Abilene Christian University

Application for a New Course v9

Course ID *Subject and Number*	ENGR 115
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Kenneth Olree
2	Course Teacher	A member of the Engineering & Physics Department faculty
3	Course Title	Introduction to Engineering and Physics
4	Course Abbreviation (if title is over 30 characters)	Intro to Engineering & Physics
5	College	College of Arts and Sciences
6	Department	Engineering and Physics
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	Zero
11	Maximum number of hours credit	3
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	_X_ Standard ___ Credit/No Credit (undergrad only)
16	Maximum Enrollment	40
17	**Catalog Description** (50 words or less)	An introduction to the career fields of engineering and physics. Topics include subdisciplines within engineering and physics, tools and methods used in these fields, and the processes of modeling and problem solving.

		Computational analytical and design tools will also be introduced.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	MATH 124 or concurrent enrollment
19	List any co-requisites	ENGR 116
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No *Attach a completed "Request to Add or Change Course Fees" form.* *Describe in section IV-F.*	No
22	How often will it be offered? **Fall**	Offered
23a	How often will it be offered? **Spring**	Not offered
23b	How often will it be offered? **Summer**	Not offered
23c	How often will it be offered? **Fall**	Offered
24	Frequency?	Every Year
25	First semester this course will be offered *New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.*	Fall 2014
26	List course/s that should be deleted, include the last semester for course/s being deleted *A course cannot be deleted when it is a requirement in a degree plan in any department.*	None
27	Is this course required for a degree/s? Yes/No *If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.*	Yes. Degree plan is unchanged. Engineering is a new program and this already exists in the engineering and physics degree plans (see attached pages of 2013-14 catalog). This application is to formally add the course to the catalog.
28	Has this course been offered as a Special Topics course? Yes/No *If "Yes," specify the Course ID and enrollment for each term it was taught.*	Yes. ENGR 140 – Fall 2012, Enrollment 36; ENGR 140 – Fall 2013, Enrollment 72.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) *Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.*	None

II. Curriculum

1	**Degree Plan** Explanation of how this course affects degree requirements.	This course does not affect degree requirements. It is already included in the

		catalog degree plans for engineering and physics (see attached pp. 62-64, 2013-14 catalog). This application is simply to formally add the course to the catalog, along with the appropriate content information, prerequisites, etc.
2	**Justification** State the justification for adding this course to the current curriculum. Represent the need	This course is already a required part of the degree plan. This application is to formally add the course to the catalog.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is required of all engineering and physics majors. It is primarily intended to be taken in the freshmen year to orient the students to these career fields. Prerequisite skills are that students have had (or are currently enrolled in) MATH 124 or its equivalent.
2	State the overarching course goal(s) in performance terms.	1) Students will become knowledgeable regarding the fields of engineering and physics and their subdisciplines. 2) Students will develop skills in using science and math to solve problems. 3) Students will understand the importance (and limits) of using models for problem solving. 4) Students will develop the skills to use computer software and tools commonly used by engineers and physicists.

2. Competencies and Measurements

	Competency	**Measurement**
1	Understand methods of processing information, organizing information, learning, and applying these concepts to define problem statements.	Homework, quizzes, tests, group discussion/class participation.
2	Understand the advantages and disadvantages of different types of models, quantitative/qualitative, analytical, conceptual, empirical, and models of systems.	Homework, quizzes, tests, group discussion/class participation.
3	Comprehend simple physical concepts such as motion, forces, work, energy, and conservation	Homework, quizzes, tests, group discussion/class participation.

	laws.	
4	Attain an ability to collect and analyze data, process statistics, and visualize data.	Homework, quizzes, tests, group discussion/class participation.
5	Comprehend engineering concepts such as problem statement, constraints, specifications, design, analysis, and synthesis.	Homework, quizzes, tests, group discussion/class participation.
6	Use computational tools for processing, analyzing, and visualizing data, modeling physical processes, and finding solutions.	Homework, quizzes, tests, group discussion/class participation.
7	Comprehend career opportunities in engineering and physics, the type of work these professions engage in, and how to prepare for and succeed in these fields.	Homework, quizzes, tests, group discussion/class participation.
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

   Introduction to Engineering: Modeling and Problem Solving, Jay B. Brockman, John Wiley & Sons, 2009. ISBN 978-0471-43160-2.

   Required Software: Matlab® (The MathWorks, Inc.)

2. For **combined undergraduate/graduate** courses, make two lists:
   a. full publication information; label **Undergraduate**.
   b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

	1	**Library** — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. **Attach** the signed copy of the library director's report.
	2	**Instructional Design** — The application and syllabus must be reviewed by the Adams Center. **Attach** a copy of the Adams Center Review Letter.
	3	**Degree Plan** — The impact of the course must be reviewed by the Director of Curriculum. **Attach** degree plan signed by the Director of Curriculum.
	4	**Content Overlap** — Include one document for each course you listed in Section I-I. **Attach** statement from instructor/dept chair of existing course justifying the new offering.
	5	**Departmental Resources** — List the resources that support the course and are available only through the department, if applicable. **Attach** the list of the holdings and the location/s.
	6	**Resources** — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). **Attach** a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
	7	**Expenses** — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). **Attach** a complete list of all items, the estimated cost of each and the source of the funds.
	8	**Justification** — **Attach** all documents referred to in Section II-2
	9	Syllabus — **Attach** the syllabus for the course based upon the anticipated first-semester offering.
	10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

4-2-14
Date

Dean of the College

4-2-14
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: ENGR 115

Course Title: Introduction to Engineering and Physics

1. **College Academic Council Action:** (for all courses)
   Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved X Denied ___ _____ 4-2-14
College Dean or Director Date

Approved ___ Denied ___ _____ _____
College Dean or Director Date

2. **Graduate Council Action:** (for graduate level courses)

Approved ___ Denied ___ _____ _____
Dean of Graduate School Date

3. **University Undergraduate Academic Council Action:**
   For undergraduate level courses only

Approved ___ Denied ___ _____ _____
Associate Provost Date

4. **University General Education Council Action:** (when applicable)

Approved ___ Denied ___ _____ _____
Provost or designee Date

5. **University Budget Committee Action:** (when applicable)
When applicable – see New Course Application Instructions

Approved ___ Denied ___ _____ _____
Chair, University Budget Committee Date

6. **Academic Provost Action:** (for all courses)

Approved ___ Denied ___ _____ _____
Provost Date

7. **President of the University Action:** (for all courses)

Approved ___ Denied ___ _____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Introduction to Engineering & Physics – ENGR 115, Section 01
Abilene Christian University
Fall 2014

Course Description
This course is an introduction to the career fields of engineering and physics. In particular, this course will address subfields within engineering and physics, the tools and methods used in these fields, and the processes used in modeling and problem solving. Matlab and Excel will be used extensively for both problem solving and modeling. Prerequisites: Concurrent enrollment in MATH 124 or higher. Credit hours: 3.

Class Meeting Times and Location
This class meets Monday, Wednesday, and Friday from 1:00 p.m. to 1:50 p.m. in Foster Science Building 350. Concurrent enrollment in the accompanying lab (ENGR 116) is also required.

Required Texts and Software
The required text for this course is *Introduction to Engineering: Modeling and Problem Solving*, by Jay B. Brockman, John Wiley & Sons, 2009, ISBN 978-0471-43160-2. The required software package for this course is Matlab® (The MathWorks, Inc.) and can be obtained at http://www.mathworks.com/academia/student_version/index.html or purchased in the bookstore.

Catalog Description
An introduction to the career fields of engineering and physics. Topics include subdisciplines within engineering and physics, tools and methods used in these fields, and the processes of modeling and problem solving. Computational analytical and design tools will also be introduced.

Contact Information

Name: Dr. Kenneth Olree, Associate Professor of Engineering
Office: Foster Science 317
Phone: 325-674-2165
Email: kenneth.olree@acu.edu

Office hours: Daily 8-10 a.m. Additional office hours can be arranged as needed.

Teaching Philosophy
Engineering and physics are well respected professions. The public places great trust in these professionals being honest, competent, and ethical. Many codes of ethics for these fields indicate that the commitment to protecting the health, safety, and welfare of the public is of paramount importance. These values are in harmony with Christian principles and ideals. Christian engineers should be honest (Matthew 5:37), work hard to ensure competency (Colossians 3:23), and put the public's interest ahead of his or her own (Luke 6:31). In light of these principles, this course will be taught such that you will gain an appreciation for the professional nature of engineering and physics. It will be

taught so as to give you every opportunity to begin to develop competency in these fields. This will require reading assignments, homework, quizzes, tests, and group discussion. The instructor especially encourages the discussion of topics that would bear on integrating faith and professional responsibilities (cheating on licensure exams, weapons design and manufacture, environmental laws and employment opportunities in developing nations, etc.)

Learning Objectives

In this course students will learn to: approach problems like engineers and physicists, understand the role of models in problem solving, understand the strengths and limitations of models, appreciate the fields of engineering and physics, develop programming skills in Matlab, comprehend basic physical principles, and implement simple designs to solve problems. The degree to which you achieve these objectives will be measured using homework, quizzes, tests, and your participation in class discussions.

Competencies

By the end of this course students will be able to:

1) understand methods of processing information, organizing information, learning, and applying these concepts to define problem statements.
2) understand the advantages and disadvantages of different types of models, quantitative/qualitative, analytical, conceptual, empirical, and models of systems.
3) comprehend simple physical concepts such as motion, forces, work, energy, and conservation laws.
4) attain an ability to collect and analyze data, process statistics, and visualize data.
5) comprehend engineering concepts such as problem statement, constraints, specifications, design, analysis, and synthesis.
6) use computational tools for processing, analyzing, and visualizing data, modeling physical processes, and finding solutions.
7) comprehend career opportunities in engineering and physics, the type of work these professions engage in, and how to prepare for and succeed in these fields.

These competencies will be assessed using homework, quizzes, tests, and group discussion/class participation.

Student Conduct Policy

Students are expected to show respect for one another, the professor, and for Abilene Christian University property and to adhere to the "Student Regulations" as stipulated in the ACU Catalog and Student Handbook. Cheating, lying, and other forms of academic misconduct are incompatible with Christian faith and action. Sanctions up to and including dismissal from the class with a failing grade may be imposed for engaging in these actions. Students are also expected to adhere to the dress code policy as outlined in the ACU Student Handbook. Failure to adhere to the dress code may result in an unexcused absence and quiz grade of zero for each offense. Repeated failure to adhere to these standards may result in a grade reduction or course withdrawal and/or other actions as deemed appropriate and consistent with ACU guidelines.

Academic Integrity Policy
Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf.

Attendance Policy
Attendance is expected at all class sessions. It is also expected that you arrive promptly. If you are absent or tardy it will negatively affect your participation, homework, and quiz grades. Typically, classes will involve the presentation and discussion of new material, discussion of textual reading assignments, or the consideration of problems to solve. Occasionally, students will work in small groups to solve problems.

Grading Policy
-Homework
Unless notified to the contrary, you are highly encouraged to work together on the homework assignments. Homework is due at the beginning of class on the due date and must be submitted in person. To get full credit, the homework must be turned in on time, show all work in the solution process, be neat and logically arranged, and clearly show the final answer with the correct units. Late homework will not be graded (if you only have part of it done, turn in what you have done on time).

-Quizzes
Quizzes will be given frequently and usually at the beginning of class. Thus, it is important that you be in class and on time to complete the quiz. No makeup quizzes will be given except in the rare circumstances of pre-approved absences. However, the lowest quiz grade will be dropped in calculating the quiz portion of your final grade. Quiz material will cover previous lecture material, recent homework assignments and/or the text reading assignment for that day. All assignments, quizzes, and exams are considered to be comprehensive. That is, it will be likely that you will need to sufficiently know and understand previously covered material to adequately solve currently covered problems on quizzes or exams. No unauthorized help may be given or received on the quizzes.

-Participation
Part of your final grade in this course will depend upon you acting respectfully and participating during class. You can't participate effectively if you do not come prepared. Proper preparation includes completing the assigned reading, getting sufficient sleep the

night before, eating before you come to class, and bringing with you everything you need (i.e. your book, notebook paper, pencil, etc.) Additionally, you are expected to participate by asking and answering questions when requested and being a fully engaged member of the class.

-Exams

Three regular exams and one final exam will be given during the semester. All exams are comprehensive. Calculators may be used during the exams. Exams will likely be closed book and no unauthorized help may be given or received on the exams. Exams may be scheduled outside of normal class meeting times (e.g. evenings or weekends) to provide ample time for completion. The regular exams will tentatively be scheduled for the weeks of September 14-20, October 19-25, and November 16-21. The final exam is scheduled for December 9 from 10:00 a.m. to 11:45 a.m. Exams may not be taken late without preapproval.

-Calculation of Final Course Grade

The final course grade will be weighted and assigned as follows:

Homework	20%
Quizzes	15%
Participation	15%
Exam 1	10%
Exam 2	10%
Exam 3	10%
Final Exam	20%

90% and above	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% and below	F

The grade you earn in lecture is separate from the grade you earn in the accompanying lab (ENGR 116).

ADA Compliance Statement

"Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667."

The mission of ACU:
To educate students for Christian service and leadership throughout the world.

Tentative Course Schedule

While every effort will be made to closely follow this schedule, there may be a need to deviate from it. The instructor reserves the right to alter this schedule to best achieve the objectives of the class.

Assignments may vary from that presented below, but will be similar in content, number, and frequency.

Week #1

Mon., Aug. 25 – Introduction to Professor, Class Syllabus, Student Expectations
Wed., Aug. 27 – Course Overview, Learning Objectives, Class Goals (syllabus quiz, reading assignment Ch. 1.1-1.3)
Fri., Aug. 29 – Overview of Physics, Physics Careers, Methods, Networks, & Systems (Ch. 1.1-1.3 reading assignment quiz, homework assigned from Ch. 1, reading assignment Ch. 1.4 – 1.5)

Week #2

Mon., Sept. 1 - Overview of Engineering, Engineering Disciplines, Computing (Ch. 1 homework due, group discussion/participation)
Wed., Sept. 3 - Models in Physics, atomic particles, composite and elementary subatomic particles (engineering overview and subdisciplines quiz)
Fri., Sept. 5 - Advantages/Disadvantages of Models, How Models are Developed and Refined (homework assignment on physical models assigned, physical models quiz, group discussion/participation, reading assignment Ch. 2.1)

Week #3

Mon., Sept. 8 - Learning, Problem Solving (Ch. 2.1 reading assignment quiz, physical model homework due)
Wed., Sept. 10 – Modeling Systems (reading assignment Ch. 2.2-2.4, Ch. 2 homework assigned)
Fri., Sept. 12 - Knowledge levels, Organizing Information (group discussion, Ch.2.2-2.4 reading quiz)

Week #4

Mon., Sept 15 – Problem Solving Steps (Ch. 2 homework due, Knowledge levels quiz, reading assignment Ch. 3.1-3.4)
Wed., Sept. 17 – Problem Solving Heuristics, Fermi Problems, Back of the Envelope Problems (Ch. 3.1-3.4 quiz, reading assignment Ch. 3.5-3.8)
Fri., Sept. 19 - Exam #1

Week #5

Mon., Sept. 22 - Models of Motion, Newton's laws, Work and Energy (reading assignment Ch. 4.1-4.3, homework from Ch. 4 assigned)
Wed., Sept. 24 – Models of Motion, Projectile Motion, Hooke's law (Ch. 4.1-4.3 reading quiz, reading assignment Ch. 4.4)
Fri., Sept. 26 - Modeling Motion in Matlab /Excel(Ch. 4 homework due, reading assignment Ch. 10.1 -10.2)

Week #6

Mon., Sept. 29 - Modeling Motion using Matlab/Excel (reading assignment Ch. 10.3)
Wed., Oct. 1 – Thermodynamics, Engines, Problem solving (Ch. 10.3 reading quiz)
Fri., Oct. 3 - Data Analysis, Variation, Interpolation (Ch. 5.1-5.3 reading assignment, homework Ch. 5 assigned)

Week #7

Mon., Oct. 6 - Data Analyis, Statistics, (Ch. 5.1-5.3 reading quiz, reading assignment Ch. 5.4)
Wed., Oct. 8 - Data Analysis using Matlab/Excel, (Statistics quiz, Ch. 10.4 reading assignment, Ch. 5 homework due, group discussion/participation)
Fri., Oct. 10 - Vectors, Structures, Problem solving (Ch. 10.4 reading quiz, reading assignment 6.1-6.2, Ch. 10 homework assigned)

Week #8

Mon., Oct. 13 - Problem and Data Visualization, 3D plots using Matlab (Ch. 11.1-11.3 reading assignment, Ch. 10 homework due, Ch. 6 homework assigned)
Wed., Oct. 15 - Solving Statics Problems in Matlab/Excel, Simultaneous Eqns. As Matrices (Ch. 11.4-11.5 reading assignment, Ch. 11 homework assigned)
Fri., Oct. 17 - Fall Break – no class

Week #9

Mon., Oct. 20 - Statics and Materials Design, Problem Solving (Ch. 6.4-6.5 reading assignment)
Wed., Oct. 22 - Materials (Ch. 6.4-6.5 reading quiz, Ch. 6 homework due, Ch. 11 homework due)
Fri., Oct. 24 - Exam #2

Week #10

Mon., Oct. 27 - Binary numbers, Boolean logic, Problem Solving (Ch. 7.1-7.3 reading assignment, Ch. 7 homework assigned)
Wed., Oct. 29 - Digital Circuits (Ch. 7.1-7.3 reading quiz, Ch. 7.4 reading assignment)
Fri., Oct. 31 - Electrical Circuits, Using Matlab/Excel to Solve Loop Currents (Digital Circuits quiz, Ch. 7.5 reading assignment)

Week #11

Mon., Nov. 3 - Digital Circuit Design (Ch. 7.5 reading assignment quiz, Ch. 7 homework due)
Wed., Nov. 5 - Programming and Algorithms in Matlab/Excel (Ch. 12.1-12.2 reading assignment, group discussion/participation)
Fri., Nov. 7 - Conditional Statements and Loops in Matlab/Excel (Ch. 12.1-12.2 reading quiz, Ch. 12 homework assigned)

Week #12

Mon., Nov. 10 - Modeling System Change (Ch. 8.1-8.2 reading assignment, Ch. 8 homework assigned)

Wed., Nov. 12 - Modeling System Change Example – softball launch (Ch. 8.1-8.2 reading assignment quiz, group discussion/participation)

Fri., Nov. 14 - Modeling System Change Example – Running out of Oil (Ch. 8.4 reading assignment)

Week #13

Mon., Nov. 17 - Matlab Programming to Model and Visualize System Responses in Time (Ch. 8 homework due, Ch.8.4 reading quiz, Ch. 12.5-12.6 reading assignment)

Wed., Nov. 19 - Problem Solving Practice – Physics (Ch. 12 homework due, group discussion/participation)

Fri., Nov. 21 - Problem Solving Practice – Engineering (group discussion/participation)

Week #14

Mon., Nov. 24 - Exam #3

Wed., Nov. 26 - Thanksgiving Break – no class

Fri., Nov. 28 - Thanksgiving Break – no class

Week #15

Mon., Dec. 1 - Problem Solving Practice Physics/Engineering (group discussion)

Wed., Dec. 3 - Course Review (group discussion/participation)

Fri., Dec. 5 - Review for Final Exam

Final Exam Week

Thur., Dec. 11 - 8:00 a.m. – 9:45 a.m. Final Exam

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 03-02-2014

TO: Dr. Ken Olree

FROM: Mark McCallon, Associate Dean for Library Services

RE: New Course Proposal, ENGR 115 - Intro to Engineering and Physics

The library has examined the course proposal and is able to support the proposed course. Thank you for letting us review the course application.

January 9, 2014

Dr. Kenneth Olree
Foster Science 317
Abilene Christian University
Tel: (325)674 2165
Email: kenneth.olree@acu.edu

Re: Review of ENGR115: Introduction to Engineering & Physics – ENGR 115 and 116

Dear Dr. Olree,

Thank you for the submission of the application for the new course ENGR115: Introduction to Engineering & Physics, as well as ENGR116 (lab). We reviewed the syllabus based on the ACU Syllabus Guidelines. We found that you have met or in many cases exceed the expectations in this guideline. The syllabi are very clear in describing your expectations and requirements for the course. Congratulations on the truly exceptional work.

Here are some minor suggestions for you to consider:

- I checked both syllabi with a "checklist" (based on the guideline) and a few items may be missing. However, some of these are optional, so please use your best judgment to decide whether it helps to add them.
- I wonder if similar content can be moved closer together, such as "learning objectives" and description of the competencies. Similarly, I wonder if you can move "teaching philosophy" somewhere closer to the part about the course instructor. You probably should also consider moving all "policies" closer together, such as attendance and student conduct.

You can make these changes yourself, if you decide to do so. You do not need to bring them back to the Adams Center for another review.

If there is any aspect of the application or course development you would like to discuss further, please let me know and we can schedule a time to meet. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Berlin Fang
Director, Instructional Design, Adams Center