ONLY

Grading:
This course is graded on a point system. Students are encouraged and may be asked to schedule one-on-one appointments with the instructor or to seek a tutor’s assistance. Tutoring is available at no cost through Terra Student Support Services. Contact your instructor for more information. The grading scale for this course follows that set by the college in the student handbook.

ASSIGNMENTS: 20% EXAMS: 20% JURY/FINAL: 15%
QUIZZES: 10% PARTICIPATION: 20% PRACTICA MUSICA: 15%
90-100% A 70-79% C 0-59% F
80-89% B 60-69% D
Learning Outcomes:
Through sight singing activities, dictation examples, music ear training software, and materials studied both inside and outside the classroom, students will be able to develop an understanding and practice of the following learning outcomes.
6.) Sing, identify, and use the following: Major scales; Natural, Harmonic, and Melodic Minor Scales; ascending and descending diatonic intervals and diatonic melodies using solfege and scale degrees.
7.) Sing, identify, and use Major, Minor, Diminished, and Augmented Triads in all inversions.
8.) Sing, identify, and use rhythmic exercises in Compound and Simple Meters.
9.) Sing, identify, and use basic melodies with proper tempo and expression markings.
10.) Sing, identify, and use basic Harmonic Chord Progressions, this includes basic 12-bar Blues.

General Education Outcomes:
General education learning outcomes reflect “the knowledge, perspective, and skills which are a part of the educational experience of all students.” The faculty of Terra have identified the following general education outcomes for this course.
2.) Communicate Effectively
4.) Demonstrate an understanding of culture and knowledge of how to work effectively in a global and diverse culture and society.
4.) Employ methods of inquiry characteristics of natural sciences, social sciences, mathematics, and the arts and humanities.

Assessment of Student Learning:
This course includes a semester jury that is one of several exams be used by faculty to assess student academic performance in Aural Skill development. The music faculty will review all aural and dictation activities to assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the college’s overall student academic assessment effort.

Assessment grades for Aural Skills based on the following scale:
• A: Students demonstrating 90-100% accuracy on melodic, harmonic, and rhythmic activities.
• B: Students demonstrating 80-89% accuracy on melodic, harmonic, and rhythmic activities.
• C: Students demonstrating 70-79% accuracy on melodic, harmonic, and rhythmic activities.
• D: Students demonstrating 60-69% accuracy on melodic, harmonic, and rhythmic activities.
• F: Students demonstrating 0-59% accuracy on melodic, harmonic, and rhythmic activities.

Students demonstrating a “C” average or below may be asked to enroll in special ear-training
sessions offered through the Department or the Music Academy.

**Course Requirements:**

**Participation**
It is the student’s responsibility to participate in every class. If students are unable to participate in an activity or specific class, they must inform their instructor 24 hours prior to that class. Students may not make up lost participation points. Only in emergency situations will exceptions be given to this policy. Students should attend each class with required text, notebook, staff paper, assigned handouts, and pencil. The usage of cell phones, pagers, and any electronic devices are prohibited in class (points will be taken away for consistent use of named devices). Students not participating in regular class activities will reflect in the lowering of their final grade.

- Regular participation in sight singing, melodic and rhythmic dictation, interval and chord quality identification, and work with Practica Musica ear training software are considered daily activities. Difficulty increases as the course progresses.

**Assignments**
Students will be given assignments to prepare and review before upcoming classes. It is the student’s responsibility to prepare assignments before coming to class. Assignments may include exercises and materials from their text, handouts, and assigned listening examples and projects. Students may be quizzed on assignments with out notice. All assignments must be prepared by their due dates announced and posted in class. Assignments submitted or performed after their due date may receive partial or no credit.

- Practica Musica software is located on the computers in E110A. Students will be asked to complete levels weekly and submit their progress reports to the instructor every Monday.

**Quizzes & Exams**
Students will be graded on exercises in dictation, sight singing, and aural quizzes and exams conducted in class, small assigned groups, and one-on-one exams with theory/aural skills program faculty. Students may be given study materials for examinations and should review text examples as preparation to all quizzes and exams. Students that miss a quiz or an exam without notifying the instructor prior to class will not be allowed to make up their missed test on less particular circumstances apply.

**Plan of Work:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Week 1  | Major Scale / Intro to Solfege / Identification of Pitches  
Rhythm Reading – Beat Units / Note Values / Beat Divisions |
| Week 2  | Major Scale / Intro to Sight Singing / Stepwise Melodies in C  
Rhythm Reading – Dotted & Tied Notes |
| Week 3  | Major Keys & Scales – Treble Clef (C, G, D, A, F, B♭, E♭) / Stepwise Melodies |
| Week 4 | Major Keys Melodies & Dictation – Treble Clef (C, G, D, A, F, B\(^b\), E\(^b\)) / Stepwise Melodies  
|        | Intervals- 5\(^{th}\) & Octave  
|        | Additional Simple Meters Signatures |
| Week 5 | Major Keys Melodies & Dictation – Bass Clef (C, G, D, A, F, B\(^b\), E\(^b\)) / Stepwise Melodies  
|        | Major Triad / Intervals – 3\(^{rd}\) & 4\(^{th}\) / Intervals- Maj & min 6\(^{th}\)  
|        | Rhythm Reading – Intro to Half Note & Eighth notes as Unit Beats  
|        | • Exam 2 |
| Week 6 | Major Keys Melodies & Dictation – Treble & Bass Clef (C\(\#\), F\(\#\), E, A\(\#\)\(^b\), D\(\#\)\(^b\), G\(\#\)\(^b\), C\(\#\)\(^b\))  
|        | Major Triad Inversions  
|        | Rhythm Reading – Review of Simple Meters / Two Part Drills |
| Week 7 | Minor Keys Melodies – Treble Clef / Minor Triad / Minor Scales  
|        | Rhythm Reading – Compound Meters  
|        | • Exam 3 |
| Week 8 | Major & Minor Keys Melodies & Dictation / Minor Scales  
|        | Minor Triad Inversions  
|        | Rhythm Reading – Compound Meters / Dotted Half, Quarter, Eighth Notes Unit Beat |
| Week 9 | Major & Minor Keys Melodies & Dictation / Scale & Chord Detection  
|        | Major & Minor Triads  
|        | Rhythm Reading – Compound Meters / Two Part Drills  
|        | • Exam 4 |
| Week 10| Major & Minor Keys Melodies & Dictation / Major & Minor Seventh Chords  
|        | Bass Lines & Basic Harmonic Progressions / 12-Bar Blues Progression  
|        | Diminished & Augmented Triads  
|        | Rhythm Reading – Simple & Compound Meters / Two Part Drills |
| Week 11| Major & Minor Keys Melodies & Dictation / Basic Harmonic Progression I-IV-V  
|        | Duet Singing / Chord Identification / Inversions Triads & Seventh Chords  
|        | Rhythm Reading – Simple & Compound Meters / Two Part Drills  
|        | • Exam 5 |
| Week 12| Major & Minor Keys Melodies & Dictation / Basic Harmonic Progression I-IV-V  
|        | Duet Singing / Chord Identification / Inversions Triads & Seventh Chords  
|        | Rhythm Reading – Simple & Compound Meters / Two Part Drills  
|        | Introduction to Triplets & Duplets |
| Week 13| Major & Minor Keys Melodies & Dictation / Basic Harmonic Progression I-IV-V  
|        | Duet Singing / Chord Identification / Folk Song Exercises  
|        | Rhythm Reading – Simple & Compound Meters / Two Part Drills  
|        | • Exam 6 |
| Week 14| Semester Review |
| Week 15| Semester Review |
| Week 16| **Final Dictation & Identification Exam / Juries** |
Policies

Course Withdrawing: If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course, your grade is an automatic “F.” Please follow official College procedure for withdrawing from this or any course.

*College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at [https://www.terra.edu/register/Collegecat/policies.asp](https://www.terra.edu/register/Collegecat/policies.asp).*

Support Services: The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 559-2208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

*If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.*

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).

Additional Documentation:

<table>
<thead>
<tr>
<th>OBR Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved-Effective Date</td>
</tr>
<tr>
<td>Pending (i.e. Additional Information Requested)</td>
</tr>
<tr>
<td>Disapproved</td>
</tr>
<tr>
<td>Today’s Date</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Quarter Institutions</th>
<th>Summer</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Material Submitted for Review</td>
<td>By 6/1</td>
<td>By 8/15</td>
<td>By 1/1</td>
<td>By 3/1</td>
</tr>
<tr>
<td>Faculty Panel Reviews Completed</td>
<td>By 8/1</td>
<td>By 12/31</td>
<td>By 2/28</td>
<td>By 5/31</td>
</tr>
</tbody>
</table>

Semester Institutions

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Autumn</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Material Submitted for Review</td>
<td>By 6/1</td>
<td>By 8/15</td>
<td>By 1/1</td>
</tr>
<tr>
<td>Faculty Panel Reviews Completed</td>
<td>By 8/1</td>
<td>By 12/31</td>
<td>By 5/31</td>
</tr>
</tbody>
</table>

8. 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.

9. 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.

10. This form should be used for all submissions or resubmissions starting immediately.

11. 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 ssstoddard@regents.state.oh.us  
Candice Grant (614) 644-0642 cgrant@regents.state.oh.us