Ohio Dominican University

Project JumpStart Dual Enrollment Instructor Handbook
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Program Context

The Ohio Dominican University dual enrollment program was piloted in the 1992-93 school year with the Advanced Expository Writing class at St. Francis De Sales High School. Since that time the program has grown from 1 class with 24 enrolled students to 18 participating high schools, over 25 courses, 43 high school faculty and enrollment of almost 600 individual students. This program offers students an opportunity to experience college level expectations by challenging them to attempt a rigorous academic curriculum and earn college credit by enrolling in selected advanced-level courses taught by highly gifted and motivated high school teachers.

Students who successfully complete their dual enrollment courses will receive their grade on an Ohio Dominican University transcript and earn credit towards a degree at Ohio Dominican University. Students who elect to attend another college or university and wish to transfer the credits earned from Ohio Dominican University must contact the Ohio Dominican University Registrar to send their transcript to the college or university they have elected to attend. Students should always contact the college or university they plan to attend to verify transferability of the credits.

The Ohio Dominican University Project JumpStart program offers courses on high school campuses taught by high school faculty, approved by the respective Ohio Dominican University department. All Project JumpStart instructors hold the position of Volunteer Adjunct Faculty at Ohio Dominican University.

Ohio Dominican University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and School. The Ohio Dominican University Project JumpStart dual enrollment program was the first university in Ohio to gain the accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP).
Project JumpStart
Policies and Procedures

Faculty

Qualifications

A high school teacher who decides to pursue becoming an affiliated instructor in the Ohio Dominican University (ODU) CCP/dual enrollment program should hold a master’s degree in the subject area of the course(s) they propose to offer for Project JumpStart. Teachers who have a master's degree in a field other than the subject they are offering may qualify if they have acquired a minimum of 18 hours of graduate credit and other specialized preparation in the relevant subject field. The high school teacher will also be required to submit a letter of recommendation from their principal, a copy of their teaching certificate and official transcripts.

Application Process

The Ohio Dominican University Coordinator will work with high school principals and/or guidance counselors to identify high school courses and teachers for participation in Project JumpStart and invite them to apply. Teachers may also initiate this process by completing and submitting the teacher application found at the end of this handbook.

The process begins with the teacher application (see sample forms and directions at the end of this document). The Coordinator of the dual enrollment program will initially review the application materials for minimal requirements and then forward the packet to the appropriate departmental coordinator. Once decisions are known, Project JumpStart will confirm with applicants in writing. A list of approved faculty is then sent to the Director of Human Resources.

Once the teacher has received approval from the appropriate department at Ohio Dominican, the teacher will then receive an electronic copy of the course syllabus they will be teaching. Instructors considering course timeline and additions (given high school students have more seat time than the on campus students) shall submit proposals for review and approval to the Ohio Dominican faculty representative no later than three months prior to the date the course will first be offered.

Site Visits by Departmental Coordinators

The Faculty Coordinator will arrange a site visit during the first academic year and once every three years thereafter. The purpose of these meetings is to become acquainted (with new faculty), observe the teacher in the classroom, discuss course materials, discipline-specific requirements and Ohio Dominican’s departmental assessment expectations. The Faculty Coordinator may make suggestions occasionally for the
purpose of contributing to the high school instructor’s success in meeting departmental expectations. Faculty Coordinators are also responsible for facilitating course assessments within their respective disciplines and may use the site visits to communicate assessment strategies to high school/adjunct instructor and assist in their implementation.

Program Benefits

All of the academic divisions at Ohio Dominican that participate in the dual enrollment program offer a combined, annual on-campus faculty training and professional development workshop. This annual session is mandatory for both new and returning instructors. All CCP/dual enrollment instructors must have already completed the application process certifying that they meet the same hiring standards as ODU adjunct faculty before they are invited to attend the workshop and subsequent professional development sessions. For any high school faculty who are unable to attend the workshop, arrangements are made for the delivery of workshop materials and an individual appointment is scheduled with the ODU faculty coordinator/mentor.

The purpose of the roundtable discussions is multifaceted. Discussions begin with a presentation of the learning outcomes of the ODU core curriculum. This framework then allows each discipline to focus their discussion on how each course must support the stated outcomes thereby ensuring consistency between our high school and on-campus sections. While academic freedom is extended to each of the high school instructors, each instructor is held accountable for meeting the prescribed learning outcomes. This leads to the final discussion of the day which centers around course assessment, including submission dates and training on how to submit a course assessment packet.

Noncompliance

In the rare instance when an instructor cannot provide the required documents for the course or show evidence of professional development for the year, the instructor will be contacted and reminded of the Project JumpStart agreement between ODU and the instructor and the instructor’s high school. Failure to reach compliance could lead to removal of the course being offered for CCP/dual enrollment college credit.

Students

Eligibility

Students must have a minimum 2.3 cumulative GPA and at least an ACT score of 18 or SAT equivalent score. If the student has not taken the ACT or SAT, they need to have a 2.75 GPA; they must have parent and principal/counselor permission. Students are required to submit an application and registration form with official high school transcripts. All prerequisite course requirements must also be successfully completed.
Enrollment

Students can obtain the Project JumpStart application and registration form from the ODU website. The student must complete the application including student and parent signature, complete the registration form indicating the course(s) to be taken and submit an official high school transcript.

Enrollment in Project JumpStart is not a high school activity and is not required. Students may be enrolled in the advanced high school course and not in Ohio Dominican University’s Project JumpStart CCP/Dual Enrollment program. If the student drops the high school course, he/she must also drop the Ohio Dominican University course by the deadline stated on the enrollment form for a refund of tuition. If a student withdraws from the ODU course after the deadline, a refund will not be granted. Failure to follow withdrawal procedures will result in a grade of “F” on the transcript. Enrollment in Project JumpStart does not translate into application and admission to Ohio Dominican University as a full-time student after high school. CCP/Dual enrollment students who are interested in attending ODU after high school graduation should contact the ODU Admissions Office.

Student ID

The Panther ID card is available to all registered Project JumpStart students. The ID provides full student privileges for the library, sporting events and access to other student activities on campus.

Computer Access and ODU E-Mail Accounts

All Project JumpStart students are issued a free Ohio Dominican University student e-mail account once they are registered. Students will be sent the ODU New Student Quick Start Guide with instructions on how to activate and use the e-mail account. All questions regarding the e-mail system should be directed to the ODU Helpdesk at 614.253.3633.

Student Cost

Diocesan school students need to complete the Ohio Dept. of Education Funding Application form at [https://ohiohighered.org/CCP](https://ohiohighered.org/CCP) to have the reduced tuition cost covered. The cost for all public high school students is $40 per credit hour.

Dropping A Course

If a student doubts that they will be able to complete a course with a satisfactory grade, they should consult with the high school teacher about the option of dropping the course. If the student decides to drop the course from their college level experience, he or she must inform the Registrar at Ohio Dominican University of the intention to drop.
This intention must be communicated by completing the drop form by the posted deadline. If the ODU college course is not dropped, and the student fails the course, a grade of “F” will appear on the transcript. Dropping the high school course does not automatically drop the ODU course.

Transfer of Credits

If a student chooses to attend Ohio Dominican University after graduation, he or she does not need to take any additional steps to have the dual enrollment credit transferred to their degree program. The application of CCP/dual enrollment credit towards degree requirements will be automatic. The course will count in the same area as the on-campus equivalent and the grade will become part of the student’s GPA calculations.

If the student chooses to attend elsewhere after graduation, he/she will need to request that an official ODU transcript be sent to the college or university that they plan to attend. ODU does not send transcripts without the students’ written request. The students’ official ODU transcripts may be obtained from the Registrars Office. The request must be in writing. The electronic Transcript Request Form is available on the ODU website.

The acceptance of transfer credit is at the discretion of the receiving institution. College policies vary in regard to transfer credit. It is sometimes helpful to have the course description and the course syllabi available when meeting with the college official who will make the decision about transfer of credit. If at all possible, students should contact the registrar at the colleges or universities they are considering attending prior to enrolling in Project JumpStart courses.

Most schools that accept Ohio Dominican University Project JumpStart credit will do so in one of three ways: the hours will count towards the total hours required for graduation from that institution; the course will replace a course required in the general education curriculum; or the course will replace a course required in a major or minor at the accepting school. It is important that the student clarify this information as soon as he/she knows which school he/she will be attending.

If a student is denied transfer credit, they should talk with the academic advisor first. Then ask the Registrar what the school’s policy is about college credits earned at other institutions. Be aware that some colleges make decisions about credit at the departmental or even faculty member level. Talking to the right people will make the difference. Nearly all colleges have some kind of appeals process. Even though the student will be a new member of the academic community, they have the right to exercise this option.
Requesting Transcripts

Transcript requests must be in writing and signed by the student. The requests are normally processed within three to five business days. Standard delivery of transcripts is by electronic delivery or by U.S. Mail first-class.

Students should provide the following information when ordering transcripts:

- Printed complete name of student including any former names
- Social Security Number
- The student's signature on the written request
- Current address and current daytime telephone number
- Date of Birth
- Dates of Attendance
- Number of transcripts requested and complete address as to where the transcript should be mailed.

Fees

An unofficial transcript fee is $4.00 per copy. Transcript requests sent by mail must include payment in the form of check, credit card number, or money order made payable to Ohio Dominican University.

Official Transcripts

Official transcripts sent electronically cost $8.00 and if mailed, $10.00.

For security reasons, we do not recommend the faxing of transcripts. However, a student wanting to have a transcript faxed must give the Registrar a written, signed request and designate the fax number to which the transcript is to be faxed. The University will fax only unofficial transcripts.

A student's account must be clear of all fines and fees before a transcript will be sent.

Students can download the transcript request form by going to www.ohiodominican.edu. Search Registrar’s Office, then select Transcript Request.
Courses Offered

There are currently more than 25 courses offered through the Project JumpStart CCP/Dual Enrollment Program. A school’s ability to offer courses depends entirely on the qualification of its staff members and the administration’s decision to allow qualified instructors to offer the courses. A school may offer any of the following courses.

Accounting

ACT 210: Accounting for Financial Decision Making 3 credits
A study of basic concepts and fundamentals underlying the measurement, valuation, analysis and communication of financial accounting information to external users for decision making and problem solving.

ACT 220: Accounting for Managerial Decision Making 3 credits
A study of basic concepts and fundamentals underlying the measurement, valuation, analysis and communication of financial accounting information to external users for decision making and problem solving. Co-requisites: CIS 107

Biology

BIO 105 Principles of Human Anatomy and Physiology 3 credits
A survey of the morphology and function of the human body. The intent of this course is to provide each student with the intellectual competence to manage his/her own health concerns; laboratory included. Prerequisite: one year high school biology.

Business

BUS 220 Principles of Marketing 3 credits
An introduction to the process of creating and fulfilling consumer and organizational needs through strategies involving the conception, pricing, promotion, and distribution of ideas, goods, and services in a market economy.

Chemistry

CHM 109 General Chemistry I 4 credits
Foundations of chemistry for Science majors. Topics include atomic structure, chemical bonding, stoichiometry, phases of matter, chemical energetics, molecular geometry; includes laboratory. Prerequisite: One year high school chemistry with at least a B grade and Algebra II.
Computer Science

CIS 107 Computer Applications I 3 credits
This course introduces computer literacy and electronic spreadsheets. Topics include computer systems, the Internet, functions and tools in electronic spreadsheets and their applications in business fields. Not open to students with credit for CIS 106, CIS 180 or CIS 203. Course will not apply to a major in Computer Information Systems.

English Language and Literature

ENG 110 College Writing I 3 credits
This course emphasizes the strategies students need for writing and thinking across the curriculum. By practicing writing strategies such as argumentation, researched writing (or writing with sources), summary, analysis, comparison and contrast, definition, students will build the skills needed to succeed as college writers. Each section will focus on a specific theme. Themes from previous classes have included the following: American identity, family, love, the politics of food, Native American culture and biography.

ENG 111 College Writing II 3 credits
Building upon the research skills from ENG 110, this course focuses primarily on academic research writing. Intensive reading and writing will be used to develop knowledge of analytical techniques in the liberal arts. There will be specific emphasis on reading strategies, library research, integrating sources, argumentation, and the MLA method of documentation. Each section will focus on a specific theme. Themes from previous classes have included the following: American identity, family, love, the politics of food, Native American culture, and biography. This course does not fulfill the literature requirement of the Core. Prerequisite: ENG 101 or 110. Not open to students with credit for ENG 102.

ENG 214 Introduction to Literature I 3 credits (replaced ENG 213)
This course is an introduction to literature which offers students the opportunity to read and appreciate a wide variety of poetry, fiction, and drama. Students will work on polishing their writing and oral communication skills as they learn about literary genres.

Environmental Science

ENV 115 Environmental Science 4 credits
Study the complex relationships between Earth, the atmosphere, and living things, with a critical evaluation of human impact on natural processes. This is an interdisciplinary class that builds from topics that include meteorology, oceanography, biology, chemistry, physics, and economics. Discover the science behind real world problems facing society and emerging solutions to those problems. Includes laboratory.
**Finance**

**FIN 110 Personal Finance 3 credits**
This course gives students a practical, down-to-earth introduction to sound money management. It explores the real-life problems that students will face, and trains them to solve those problems. Students will develop the skills needed to deal with housing, insurance, investments, budgeting, the workplace, retirement, smart shopping, borrowing and more.

**French**

**FRN 110 Elementary French I 3 credits**
Introduction to the fundamentals of the French language with intensive practice in listening, speaking, reading, and writing skills. Use of authentic materials, tapes, and videos.

**FRN 111 Elementary French II 3 credits**
Continuation of French I. Prerequisite: FRN 110.

**History**

**HST 201 American History I 3 credits**
An analysis of the colonial heritage of the United States, the causes and consequences of the American Revolution, the political, social, and economic development of the new nation through the Civil War and its aftermath.

**HST 202 American History II 3 credits**
An analysis of the rise of big business, the labor movement, the emergence of the United States as a world power; the Progressive Reform movement; World War I, the Great Depression, World War II and the Cold War era. Prerequisite: Successful completion of HST 201.

**Latin**

**LAT 111 Elementary Latin II 3 credits**
Continuation of Latin grammar; vocabulary development with emphasis on Latin roots in English; introductory readings from classical and/or ecclesiastical writers. Prerequisite: LAT 110 or Latin placement test.

**LAT 310 Readings in Classical Latin 3 credits**
This course will focus on the reading of classical texts in the original Latin. Selections will be drawn from the Golden Age (80BC – 43BC) and Augustan period (43BC-14AD). Authors may include Lucretius, Catullus, Cicero, Caesar, Virgil, Horace, Livy, and Ovid. Emphasis will be placed on consolidating language skills in preparation for advanced work in Latin texts. Most translation work will be conducted in class, supplemented by the student’s independent preparation of assigned excerpts. Prerequisite: LAT 111.
Mathematics

MTH 140 Introduction to Statistics 3 credits
An introduction to the basic concepts and computations used in statistical analysis as well as their application to problems in other disciplines, especially biology, business, education, and social sciences. Topics include the description of data graphically and numerically, the collection of data via samples and experiments, and the process of drawing inferences or conclusions from data. The laboratory component of the course emphasizes conceptual understanding, interpretation of statistical quantities, and written/oral communication and will require the use of mathematical software. Prerequisite: Math 102: Beginning Algebra (the equivalent to a second year of algebra).

MTH 160 Precalculus 3 credits
Topics include number theory and systems, solutions of equations and inequalities, factoring, functions and their graphs, inverse functions, exponential and logarithmic functions, trigonometry functions and their inverses, trigonometric identities, solutions of trigonometric equations, and applications. The laboratory component of the course emphasizes mathematical modeling, problem solving, and written/oral communication and will require the use of graphing calculators and mathematical software. Prerequisite: MTH 127 or MTH 128 or placement. Not open to students with credit for MTH 240.

MTH 240 Calculus I 4 credits
Topics include relations and functions, limits, continuity, derivatives, Mean Value Theorem, extrema, curve sketching, related rates, differentiation of exponential, logarithmic, and trigonometric functions, introduction to Integral Calculus, the fundamental theorems of Calculus, elementary methods of integration, and applications. The laboratory component of the course emphasizes mathematical modeling, problem solving, and written/oral communication and will require the use of graphing calculators and mathematical software. Prerequisite: Precalculus (Please read the course description for ODU’s Math 160 for more details).

MTH 241 Calculus II 4 credits
Topics include a continuation of Integral Calculus, integration techniques, integration of exponential, logarithmic, trigonometric, inverse trigonometric, and hyperbolic functions, applications of integration, indeterminate forms, improper integrals, parametric curves, polar coordinates, series and sequences, and applications. The laboratory component of the course emphasizes mathematical modeling, problem solving, and written/oral communication and will require the use of graphing calculators and mathematical software. Prerequisite: Calculus I.
Physics

PHY 119 College Physics I 4 credits
PHY 119 is an algebra-based study of mechanics: translational and rotational motion, the laws of conservation of energy and momentum, hydrostatics and hydrodynamics, and basic thermodynamics; includes laboratory. Prerequisite: Precalculus.

PHY 120 College Physics II 4 credits
An algebra-based study of electricity and magnetism, optics, introductory modern physics, and simple harmonic motion and waves; includes laboratory. Prerequisite: Precalculus.

PHY 219 General Physics I 4 credits
A calculus-aided study of mechanics: translational and rotational motion, the laws of conservation of energy and momentum, hydrostatics and hydrodynamics, and basic thermodynamics; includes laboratory. Prerequisite: MTH 240 or equivalent.

Psychology

PSY 100 Introduction to Psychology 3 credits
A survey course on the basic principles of psychology and their applications to human behavior and social problems. Multiple perspectives emerging from different philosophical and socio-historical contexts are used to examine domains of human thought and behavior. Topics include research methods, human development, gender differences, learning and cognition, psychobiology, motivation, personality, abnormal behavior, methods of treatment, and the impact of social situations and culture on behavior.

Spanish

SPN 110 Elementary Spanish I 3 credits
Development of communicative competency with an emphasis on comprehension and speaking skills. Cultural content and grammatical structures introduced by text, web-based, and multimedia instructional materials. Intended for beginning level students.

SPN 111 Elementary Spanish II 3 credits
Continuation of SPN 110 presenting more complex grammatical structures and broader communicative competencies. Prerequisite: SPN 110 or placement by Literature and Language Division placement measure.

SPN 212 Intermediate Spanish 3 credits
Grammar review with emphasis on the culture of the Spanish speaking world. Students will be expected to practice grammar structures while using them in culturally contextualized speaking, writing, reading, and listening activities. Prerequisite: SPN 111 or consent of instructor.

SPN 215 Intermediate Spanish Composition and Conversation 3 credits
Continuation of SPN 212. Prerequisite: SPN 212 or consent of instructor.

**SPN 285 Special Topics 1-3 credits**
Concentrated study in a particular area of Spanish. Typical offerings may include Spanish for Human Services, Prize Laureates in Hispanic Literature, and other topics as needs and interests dictate. Pre-requisite: Consent of instructor.

**SPN 232 Advanced Spanish Conversation 3 credits**
A conversation course with emphasis on further development of conversational skills to improve oral and listening proficiency in order to develop cross cultural connections. Prerequisite: SPN 214 and 216 or SPN 215. This course fulfills the Language core requirement.

**THEOLOGY**

**THL 225 Introduction to Christian Theology  3 credits**
This course introduces students to the academic discipline of Theology. In addition to providing an overview of Christian teachings from a Roman Catholic perspective, it engages students in the process of theological reflection, discourse, and research. Not open to students with credit in THL 113.
*(This course is not funded by the College Credit Plus program and students/parents would pay the reduced tuition fee for the course).*
Project JumpStart Contact Information

Administrative Staff: Feel free to contact the following people with questions about the program, teacher or student application process, stipends, etc. Pam works primarily with faculty coordinators, teachers and principals while Kim works primarily with students and parents.

Pamela Allen  
Coordinator  
614.251.4289  
allenp2@ohiodominican.edu

Kim Grilli  
Admissions  
614.251.4502  
grillik@ohiodominican.edu

Departmental Coordinators: Please become comfortable with your respective departmental coordinator. They should be in contact with you during the semester and are your source for answers to curriculum and assessment related questions.

Accounting:  
Dr. Ken Fah  
614.251.4566  
fahk@ohiodominican.edu

History:  
Dr. Kate Riley  
614.251.4628  
rileyk@ohiodominican.edu

Biology:  
Dr. John Thistlethwaite  
614.251.4366  
thistlej@ohiodominican.edu

Latin:  
Dr. Matt Ponesse  
614.251.4579  
ponessem@ohiodominican.edu

Chemistry:  
Dr. Dinty Musk  
614.251.4653  
muskd@ohiodominican.edu

Marketing:  
Dr. John Grant  
614.251.4745  
grantj@ohiodominican.edu

Computer Science:  
Dr. Timothy (Bim) Walker  
614.251.4658  
walkert@ohiodominican.edu

Mathematics:  
Dr. Ron Zielke  
614.251.4655  
zielker@ohiodominican.edu

English:  
Dr. Martin Brick  
614.251.4519  
brickm@ohiodominican.edu

Physics/Statistics:  
Dr. James Cottrill  
614.251.4696  
cottrilj@ohiodominican.edu

Environmental Science:  
Dr. Blake Mathys  
614.251.4527  
mathysb@ohiodominican.edu

Psychology:  
Dr. Anne Crimmings/Dr. Valerie Staton  
614.251.4686 (or Dr. Staton x4685)  
crimmina@ohiodominican.edu

Finance:  
Dr. Abu Khan/Dr. Kenneth Fah  
614.251.4738 (or Ken Fah x4566)  
khana2@ohiodominican.edu

Spanish:  
Dr. Manuel Martinez  
614.251.4671  
martinem1@ohiodominican.edu

French/Latin:  
Dr. Bruce Gartner  
614.251.4604  
gartnerb@ohiodominican.edu

Theology:  
Dr. Leo Madden  
614.251.4720  
maddendl@ohiodominican.edu
The following checklist is provided for your convenience. This sheet addresses the documents required and the process to follow in making application to serve as an Instructor in the Ohio Dominican University CCP/Dual Enrollment Program.

_______ Teacher Application Form – Personal information, educational background, teaching experience and a resume.

_______ Official transcript(s) (unofficial is acceptable for the review)

_______ Copy of teaching certificate

_______ Letter of Recommendation from the high school principal

After the Program Coordinator has reviewed the application materials for completeness, the packet is sent to the appropriate University departmental coordinator. Based on the academic qualifications of the applicant and the materials submitted, the Faculty coordinator will determine the applicant’s eligibility and the candidate will be notified.

Applicant’s should return completed forms and recommendations by email or mail to:

Pamela Allen, Coordinator, Office of P-16 Partnerships
Ohio Dominican University
1216 Sunbury Road
Columbus, OH 43219
Phone: 614.251.4289
FAX: 614.251.8216
Email: allenp2@ohiodominican.edu
Project JumpStart  
Dual Enrollment Teacher Application

Dr. Mr.  
Mrs. Ms.  
Rev. Sr.  

____________________________________________________

Last  First  MI

Social Security Number ______________________________________________________________

High School Name ________________________________________________________________

Address ________________________________________________________________

City State Zip

Phone Numbers

Work

Home

Cell

E-mail address ________________________________________________________________

Discipline in which you are applying to teach ______________________________________

EDUCATION

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<tr>
<th>Institution</th>
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TEACHING EXPERIENCE

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I certify that the information listed on this application is accurate.

____________________________________________________  ________________________
Signature Date