

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number PLAW 310 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

New one-hour seminar course to support new Minor in Legal Studies.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

		COUNCIL ³								Board of Trustees			
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President		
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	—	A	—	
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			A	A	A	—	
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	—	—		A			A	—	A	—	
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			A	A	A	—	
5.	Major — Revision of major ^{4,5}	A	A	A		A			A	—	A	—	
6.	Major — Adopt or change admission requirements	A	A	A		A			A	—	A	—	
7.	Major — Add ^{4,5}	A	A	A		A			A	A	A	I	
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I	
9.	Major — Discontinue (proposed by the Provost)				See below.								
10.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A	—	
11.	Minor — Revise course selection	A	A	A		I			I	—	I	—	
12.	Minor — Add	A	A	A		A			A	—	A	—	
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A			A	—	A	—	
14.	Minor — Discontinue (proposed by the Provost)				See below.								
15.	Degree — Add	A	A	A		A			A	A	A	I	
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A			A	A	A	I	
17.	Degree — Discontinue (proposed by the Provost)				See below.								
18.	Any change to a graduate degree program	A	A	A		A			A	—	A	—	

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		—	A	—
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

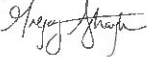
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	2-23-21 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Jonathan Camp (Mar 2, 2021 11:39 CST) Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	PLAW 310
---	----------

I. Systems and Catalog Information Complete each item

1	Course Developer	Chris Riley, J.D.
2	Course Instructor	Chris Riley, J.D.
3	Course Title	Legal Studies Seminar
4	Course Abbreviation for Banner if title is more than 30 characters	NA
5	College	CAS
6	Department or School	Political Science and Criminal Justice
7	Number of Credit Hours	1
8a.	Number of contact hours – lecture	1
8b.	Number of contact hours – lab/activity	0

9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	NA
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	1
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☒ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	1
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20

17	Catalog Description (50 words or less)	This course is intended for upper class students who plan on attending law school. Topics and assignments will be directly related to the law school application process and Christian perspectives on the vocation and the law.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior standing or permission from instructor. Enrollment preference to students pursuing Minor in Legal Studies.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	NA
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? All

22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021
24	Is this course required for a degree/s?	☒ No (Required for Minor in Legal Studies) ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	NA

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This new seminar should not have an effect on degree plans. It is the only required course for the Minor in Legal Studies, which was approved in Fall 2020.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course provides a consistent approach to educating students planning on applying to law school and addresses the unique challenges and opportunities of Christian vocation in the legal context.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The target audience is current and prospective students who are interested in pursuing advanced legal studies following graduation or working in a highly-regulated field. Those students often major in Political Science, Criminal Justice, Management, Finance, Accounting, History, or English but maybe as diverse as Computer Science, Engineering, Biology, or Bible. In short, because the law intersects with nearly all disciplines and there is no required major for attending law school, students of almost any major could select this new minor. The specific audience will be those current and prospective students who expressed interest in a pre-law professional program, which is currently around 100 students. Ideally, students would take this during their Junior year as they prepare for the law school application process in Fall of their Senior year.

2. State the overarching course goal(s) in performance terms.

1. **Motivation** - Exploring reasons for pursuing a legal career generally
2. **Preparation** - Registering and begin studying for LSAT
3. **Selection** - Creating a personal ranking of prospective law schools
4. **Application** - Preparing law school applications
5. **Vocation** - Considering Christian calling and the legal profession

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
--	--------------------------	-------------

1	Examine motivations for pursuing a legal career	Personal Statement Draft
2	Measure readiness for Law School Admittance Test (LSAT)	LSAT Practice Exam
3	Identify personal ranking of prospective law schools and applications requirements	Prospective Law School Matrix
4	Develop a sense of persevering vocation	Rule of Life Letter to 3L Self

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

Required

Schutt, M. P. (2007). Redeeming Law: Christian Calling and the Legal Profession. In *Part 1: The Lost Lawyer* (1st Edition, pp. 11–88). IVP Academic.

Levit, N., & Linder, D. O. (2010). The Happy Lawyer: Making a Good Life in the Law. In *Preparing for a Satisfying Career: The Law School Years* (Illustrated ed., pp. 112–160). Oxford University Press.*

Floyd, T. (Ed.). (1996). Symposium of Faith and Law. *Texas Tech Law Review*, 27(3), 911-1427. Retrieved January 22, 2021, from https://heinonline.org/HOL/Page?handle=hein.journals/text27&id=899&collection=journals&index=*

*Available from ACU Library

Suggested

LSAT Prep Course

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	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.
7	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.
8	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.
9	Justification — Attach any documents to which you refer in Section II-B.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 31, 2021
TO: Chris Riley
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: PLAW 310 – Legal Studies Seminar

The library has examined the course application and syllabus is able to support the proposed course. Please contact Laura Baker, Liaison for Political Science and Criminal Justice, for additional resources to support the course. Thank you for letting us review the course application and syllabus.

Professor Chris Riley, MPA, JD
Hardin Admin Bldg. 204
(325) 674-2918
Chris.riley@acu.edu

Jan 4, 2021

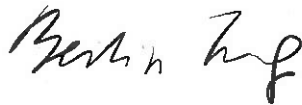
Re: Review of PLAW320

Dear Professor Riley,

Thank you for submitting the application for course PLAW310: Legal Studies Seminar. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements. Thank you for taking my suggestions to revise the syllabus. Thank you also for explaining that this is an interdisciplinary course not affiliated with a particular department to have the college or department mission statements included in the syllabus.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

PLAW 310: LEGAL STUDIES SEMINAR (1 Credit Hour)

Fall 2021

Saturday, September 18, 8 am – 5 pm

Saturday, October 30, 8am – 5 pm

- Professor** Chris Riley, MPA, JD
Assistant Professor of Political Science and Criminal Justice
University Pre-Law Advisor
- Contact** Anytime at chris.riley@acu.edu
Face-to-face (upon request or any time after class)
Office: Hardin Administration Building 204 (OIE Office)
Phone: 325-674-2918
- Description** This course is intended for upper class students who plan on attending law school. Topics and assignments will be directly related to the law school application process and Christian perspectives on the vocation and the law. Junior standing is required without prior permission from instructor. There are no pre-requisites or co-requisites for this course.
- Purpose** The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. The mission of the College of Arts and Science is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend liberal arts education with professional and career education; and the mission of the Department of Political Science and Criminal Justice is to provide a program of study to help students understand domestic and international politics and law enforcement theory and practice, and to prepare students for informed and active participation in public service.
- Whether arguing before the United States Supreme Court, serving on the federal or Texas Supreme Court bench, or leading Pepperdine University, ACU has historically produced pre-law graduates who exemplify what it means to be Christian servants and leaders throughout the world. Since many law schools do not offer a Christian perspective of what it means to be an attorney, ACU has the responsibility to educate its students who plan to pursue advanced legal studies regarding the unique opportunities and challenges that they will encounter as people of faith in the legal profession. This course, which is intended to be taken during the junior year, provides a consistent approach to educating students planning on applying to law school and addresses the unique challenges and opportunities of Christian vocation in the legal context.
- Learning Outcomes** In the seminar course, which will use a combination of lecture, in-class discussion, group exercises, and guest speakers, the students will learn to:

- 1) Examine motivation for pursuing a legal career by creating a **Personal Statement**;
- 2) Measure readiness for the Law School Admittance Test by taking a **Practice LSAT** and create **LSAT Study Plan**;
- 3) Identify personal ranking of prospective law schools and applications requirements by creating **Prospective Law School Matrix**
- 4) Develop a sense of persevering vocation by creating a **Rule of Life** and writing a **Letter to 3L Self**

Required Materials

Schutt, M. P. (2007). Redeeming Law: Christian Calling and the Legal Profession. In *Part 1: The Lost Lawyer* (1st Edition, pp. 11–88). IVP Academic.

Levit, N., & Linder, D. O. (2010). The Happy Lawyer: Making a Good Life in the Law. In *Preparing for a Satisfying Career: The Law School Years* (Illustrated ed., pp. 112–160). Oxford University Press.*

Floyd, T. (Ed.). (1996). Symposium of Faith and Law. *Texas Tech Law Review*, 27(3), 911-1427. Retrieved January 22, 2021, from https://heinonline.org/HOL/Page?handle=hein.journals/text27&id=899&collection=journals&index=*

Wielebinski, J. (2016). Culture Shock: A groundbreaking empirical study confirms that lawyers face unprecedented substance abuse and mental health challenges. *Texas Bar Journal*, 79(3), 226–229. https://www.texasbar.com/AM/Template.cfm?Section=Table_of_contents&Template=/CM/ContentDisplay.cfm&ContentID=32751

[Official LSAC Prep©](#) (Available for Free on LSAC.org)

*Available from ACU Library

Recommend Materials/ [GPA and LSAT Score Search Index](#)

Resources Select LSAT Prep materials or course of choice:

Kim, M. (2017). *The LSAT trainer: A remarkable self-study guide for the self-driven student*. Irvine, CA: Artisanal Publishing.

Khan Academy LSAT Prep (Free at <https://www.khanacademy.org/prep/lsat>)

LSAC Prep Plus©

Magoosh, LsatMax, Kaplan, Princeton Review

Assignments Your grade is based on completion of all course assignments.

Assignments must be turned in on the date due to receive credit. **No late work will receive credit unless specifically approved by professor prior to the delay.** Additional instructions related to these assignments will be provided prior to the due date.

Personal Statement (15%) – This assignment provides an opportunity to reflect on why you want to go to law school and create a statement that utilizes past personal experiences to explain that to others. To prepare, we will research prompts commonly used by law school admission committees.

Practice LSAT and LSAT Study Plan (25%) – We will utilize LSAT Prep® to take a LSAT practice exam under simulated test conditions in class. After receiving your score, you will create a realistic and useable LSAT Study Plan that identifies a timeline, practicalities of studying (what, how, when, and where) and accountability for following your plan. (Students who have already taken the LSAT and do not plan on taking it again will (1) prepare and present a presentation to class regarding how the studies for the exam and their overall experience and (2) they will provide optional one-on-one support to any student still preparing for the test.)

Prospective Law School Matrix (25%) – You will register for LSAC and use primary source data from law schools and LSAC GPA and LSAT Score Search Index to developed a ranked list of perspective schools along with relevant/unique requirements, application deadlines, and questions they would ask as a part of a campus visit.

Rule of Life and Letter to 3L Self (35%) – After considering articles, case studies and speakers focused on vocation both generally and specific to the practice of law, you will create a Rule of Life that will guides you toward becoming a lawyer as well as a letter to your 3L self. Topics and prompts will include challenged of the legal profession; personal and professional boundaries; how the work of being a lawyer connects to what God cares about; defining a sense of vocation separate and apart from specific titles, roles or degrees.

Course Outline This schedule, which provides a roadmap for the semester, may be changed at the discretion of the Professor. Any changes will be provided both orally and in writing to students.

Prep for September 18	
Aug. 23- Sept. 17	Read Syllabus Register for LSAC and LSAC Prep Complete Online Form (Basic Information about you and where you are in the application process)

September 18		
	Topics	Assignments
Morning	Exploring Motivations Drafting Personal Statements Law School Selection and Application	Personal Statement Outlines Law School Matrix Drafts
Afternoon	LSAT Practice Exam LSAT Planning	LSAT Study Plan
Prep for October 30		
Read the following: Wielebinski, J. (2016). Culture Shock: A groundbreaking empirical study confirms that lawyers face unprecedented substance abuse and mental health challenges. <i>Texas Bar Journal</i>, 79(3), 226–229. https://www.texasbar.com/AM/Template.cfm?Section=Table_of_contents&Template=/CM/ContentDisplay.cfm&ContentID=32751 Schutt, M. P. (2007). Redeeming Law: Christian Calling and the Legal Profession. In <i>Part 1: The Lost Lawyer</i> (1st Edition, pp. 11–88). IVP Academic. Levit, N., & Linder, D. O. (2010). The Happy Lawyer: Making a Good Life in the Law. In <i>Preparing for a Satisfying Career: The Law School Years</i> (Illustrated ed., pp. 112–160). Oxford University Press.* Select one Article from Floyd, T. (Ed.). (1996). Symposium of Faith and Law. <i>Texas Tech Law Review</i>, 27(3), 911-1427. Retrieved January 22, 2021, from https://heinonline.org/HOL/Page?handle=hein.journals/text27&id=899&collection=journals&index=* Complete and Submit Application Portfolio (Personal Statement, Law School Matrix, and LSAT Study Plan)		
October 30th		
	Topic	Assignment
Morning	Vocation Rule of Life	None
Afternoon	Law School and Beyond Vocation and the Law	Outline of Rule of Life and Letter
Before Finals Week		

11/30	Complete and submit Rule of Life and Letter to 3L Self
Finals Week	
12/6-10	Meet with Instructor to Discuss Progress on Study Plan/Application Process and Rule of Life/Letter

Policies

Attendance ACU expectations is that students attend all classes sessions. Because this course only meets over two Saturdays, students must attend the morning and afternoon so both days in order to receive credit. See your instructor if you have special circumstances you need to discuss. Additionally, students will be counted absent if they attend class, but are sleeping or focused elsewhere (e.g., phone, laptop). After being late for two courses sessions (morning, afternoon, or after breaks), you will be required to meet with professor to develop a remediation plan.

Recording Under no circumstances can class sessions be audio or video recorded in any manner without the express consent of the Professor and through prior arrangement. Any violation of this policy may result in the student being dropped from the course with a grade of "F".

Grade Scale A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (below 60%). Final grades will be rounded up to from the nearest whole number. For example, if a student earns a 89.5 or higher, they will receive an "A" in the course.

Accommodations 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.

Academic Integrity 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 your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Anti-Harassment As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#). If you have concerns regarding harassment, please tell the Director and/or contact the Anti-Harassment Office at 325-674-6802.