

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: MATH 473 Complex Analysis

or Degree Plan(s):

This course is replacing MATH 483: Analysis II which is being closed. MATH 483 is a second semester of real analysis which we feel is not as useful for students moving into senior undergraduate and graduate school as complex analysis, MATH 473, would be. MATH 483 is part of an optional sequence for students in a few of our degree plans. MATH 473 will take its place as a one-to-one swap on those degree plans where 483 is mentioned.

	Campus-Level Academic Review ¹	S	I	C	E	A	O
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		V	P	Re	De	Ac	Ad	St	Co	S
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	.	II	3	4	5	6	7	8	9
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)

<i>John Ehrke</i>	01/24/2025
Chair Signature	Date

Chair/Program Director Signature	Date
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College Academic Council(s)

<i>Charles Minter</i>	2/3/2025
Chair Signature	Date

Chair Signature	Date
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Dean(s)

<i>Charles Minter</i>	2/3/2025
Signature	Date

Signature	Date
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Teacher Education Council

Signature	Date
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**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature	Date
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Provost

Signature	Date
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University General Education Council

Signature	Date
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University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting an application.

Course ID (<i>Subject Code and Number</i>)	MATH 473
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1. Systems and Catalog Information Complete each item.

A	Course Developer	John Ehrke
B	Course Instructor	John Ehrke, Alexander Karabegov
C	Course Title	Complex Analysis
D	Course Abbreviation for Banner if title is more than 30 characters	
E		OSE - Onstead Science and Engineering
F		MATH - Mathematics
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L		3
M		<u>Standard</u>
N	Maximum Enrollment	24
O	Catalog Description (50 words or less)	Properties, representations and applications of complex numbers. Analytic functions and the Cauchy-Riemann equations. Limits, continuity and derivatives of complex functions. Complex integration and the Cauchy integral theorems, uniform convergence. Taylor series, Laurent series and residues. Conformal mapping.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	MATH 286
Q	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)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>No</u>
T2	Will the course be offered in spring terms?	<u>Yes, even years</u>
T3	Will the course be offered in summer terms?	<u>No</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	<u>No</u> If yes, attach a completed curriculum proposal to change the program(s).
W	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>No</u> If yes, provide rationale:
X	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>No</u> If yes, provide course ID, term, and enrollment:
Y	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.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course is replacing MATH 483: Analysis II which is moving to On Demand status. MATH 483 is a second semester of real analysis which we feel is not as useful for students moving into senior undergraduate and graduate school as complex analysis, MATH 473, would be. MATH 483 is part of an optional sequence for students in a few of our degree plans. MATH 473 will take its place as a one-to-one swap on those degree plans where 483 is mentioned.

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

Currently, only MATH 361 has any treatment of complex variables beyond the basics. As several areas in upper level mathematics depend on an understanding of complex variables and particularly complex integration, we feel our students are under-served in this area. Complex

analysis is extremely valuable to applied mathematics, physics, and engineering majors. We feel it is a more attractive option for those groups than MATH 483, which it is replacing.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Intended for junior or senior undergraduates in math, physics or engineering.
Prerequisites include a thorough knowledge of the calculus sequence, basic knowledge of proof writing techniques, and basic knowledge of linear algebra.

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

This course is designed to introduce students to the foundational results in complex variables. In doing so, the course material is motivated by three areas:

- Computing the Laurent or Taylor series expansions associated with a function which is analytic in part of the complex plane, and determining the region of convergence for such series.
- Computing definite integrals by means of the residue calculus.
- Solving boundary value problems by means of the conformal transformations associated to analytic functions.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement Instrument
1	Understand the implications that the existence of a complex derivative has for a function.	Homework Quizzes Exams
2	Reflect on how concepts from the calculus of real variables are used to define complex functions.	Homework Quizzes Exams
3	Apply techniques involving complex variables to solve boundary value problems, compute definite integrals, and compute inverse Laplace and Fourier transforms.	Homework Quizzes Exams
4	State and prove theorems related to the major results of the course.	Homework Quizzes Exams
5	Work with multi-valued functions and determine branches of these functions.	Homework Quizzes Exams

C. 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**.

Brown, J.W. and Churchill, R.V. (2013) *Complex Variables and Applications*. 9th Edition, McGraw-Hill Higher Education, Boston.

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

4. 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.
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 1Y. 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 2B.
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Updated 8/1/2023



Onstead College of Science and Engineering
Department of Mathematics

MATH 473
Complex Analysis
Section 01
Spring 2026

Syllabus

Contact Information

Instructor: Dr. John Ehrke, Associate Professor of Mathematics

Email: john.ehrke@acu.edu

Phone: 325-513-4242 (cell), 325-674-2162 (office)

Office: Onstead Science Center 173

Instructor Availability

It is my responsibility as the instructor to provide timely responses to all email or personal communications in a respectful and professional manner. In kind, the same applies to student communications with the instructor.

In-Person Office Hours: TBD

Zoom Office Hours: Subject to availability

Join Zoom Meeting

<https://acuonline.zoom.us/j/8095293581>

Meeting ID: 809 529 3581

Mission Statements

This course supports ACU's mission statement of preparing students for Christian service and leadership throughout the world by providing students a foundational understanding of the mathematical principles such as problem solving and decision making, as well as exposing students to the role of mathematics in a Christian worldview.

The mission of the Onstead College of Science and Engineering is to explore and understand God's creation in the natural world and apply the acquired knowledge and principles to address its issues and challenges.

The mission of the Department of Mathematics is to educate students to be quantitative and analytical thinkers in preparation for Christian service and leadership throughout the world.

Course Information

Credit Meeting and Hours Information

This is a 3 credit hour course with no scheduled meeting times. Students will work on the assignments contained herein in conjunction with the instructor to reflect on their internship experience.

Room: TBD

Time: TBD

Course Description and Purpose

MATH 473 - Complex Analysis (3-0-3) Properties, representations and applications of complex numbers. Analytic functions and the Cauchy-Riemann equations. Limits, continuity and derivatives of complex functions. Complex integration and the Cauchy integral theorems, uniform convergence. Taylor series, Laurent series and residues. Conformal mapping.

Prerequisites: MATH 286

This course is not repeatable for course credit.

Course Goals

This course is designed to introduce students to the foundational results in complex variables. In doing so, the course material is motivated by three areas:

- Computing the Laurent or Taylor series expansions associated with a function which is analytic in part of the complex plane, and determining the region of convergence for such series.
- Computing definite integrals by means of the residue calculus.

- Solving boundary value problems by means of the conformal transformations associated to analytic functions.

Course Materials

Course Text: The course textbook for Complex Analysis is *Complex Variables and Applications 9th edition*, by James W. Brown and Ruel V. Churchill. The course text may be ordered online or purchased in the campus bookstore. You are not required to purchase a student solution manual or any other accompanying texts.

Technology: In addition to the required text, students should bring a calculator with them each day to class. The TI-84 calculator is the department-supported model, but other handheld calculators are acceptable alternatives. On occasion, certain class meetings will ask students to bring a laptop or tablet to class to explore other calculator options like Desmos and Maple. It is advised that students bring a laptop or phone each day with them to class to participate in polling questions. iPads or other tablets are also helpful in taking notes and working homework in this class, but are not required.

Maple: This course relies heavily on the use of Maple, a computer algebra system (CAS). Students will have access to Maple through the department computer lab and virtual desktop interface or VDI. You can access the VDI by going to vlab.acu.edu. You may opt to purchase your own copy of Maple as well. We will further discuss obtaining access to Maple during the first lab meeting of the semester.

Learning Management System: This course will make use of the Canvas learning management system (LMS). Canvas can be accessed through the myACU portal and will host assignments, discussions, and a variety of lecture resources including links to slides and videos. Canvas also features a course calendar with due dates for various assignments as well as class prep lists. We will reference Canvas early and often throughout the semester.

Course Competencies

The course objectives below describe the outcomes of the course in terms of specific and measurable actions, capabilities, or skills students will be able to perform as a result of experiences in the course.

Course Competencies	Developing these Competencies
Understand the implications that the existence of a complex derivative has for a function.	Homework Quizzes Exams
Reflect on how concepts from the calculus of real variables are	Homework

used to define complex functions.	Quizzes Exams
Apply techniques involving complex variables to solve boundary value problems, compute definite integrals, and compute inverse Laplace and Fourier transforms.	Homework Quizzes Exams
State and prove theorems related to the major results of the course.	Homework Quizzes Exams
Work with multi-valued functions and determine branches of these functions.	Homework Quizzes Exams

Course Assessments

This course utilizes a standard points-based grading system allowing students to earn up to 1000 points from various assessments throughout the semester. Your grade in the course will be based on the following tiers at semester's end.

Point Total Earned	Letter Grade Received
1000 - 900	A
899 - 800	B
799-700	C
699-600	D
< 600	F

Assessment	Number	Points
Quizzes	15	300
Homework	10	100
Midterm Exam	1	300
Final Exam	1	300
Totals		1000

Description of Assessments

1. Quizzes (300 points)
 - a. Quizzes comprise 30% of the course grade. An in-class quiz will be given at the end of many class meetings. Quizzes will cover definition, theorems and proofs of important elements from the lecture and reading. Students will be made aware of the material each quiz covers prior to taking the quiz.
2. Homework (100 points)
 - a. A selection of homework problems from each section will be assigned for students to work and turn in. All work on these problems should be solely from the student and not “borrowed” from online sources or other students in the class.
3. Exams (600 points)
 - a. There will be one midterm and one final exam in the course. Each exam will cover about half the material in the course. Practice exams with solutions will be given prior to each exam. Exams comprise 60% of the total grade in the course.

Course Policies and Expectations

Classroom and Communication Policies

Make Up Policy

During the semester, many assignments will have due dates posted on Canvas and announced in class. The purpose of a due date is to give you a timeline within which to work and allow for formative assessment of your work. An assignment, once due, will not be accepted under any circumstance if any of the following have occurred:

- The assignment is not submitted before an answer key is posted.
- The assignment is not submitted before being closed. This applies to Canvas discussions and any assignments completed in Learning Catalytics or in an online homework portal. These have rigid closure times and once closed will not be reopened.
- The assignment is not submitted before grading begins.

In addition, assignments will incur a 10% penalty for each of the following infractions that occur. This includes all assignments in the course - including major assignments - so be careful to follow all given instructions precisely.

- Assignments not turned in on time will receive a 10% penalty for each day it is late.
- Assignments turned in where instructions are not followed will receive a 10% penalty for each infraction.

Penalties are additive, rather than multiplicative, so if an assignment is turned in 2 days late and an instruction was not correctly followed, then there are three infractions for a total penalty of 30%, meaning the highest grade the assignment could receive is a 70%. (Effectively, I will multiply whatever grade you earn by 0.7 to determine the adjusted grade in this case.)

Please note that you are responsible for working with your group on collaborative assignments -- like the modeling projects -- even if you are not in class on the day groups are assigned. Failure to work with your group in a good faith manner will render you ineligible for credit with the rest of your group. Any group wishing to dismiss a member of the group for inaction must inform the instructor at least three days before the due date. You may opt to complete the assignment on your own for credit if you are dismissed from a group.

In the case of extenuating circumstances, such as illness, injury or other personal emergency you can request an extension for assignments. Any such requests must be made in advance of the due date or class date; requests made after the due date or the start of class where a quiz is taken will not be honored. This means that if you have a conflict that prevents you from attending class to complete an assignment you must notify the instructor before class begins and arrange a time/date to make up the assignment. This policy applies to all assignments including exams/projects. Please note that some assignments cannot have extended due dates and will require you to complete the assignment early if there is a conflict.

Finally, you are ultimately responsible for ensuring that your grade in the course is being calculated correctly according to this syllabus and that there are no missing or incomplete grades in the Canvas gradebook. The instructor will make every effort to keep the gradebook up-to-date and accurate but mistakes can sometimes be made. Please be diligent in taking ownership of your grade and performance in this course.

Attendance and Drop Policy

Your regular attendance is both necessary and expected. You are responsible for all material covered while absent and will be expected to take regularly scheduled exams and are responsible for turning in work on the assigned dates. Attendance will be recorded at the beginning of each class. If you come in after attendance is taken you will be counted absent. So make every effort to arrive in class on time, prepared for class. Only university approved absences can exempt you from being counted absent.

Per university policy, university approved absences must be cleared with the instructor one week in advance. Make your sponsors aware that failure to comply with this policy will affect your attendance record in this class.

If you need to drop this class, please discuss it with your instructor first. The **instructor will never initiate a drop** so it is your responsibility to make an informed decision when it comes to dropping or not dropping this course.

Academic Integrity Policy

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of violations of academic integrity in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination, test, quiz, or assignment (e.g., texting).
- Viewing the answers of a nearby classmate during an examination, test, quiz, or assignment.
- Having inappropriate notes/practice work available during an examination, test, quiz, or assignment.
- Obtaining examination, test, or quiz questions before the examination, test, or quiz is given.
- Accessing printed copies or electronic copies of formulas and/or notes during an examination, test, quiz, or assignment without instructor approval.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s), project(s), or assignment(s), in whole or in part, obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Violations of academic integrity may result in, but are not limited to, the following consequences:

- A first offense will result in a grade of 0 on the assignment in which the violation of academic integrity occurred.
- You will be permitted to remain in the class after the first offense of being found in violation of the academic integrity policy.
- A second violation in a class will result in an automatic grade of F in the course.

- All violations of academic integrity will be reported to the Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to file an appeal:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

Disability 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 accommodation, you must be registered with the 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.

Medical and Mental Care

ACU is committed to making the return to campus as safe as possible by providing students, faculty and staff with resources to promote their health. We will continue working tirelessly to fine-tune our cleanliness and hygiene protocols. The ACU Medical and Counseling Care Center, along with Wildcat Care, are available to assist you with medical and mental health needs. Now more than ever, telehealth is an excellent resource, allowing you to stay healthy, talk with a provider 24/7 and greatly limit your exposure to COVID-19. Many medical concerns, such as a cold, sinus infection, rash, nausea, etc., can be discussed via telehealth. In addition to providing in-person care for your medical needs, the ACU Medical Clinic can provide COVID-19 testing with same-day results.

If you experience symptoms related to COVID-19 while on campus, please use our Coronavirus Screening Tool by visiting Wildcat Care and clicking the button at the top of the page. If you are experiencing emotional distress, you can discuss your feelings and concerns with a mental health provider through Wildcat Care as well.

If you experience symptoms related to COVID-19 while on campus, please use our Coronavirus Screening Tool by visiting Wildcat Care and clicking the button at the top of the page. You can discuss your feelings and concerns with a mental health provider through Wildcat Care as well.

Anti-Harassment Policy

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 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](#).

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 28, 2025
TO: Dr. John Ehrke
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for MATH 473 – Complex Analysis

After reviewing the course application and syllabus, the library can support the proposed course. Please contact your Librarian Liaison, Mark McCallon (mccallonm@acu.edu), if additional resources are needed to support the course. Thank you for letting the library review the course application.



February 3, 2025

Dr. [John Ehrke](#)

Associate Professor

Department of Mathematics

Onstead Science Center (OSC) 173C

(325) 674-2162

jee@acu.edu

Re: Complex Analysis (MATH 473)

Dear Dr. Ehrke,

Thank you for submitting Complex Analysis (MATH 473)

to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also 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 help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to be 'S. Hamm', written over a horizontal line.

Dr. Scott E. Hamm,

Assistant Director, Adams Center