

Approval Chart for Curriculum Changes

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

Course Number PLAW 320 or Degree Plan(s) _____

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

See attached. New zero-hour course.

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

Approval Chart for Curriculum Changes

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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)	
	2-22-22
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Jonathan Camp	Mar 10, 2022
Signature	Approval date
Signature	Approval date

Dean(s)	
	Mar 10, 2022
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

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>)	PLAW 320
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Chris Riley
2	Course Instructor	Provided by commercial LSAT Prep business (Kaplan, Inc. for example)
3	Course Title	LSAT Preparation
4	Course Abbreviation for Banner if title is more than 30 characters	LSAT Preparation
5	College	Arts and Sciences
6	Department or School	Political Science and Criminal Justice (Part of Interdisciplinary Legal Studies Minor)
7	Number of Credit Hours	0
8a.	Number of contact hours – lecture	32
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 LSAT preparation seminar is taught through a special agreement with a Law School Admissions Test (LSAT) preparation business partner. The intensive course prepares students to take the LSAT 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?
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>	<u>X</u> 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>	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.

PLAW 320 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 law school.

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

All students applying to law schools must take the Law School Admissions Test. 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 LSAT.

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 LSAT tests.	A practice LSAT test taken at the end of the course can be compared to a baseline practice LSAT 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 LSAT preparation company course charge. We will negotiate this charge each year. The rate we negotiate is \$800 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 ~\$700. 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.

PLAW 320: LSAT PREPARATION
(0 Credits)
Spring 2023

- Professor:** Professor Chris Riley, JD, MPA
Assistant Professor of Political Science and Criminal Justice
University Pre-Law Advisor
Contact Anytime at chris.riley@acu.edu
Face-to-face (any time after class or <https://calendly.com/profchrisriley>)
- Office:** Hardin Administration Building 204 (OIE Office) Phone: 325-674-2918
- Description:** The zero-credit hour preparation seminar is taught through a special agreement with a Law School Admissions Test (LSAT) preparation business partner. The intensive course prepares students to take the LSAT through live lectures and online personalized test preparation resources.
- 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. ACU's Pre-Law Advisor and minor in Legal Studies reside in the Department but serves all interested ACU students.
- Audience:** Undergraduate students who are preparing to take the LSAT
- Format:** The course includes:
- 32 hours of core classroom instruction available live;
 - 180+ hours of exclusive live and on demand lessons on the *LSAT Channel* for a customizable curriculum
 - Access to 60+ official practice tests with LSAC's LSAT Prep Plus
 - Every official LSAT question ever released
 - Over 300 customizable quizzes
 - Guidance from a team of LSAT experts
 - A set of prep books for studying on the go
- Meeting:** Twice a week for two hours for live on-line instruction (Date and Time TBD)

Prerequisites:	None.
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.
Outcomes:	The course is designed to help students learn about content and format of the LSAT, which includes sections on Logical Reasoning, Logic Games, and Reading Comprehension. Students are trained in LSAT 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 three-hour LSAT practice tests. All LSAT tests are multiple choice and provide immediate feedback with explained solutions. The anticipated outcome is a steady increase in LSAT-style test scores achieved by reviewing essential materials, practicing questions covering LSAT topics and test-taking skills training.
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.
ADA/504:	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.
Title IX	As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment,

dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Agree Not to Share: Materials provided by Kaplan are copyrighted and students will be expected to respect the limitations of copyright laws.

Example of Course Schedule

DATE/TIME	TOPIC
Apr 14, 2022 6:30 PM - 8:30 PM ET	Logic Games I A
Apr 19, 2022 6:30 PM - 8:30 PM ET	Logic Games I B
Apr 21, 2022 6:30 PM - 8:30 PM ET	Logical Reasoning I A
Apr 26, 2022 6:30 PM - 8:30 PM ET	Logical Reasoning I B
Apr 28, 2022 6:30 PM - 8:30 PM ET	Reading Comprehension I A
May 3, 2022 6:30 PM - 8:30 PM ET	Reading Comprehension I B
May 5, 2022 6:30 PM - 8:30 PM ET	Logical Reasoning II A
May 10, 2022 6:30 PM - 8:30 PM ET	Logical Reasoning II B
May 12, 2022 6:30 PM - 8:30 PM ET	Logic Games II A

DATE/TIME	TOPIC
May 17, 2022 6:30 PM - 8:30 PM ET	Logic Games II B
May 19, 2022 6:30 PM - 8:30 PM ET	Logical Reasoning III A
May 24, 2022 6:30 PM - 8:30 PM ET	Logical Reasoning III B
May 26, 2022 6:30 PM - 8:30 PM ET	Reading Comprehension II
May 31, 2022 6:30 PM - 8:30 PM ET	Logic Games III
Jun 2, 2022 6:30 PM - 8:30 PM ET	Logical Reasoning IV
Jun 7, 2022 6:30 PM - 8:30 PM ET	Countdown to Test Day

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

February 22, 2022

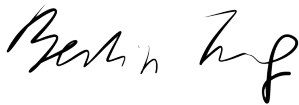
Re: Review of PLAW320

Dear Professor Riley,

Thank you for submitting the application for the course PLAW320: LSAT Preparation. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements.

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 "Beth Ingham". The signature is fluid and cursive, with the first name "Beth" and the last name "Ingham" clearly distinguishable.

Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY LIBRARY M E M O R A N D U M

DATE: February 22, 2022
TO: Chris Riley
FROM: Dr. Mark McCallon, Associate Dean for Library Services
RE: PLAW 320 – LSAT 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 02/22/22

Amount of Fee \$700

Department Making Request POLS/CJ

Contact Person Chris Riley

Semester and year for fee to begin Spring 2023

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

Course Title

PLAW 320

LSAT Preparation

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

This zero-credit 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

2-22-22
Date



College Dean

Date



Provost

Date



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

2/9/2021 KMW