

Approval Chart for Curriculum Changes

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

Course Number PHP 310 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Please see attached.

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

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

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.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
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										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
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

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COUNCIL³

	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.

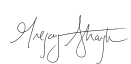
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Autumn Sutherland (Feb 2, 2022 11:39 CST)	Feb 2, 2022
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
	Feb 8, 2022
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
	Feb 9, 2022
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for a New Course v10.7

Instructions:

- Consult with the Registrar's Office to confirm a course number and ask any questions about effects on related degree plans.
- Complete the New Course Application.
- Create the course syllabus. Refer to the Syllabus Checklist and consult with the Adams Center Instructional Design team with any questions.
- Submit the application and syllabus to the Adams Center Instructional Design team by email to director Berlin Fang for review and recommendations.
- Submit the application and syllabus for library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and letters reviewing the syllabus and library support.
- Conduct departmental vote to approve addition of the course.
- Submit to College Academic Council.
- Your college will route the application from this point. The department chair will be notified of necessary meetings with university councils.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the department or any academic council.

Syllabus Checklist v10.7

NOTE: It is not necessary to submit this checklist with the New Course Application. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course

- Course number and title
- Credit hours
- Semester and year
- Meeting time and place (if face-to-face)
- Prerequisite/corequisite

About the Instructor(s)

- Name and title or rank
- Office location
- Phone number(s)
- Email address
- Office hours / contact expectations

Mission Statements

- ACU mission statement
- College mission statement
- Departmental mission statement
- Personal mission statement (optional)

Unique Christian Perspective

- Description of how learning and Christian faith are integrated in the course

Course Content

- Catalog description
- Intended audience
- Outline of topics
- Format of course/types of activities student should expect in the course

Teaching/Learning Methods and Format of Class Sessions

- Description of the types of activities students should expect in the course

Materials

- Required and optional materials, including textbooks, etc.

Student Learning Outcomes/Measurements

- Specific outcomes stated in measurable terms
- Assignments or instruments that will be used to assess the outcomes

Assessment/Grading Criteria

- Complete and accurate details of factors and elements that will compose the final grade
- Weight or point value of all graded elements
- Grading scale with expectations for letter grades
- Extra credit opportunities (optional)

University Policies

- Special needs policy — ADA
- Academic integrity policy and link
- Title IX policy

Course Policies

Expectations and consequences regarding:

- Attendance (if face-to-face)
- Tardiness (if face-to-face)
- Participation
- Course-specific academic integrity information
- Late assignment/exam policy

Course Calendar

Calendar is not required for New Course Application, but it must be included in all syllabi distributed to students.

- Exam dates
- Assignments
- Due dates and other deadlines
- Schedule of readings and topics
- Statement to reserve right to modify the calendar as necessary

Schedule Type definitions for Section I-13.

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Guidance for writing student learning outcomes in Section III-B.

	Student Learning Outcome	Measurement
	<i>Instructions:</i> Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence “Students will be able to...” If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect.
1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional.	Field Instructor Evaluation
3	Integrate terminology from literary history into writing.	Research Paper

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Cynthia Powell
2	Course Instructor	Provided by commercial MCAT Prep business (Kaplan, Inc. for example)
3	Course Title	MCAT Preparation
4	Course Abbreviation for Banner if title is more than 30 characters	MCAT Preparation
5	College	Arts and Sciences
6	Department or School	Chemistry and Biochemistry/Center for Pre-health Professions
7	Number of Credit Hours	0
8a.	Number of contact hours – lecture	48
8b.	Number of contact hours – lab/activity	variable
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	0
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	0
15	Grade Mode	☐ Standard ☐ Credit/No Credit (undergrad only) No grade assigned
16	Maximum Enrollment	40
17	Catalog Description (50 words or less)	The zero-credit hour MCAT preparation seminar is taught through a special agreement with a Medical College Admissions Test (MCAT) preparation business partner. The intensive course prepares students to take the MCAT through live lectures and online personalized test preparation resources.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
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)	N/A
20	If the course is cross-listed, specify the Course ID(s)	
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 years
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? All years
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>	Spring 2023
24	Is this course required for a degree/s?	☒ No ☐ 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>	<u>X</u> 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 <u>X</u> Yes If yes, provide course ID, term, and enrollment: CHEM 440, Spring 2017, 17 CHEM 440, Spring 2018, 19 CHEM 440, Spring 2019, 12 CHEM 440, Spring 2020, 21 CHEM 440, Spring 2021, 14 CHEM 440, Spring 2022, 13
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>	No overlap with existing courses.

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.

PHP310 will not be required for any degree programs. This zero-credit hour course is a service to our students who are preparing for application to medical schools.

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

All students applying to medical schools must take the Medical College Admissions Test. It is an eight-hour examination that covers topics in Biology, Chemistry, Physics, Biochemistry, Psychology, Sociology, and includes a critical analysis reading section. By arranging the review course in agreement with Kaplan, Inc. we are able to negotiate a reduced price than students would pay if they independently registered for a Kaplan course and provide a test prep schedule that aligns with our semester schedule. This also allows our students to be enrolled in the same section of the course which is an advantage when working together to prepare for the MCAT.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
2. State the overarching course goal(s) in performance terms.

The audience are undergraduate students who are preparing to take the MCAT test. The overarching goal is to provide excellent materials for their preparation so that they can perform at the best of their ability on the MCAT standardized examination. This is not a graded class and learning outcomes specific to the MCAT test.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Improved performance on practice MCAT tests.	A practice MCAT test taken at the end of the course can be compared to a baseline practice MCAT taken at beginning of the course to measure improvement. This is not a graded course. Students have access to their performance goals and outcomes.
2		
3		
4		

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:

- A. full publication information; label **Undergraduate**.

All course print and online materials are provided by the MCAT preparation business as part of the course "package."

- B. full publication information; label **Graduate**.

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. <i>A course fee is associated with this course that is equivalent to the MCAT preparation company course charge. We negotiate this charge each year. The rate we negotiate is significantly lower than the rate a student would pay if they registered for the course directly with the review course provider. The cost is expected to remain stable at ~\$1400. The students are charged a course fee that covers the cost of the course. There is no direct cost to the university.</i>
9	Justification — Attach any documents to which you refer in Section II-B.

PHP310: MCAT Preparation Course Syllabus

Mission Statements:

ACU: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Arts and Sciences: The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Chemistry & Biochemistry: The ACU Department of Chemistry and Biochemistry integrates a Christian worldview with strong academic instruction and experience, educating students for Christian service and leadership throughout the world.

Biology Department: The Department of Biology educates students for Christian service and leadership by preparing them to become biological scientists, pre-college teachers, and health care professionals.

ACU facilitator: Dr. Cynthia Powell, powellc@acu.edu, HAL105/107, 325-674-2864
Instructor: Kaplan, Inc. Instructors
Office: Online office hours
Phone: TBD
Email: TBD
Lecture: Monday/Wednesday 7:00-9:00 PM,
Office Hours: Office hours with Kaplan instructors online by appointment

Course Title: PHP310 MCAT Preparation

Catalogue description: The zero-credit hour MCAT preparation seminar is taught through a special agreement with a Medical College Admissions Test (MCAT) preparation business partner. The intensive course prepares students to take the MCAT through live lectures and online personalized test preparation resources.

Intended audience: Undergraduate students who are preparing to take the MCAT test.

Format of course: The course includes:

- 24 two-hour sessions with a team of expert MCAT teachers - 48 hours of core class instruction
- Personalized homework assignments based on your strengths and opportunities
- Dynamic calendar maps out daily assignments based on your test date and time to study
- 90+ hours of live and recorded targeted content Workshops
- A 3,000+ question Qbank that helps you test and learn specific content areas
- 16 full-length, realistic practice tests
- 7-book MCAT Subject Review set including digital access via Vital Source

- 70+ brand new Content Refresher videos covering the highest yield MCAT topics
- All the official AAMC practice material available
- Access to online resources for 12 months from your course start date
- Class sessions are live, but also recorded for on-demand review

Credit hours: 0

Semester and year: Spring 2022

Meeting time and place: Monday/Wednesday 7-9 pm, Live on-line instruction

Prerequisites: None.

Required materials: All textbooks and online resources will be provided by Kaplan, Inc. You will need access to the internet and the use of a computer to complete class assignments.

Unique Christian Perspective: Our goal is to prepare you academically to become excellent providers, but also to prepare you spiritually and emotionally to be ambassadors for Christ in a hurting world. Part of that preparation is preparing academically to excel on the MCAT so that you can gain acceptance into an excellent medical school program.

Purpose: To prepare you to take the MCAT.

Anticipated Outcomes and Competency Measures: The course is designed to help students learn about content and format of the Medical College Admissions Test. Review materials cover essential MCAT topics in Biology, Chemistry, Physics, Biochemistry, Psychology, Sociology, and techniques in critical reading. Students are trained in test-taking strategies. They take baseline assessments and multiple individualized formative assessments that address each students' areas of strength and areas for focused improvement. The scaffolded curriculum is arranged in interleaved practice sets. Throughout the course, students take full-length eight-hour MCAT practice tests. All MCAT tests are multiple choice and provide immediate feedback with explained solutions.

The anticipated outcome is a steady increase in MCAT-style test scores achieved by reviewing essential materials, practicing questions covering MCAT topics and test-taking skills training.

Text: All materials are provided by Kaplan, Inc. Students are expected to read and come to class prepared for discussion.

Grading: No grades are assigned.

Attendance Policy: The course is a zero-credit hour course. There is no official attendance policy, though regular attendance is essential to receive the full benefit from the course.

Information shared with us: We hope you will feel comfortable in confiding concerns to us and asking advice or counsel. We are on your side. In our sexually charged society, however, you need to know that we work under some legal guidelines. We will seek to keep information you share with us private to the greatest extent possible, but we have mandatory reporting responsibilities to share information regarding sexual misconduct and crimes we learn about to help make our campus a safer place for all. The ACU extended statement concerning this is

<http://www.acu.edu/community/offices/administrative/dean-of-students/sexual-assault-and-anti-harassment-title-ix/overview.html>

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 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](#).

Harassment policy: At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (**e.g., Title VI, VII, and IX**). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Our **Anti-Harassment Policy** outlines specific definitions and procedures related **discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence**. If you experience harassment in any of these forms, we encourage you to [report it](#) so that we can help maintain a work and academic environment free of unlawful harassment.

See the full university policy by following [this link](#).

Statement Regarding Disabilities: Any relevant accommodations for study materials (closed captioning, for example) may be provided by Kaplan, Inc.

Agree Not to Share

Materials provided by Kaplan are copyrighted and students will be expected to respect the limitations of copyright laws.

Tentative Course Schedule

24 Classes, 2 hrs each**Live Online Dedicated Class**

Session	Day	Date	Time	Topic
Test		12/27-1/2	7.5 hours	AAMC 1
1	Mon	1/3	7-9pm CT	Science Knowledge Basics
2	Wed	1/5	7-9pm CT	Triage in the Science Sections
3	Mon	1/10	7-9pm CT	Sciences: Wrong Answer Pathologies
4	Wed	1/12	7-9pm CT	Data Analysis Basics
5	Mon	1/17	7-9pm CT	CARS: Foundations of Comprehension Questions
6	Wed	1/19	7-9pm CT	Scientific Reasoning on the MCAT
7	Mon	1/24	7-9pm CT	CARS: Distill by Interrogation
8	Wed	1/26	7-9pm CT	Data Distributions on the MCAT
Test			7.5 hrs	Kaplan FL 1
9	Mon	1/31	7-9pm CT	Science Knowledge Questions in MCAT Passages
10	Wed	2/2	7-9pm CT	CARS: Reasoning Within the Text Questions
11	Mon	2/7	7-9pm CT	Critique of Studies & Conclusions
12	Wed	2/9	7-9pm CT	CARS: Distill by Outlining
Test			7.5 hrs	Kaplan FL 2
13	Mon	2/14	7-9pm CT	CARS: Reasoning Beyond the Text Questions
14	Wed	2/16	7-9pm CT	Math on the MCAT
15	Mon	2/21	7-9pm CT	Triage in the CARS Section
16	Wed	2/23	7-9pm CT	Statistical Analysis on the MCAT
Test			7.5 hrs	Kaplan FL 3
17	Mon	2/28	7-9pm CT	Concepts in Multiple Forms
18	Wed	3/2	7-9pm CT	CARS: Distill by Highlighting
19	Mon	3/7	7-9pm CT	Advanced Experimental Design
20	Wed	3/9	7-9pm CT	CARS: Wrong Answer Pathologies
Test			7.5 hrs	Kaplan FL 4
21	Mon	3/21	7-9pm CT	Science Knowledge Skills in Action
22	Wed	3/23	7-9pm CT	Scientific Reasoning Skills in Action
23	Mon	3/28	7-9pm CT	Research Design Skills in Action
24	Wed	3/30	7-9pm CT	Data Analysis Skills in Action
Test			7.5 hrs	AAMC

Cynthia B. Powell, Ph.D.
Professor, Department of Chemistry and Biochemistry
Executive Director, Center for Pre-Health Professions
Abilene Christian University
powellc@acu.edu
325-674-2864 or 325-674-2351

November 15, 2021

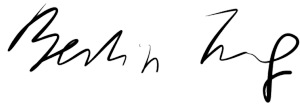
Re: Review of PHP310

Dear Dr. Powell,

Thank you for submitting the application for the course *PHP310: MCAT Preparation*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all requirements. Thank you for considering my comments and for explaining the changes you have made based on the nature of this course.

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.

A handwritten signature in black ink, appearing to read "Bertin Zup". The signature is fluid and cursive, with the first name "Bertin" and the last name "Zup" clearly distinguishable.

Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY LIBRARY

MEMORANDUM

DATE: November 16, 2021
TO: Dr. Cynthia Powell
FROM: Dr. Mark McCallon, Associate Dean for Library Services
RE: PHP 310 – MCAT Preparation

The Library supports the proposed course. Thank you for letting us review the course syllabus and application.



Request to Add or Change Course Fees

Course fees or changes to existing course fees must be approved and published in the ACU Catalog for the following year in order for them to be assessed on a student's account. Course fees which are not processed by February 1st will not be included in the fall catalog.

Request Date 11/17/21

Amount of Fee \$1399

Department Making Request Chem/Biochem

Contact Person Cynthia Powell

Semester and year for fee to begin Sp 23

Check the appropriate fee category below:

FOAP: _____

☒ Fee is the same for every section and every student

☐ Fee applies to certain sections only

If fee applies to certain sections only, please specify below if it is a one-time fee for a single section or a repeating fee that will be applied on a regular schedule (e.g., a fee charged each time the course is taken in a summer session but not in the fall or spring).

This request applies to the following course (one per form):

Course Number / Section

PHP310

Course Title

MCAT Preparation

State the justification for your request below. You will be notified of final approval or denial.

This zero-credit hour course is taught by agreement with Kaplan, Inc. Kaplan supplies the instructors and all student resources at a discounted rate. The course is a zero-credit hour course so no tuition is charged. The course fee is equivalent to the Kaplan course cost.

The following signatures must be obtained before any request is approved.

Approved Declined

Department Chair

[Signature]

Date

11/19/21

Feb 9, 2022

☒

☐

College Dean

[Signature]

Date

12/1/21

Jan 20, 2022

☒

☐

Provost

[Signature]

Date

Jan 20, 2022

☒

☐

Vice President for Finance

Date

If approved by all above, route to:

Controller

FOAP

Date Completed

Finance

Fee Code for use on course

Date Completed

Registrar's Office

Date Completed