

Abilene Approval Chart for Curriculum Changes

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

Course Number: _____ **or Degree Plan(s):** BFA in Studio Art

Proposition of a new track for fine art students in the BFA degree.

	Campus-Level Academic Review¹	1	2	3	4	5	6
	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

	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)									
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)

3-20-25

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Chair Signature

Date

Chair Signature

Date

Dean(s)

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

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

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

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
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Abilene New Track Application

1. Program Identification

A. Title of track or minor

Studio Art

B. Identify as track or minor

Track

C. Home department or school (and associated degree program, if track)

Art and Design

D. Developer(s) and credentials

- Robert Green, Chair, Director of the Fine Art Program, and Professor of Art (MFA)
- Kenny Jones, Professor of Art (MFA)
- Geoff Broderick, Associate Professor of Art (MFA)
- Dan McGregor, Professor of Art (MFA)

E. Where program will be offered and delivery method

ACU, Abilene Campus, Department of Art and Design

F. Proposed date of implementation

Fall of 2025

2. Program Details

A. Description. Summarize this course of study in 50 to 200 words.

This Studio Art track will join two existing BFA degree tracks in the Department of Art and Design: All-Level Teaching and Graphic Design. Art and Design will close two existing BFA tracks focused on Painting and Sculpture that featured advanced courses that were challenging to teach because of low enrollment. This new track will bring the fine art wing of our BFA degree into alignment with peer universities and it provides majors with more options to craft the degree to career or vocational goals. The Studio Art track enables students to develop concentrations in painting, sculpture, or ceramics, while also permitting dual concentrations or the development of contingency skills through coursework in graphic design, illustration, or photography.

B. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area?

Interest in majoring in fine art disciplines has been on the decline for a few years. But this circumstance is not due to an absence of young people who love fine art, want to develop their creative skills, and crave an involvement with art throughout their lifetime. Rather, it reflects the continually increasing price of tuition that far outpaces the rate of inflation and the attendant pragmatic attitude that forces

upon prospective students and their parents to choose a degree with a fast-track to employment, a livable wage, and a quick dispensation of student loan debt. Such students still come to ACU, but choose other majors and push their artistic gifts, leanings, and dreams to the side—though sometimes just temporarily.

The young people who defy these trends and decide to major in art tend to fall into one of two categories: 1) their socio-economic background removes concern over the cost of a college education or 2) they are by nature entrepreneurial opportunity-maximizers who eschew the idea that one's salary equates to success. Both types of students are naturally drawn to art because of the gifts that God has given them. Over the past 24 years, I have taught students like this in a capstone course entitled Life and Career in Art, and one thing is clear: they have diverse career interests and are very often successful in developing the type of careers they profess an interest in.

If the new students we attract are like our previous fine art students, they'll pursue careers in art galleries (Caroline Mattis), art museums (Erin Holland and Isabel Lee-Rosson), arts organizations (Julia Teel, Blythe Peden, Morgan Keefer), fashion design (Leah Green-Rama), graphic design and illustration (Nicki DiCicco, Taylor McDaniel, and Jackson Womack), or as independent artists (Bekah Conder, Morgan Hallmark-Grasham, and Allen Smith), muralists (Chera Chaney and Caleb Crisp), potters (Eric Grasham), art restorers (Shalis Stevens), and art educators (Abbie Brentham and Marie Pierce). And they'll be drawn to new careers that are just emerging, like the one McKenna Judd landed creating an original work of art of each new home purchased with a subdivision developer in the Dallas Metroplex.

Among the students listed above are a couple who chose our graphic design track over a fine art track for pragmatic reasons, but transitioned to successful fine art careers: Chera Chaney, Caleb Crisp. There are other graduates attempting to follow that same path.

According to the [US Department of Labor's Bureau of Labor and Statistics](#), the job outlook and median salaries for art-related careers is as follows:

- Fine and Craft Artists: 3% annual growth, \$53,000
- Graphic Designers and Illustrators: 2% annual growth, \$59,000
- Curators and Museum Workers: 11% annual growth, \$57,000
- Art Teachers: 3%+ annual growth, \$64,000

C. Estimate total enrollment for each of the first five years.

2025-26: 2 students
2026-27: 3 students
2027-28: 4 students
2028-29: 4 students
2029-30: 5 students

3. Rationale and Need for Program

- A. Mission fit. How does the course of study fit with the university's mission to educate students for Christian service and leadership throughout the world? How

does the course of study fit with the university's current strategic plan or emphases?

The influence of Christian artists in the diverse segments of the art world is limited, so there is substantial room for an improved position and an expansion of influence. Historically, ACU has been a leader in the education of Christian fine artists, occupying the leading position among our sister institutions, and this department is committed to extending that influence. This new track will enable us to effectively continue that heritage.

So, what is that heritage? ACU's Fine Art Program has already placed Christian graduates in positions of influence at, for instance, the Museum of Modern Art, the Dallas Museum of Art, the Nasher Collection, Chicago Institute of Art, Pepperdine University, Texas A&M Commerce, Michael Kors Design (NYC), and locally at the Grace Museum and the NCCIL. In the past decade, our graduates have gone on to earn graduate degrees at NYU, Savannah College of Art and Design, Michigan State, University of Minnesota, UT Austin, North Texas, and the American College of the Mediterranean in southern France. That is evidence of Christian service and leadership in the world.

This new track will help ACU achieve its vision for a vibrant student experience, spiritual formation, and student success. Students in this program are assured of grounding their identity in Christ, developing lasting relationships, and remaining connected to friends, professors and mentors at ACU. These are measures at which this department already excels. That is evident in the robust alumni network we maintain, one that exceeds that of other departments across campus. Additionally, this department is a consistent partner in reaching 95% employment/grad school rate by 6-months after graduation. As prevalent as the idea is about the foolishness of majoring in art in college, our fine art graduates have averaged a 97% rate on this metric since 2014.

Our Fine Art Program is also unique among peer universities listed in the next section in that we already have an internship program, currently supported by scholarship funds. That program is 10 years old. During that time, we have placed 9 students with a professional mentor working in that student's chosen career profession. Those student interns would all report that this was an outstanding aspect of their art education at ACU.

- B. Disciplinary benchmarking. Name some institutions who have a similar track or minor and discuss how this proposal compares. Which Texas universities or other peer institutions already offer this course of study?

Texas A&M Corpus Christi
School of Art, Media and Communication

BFA in Studio Art, 75 hours in Art and Art History, option to develop an area of emphasis

Baylor University
Department of Art and Art History

BFA in Studio Art, 81 hours in Art and Art History, Concentrations in Ceramics, Fabric Design, Painting, Photography, Printmaking, or Sculpture

Texas Christian University
School of Art

BFA in Studio Arts, 75 hours in Art and Art History, 12-hour Concentrations in Painting, Photography, Printmaking, Sculpture, Ceramics, or New Media

Lamar University
Department of Art and Design

BFA in Studio Arts, 81 hours in Art and Art History, Concentrations in Painting, Drawing, Photography, Printmaking, or Sculpture

University of North Texas
College of Visual Arts and Design

BFA in Studio Art, 84 hours in Art and Art History, Concentrations in Drawing & Painting, Ceramics, Metalsmithing & Jewelry, New Media Arts, Photography, Printmaking, or Sculpture

University of Texas-Austin
Department of Art and Art History

BFA in Studio Art, 72 hours in Art and Art History, Concentrations in Painting & Drawing, Photography & Media, Printmaking, Sculpture & Extended Media, or Transmedia

Texas Tech University
School of Art

BFA in Studio Art, 82 hours in Art and Art History, Concentrations in Ceramics, Jewelry & Metalsmithing, Painting, Digital Narrative Arts (includes Transmedia and Photography), Printmaking, or Sculpture

The new track we have developed is in alignment with the degree programs offered by these competitive institutions, given our narrower range of disciplinary concentrations. Yet, we have advantages over them because of 1) our Christian educational perspective, 2) our low student-teacher ratios, 3) the extent of one-to-one mentoring that exists in our program, and 4) the track record I've already highlighted. Our proposal for the new track:

BFA in Studio Art, 74 hours in Art and Art History, Concentrations
in Ceramics, Painting, or Sculpture

- C. Make a case for why we should maintain all existing tracks in this major (if a track) or note which ones will be closed.

The Department of Art and Design is committed to keeping BFA tracks in Graphic Design and in All-Level Teaching (Art). A unique argument exists for keeping each track.

The track in Graphic Design at ACU has a forty-year history of distinction. We have nationally recognized graphic design faculty and a remarkably successful educational program. Graduates from this track go on to work for some of the world's best graphic design agencies, land jobs working for national and international companies and corporations, take jobs at smaller agencies, or develop successful freelance careers. That means that ACU graduates have a broad impact on the profession. Job placement at the completion of this degree is above 95%. Additionally, young people continue to be interested in graphic design careers and art-inclined students often opt for this track because of the expense of college and the perceived precariousness of finding a job after majoring in fine art.

Our All-Level Teaching (Art) track has an even longer history at ACU. The number of students that choose this track is typically small, between 1-3 students a year. But interest in teaching art has been steady across the years and our students graduate and go on to find jobs that shape the lives of young people in public and private schools. This track attracts two types of students: 1) ones who are passionate about teaching and want their specialty to be art and 2) ones who love and want to study fine art but prefer to play it safe by choosing a track that leads directly to a career. Of the latter group, we have students that opt for the BFA in All-Level Teaching and ones that will choose Studio Art and immediately pursue alternative teacher certification. We have numerous graduates of both types teaching art in public and private schools across the south.

Both tracks remain valuable for producing Christian artists and designers who go on to influence their professions, industries, and the generations of the future. They are also valuable for continuing to shape artists, even ones who choose these tracks as a back-up or alternative to their true dreams. We believe ACU should continue to shape as many artists as it can.

The current BFA degree tracks in Painting and Sculpture should be closed. The new track offers expanded opportunities for fine art-inclined students.

4. Curriculum

- A. Degree plan. List the requirements **as they would appear in the catalog**. For undergraduate degree plans, include 74 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. Minors are 18 hours with at least 6 hours of upper-division courses.

Studio Art, BFA (ARTS)

General Education Requirements

Please see the General Education section of this catalog

Major Requirements

Art

ART 105 Two-Dimensional Design, Credit Hours: 3
ART 106 Three-Dimensional Design, Credit Hours: 3
ART 111 Basic Drawing, Credit Hours: 3
ART 112 Figure Drawing I, Credit Hours: 3
ART 221 Art History: General Survey I, Credit Hours: 3
ART 222 Art History: General Survey II, Credit Hours: 3
ART 315 Printmaking, Credit Hours: 3

ART 324 Art History: American, Credit Hours: 3

or

ART 325 Art History: Christian, Credit Hours: 3

ART 331 Sculpture I, Credit Hours: 3

ART 423 Art History: Modern, Credit Hours: 3 (capstone and writing-intensive course)

Total: 30 Credit Hours

Studio Art

ART 213 Figure Drawing II, Credit Hours: 3
ART 314 Advanced Drawing, Credit Hours: 3
ART 341 Painting I, Credit Hours: 3
ART 361 Ceramics I, Credit Hours: 3

Choose 9 hours in Sculpture, Painting, or Ceramics to create a Concentration, Credit Hours: 9

ART 332 Sculpture II, Credit Hours: 3
ART 433 Sculpture III, Credit Hours: 3
ART 434 Sculpture IV, Credit Hours: 3

or

ART 342 Painting II, Credit Hours: 3
ART 443 Painting III, Credit Hours: 3
ART 444 Painting IV, Credit Hours: 3

or

ART 362 Ceramics II, Credit Hours: 3
ART 463 Ceramics III, Credit Hours: 3
ART 464 Ceramics IV, Credit Hours: 3

**Choose 21 credit hours of two- and/or three-dimensional studio
(ART 200-499), Credit Hours: 21**

Total: 42 Credit Hours

Electives

Minimum - 2 Credit Hours

Total Major Hours: 74

Other Graduation Requirements

Minimum GPA in the Major: 2.25
GPA for Graduation: 2.0 Minimum
Advanced Hours: 33 Minimum Total
Total Hours: 128

Transfer students must complete a minimum of 24 hours of the total advanced hours in studio areas at ACU

*Courses numbered 0** do not count in minimum hours required for degree.*

- B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the track or minor.

NA - All required and elective courses are within the Department of Art and Design.

- C. Courses. Create a table with one row for every course, existing and new, included in the track or minor requirements. Create five columns that provide the following information:
1. Rotation and frequency (e.g., fall odd years)
 2. Whether the course is required or on a menu
 3. Which track(s, existing and new) the course serves, if applicable
 4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Course	Rotation/ Frequency	Required?	Tracks Served	Names of Credentialed Faculty
ART 105	Fall - 3 sections Spring - 1 section	Y	Studio Art, Art Education, Graphic Design	Feerer, Green, Jones, Santana, Shirley, Wiggins, Brown (Adj)
ART 106	Fall - 1 section Spring - 3 sections	Y	Studio Art, Art Education, Graphic Design	Broderick, Jones
ART 111	Fall - Spring - 1 section	Y	Studio Art, Art Education, Graphic Design	Broderick, Green, Jones, McGregor
ART 112*	Fall - 1 section Spring - 2 sections	Y	Studio Art, Art Education, Graphic Design	Broderick, Green, McGregor, Brown (Adj)
ART 315	Fall - 1 section	Y	Studio Art, Art Education, Graphic Design	Broderick, Green, McGregor, Brown (Adj)
ART 221	Fall - 1 section	Y	Studio Art, Art Education, Graphic Design	Shirley, Wiggins
ART 222	Spring - 1 section	Y	S	Shirley, Wiggins,
ART 324	Spring, odd years - 1 section	Menu	Studio Art, Art Education, Graphic Design	McGregor, Green, Shirley, Jones
ART 325	Spring, even years - 1 section	Menu	Studio Art, Art Education, Graphic Design	McGregor
ART 331**	Fall - 1 section Spring - 1 section	Y	Studio Art, Art Education, Graphic Design	Broderick, Jones
ART 423	Fall - 1 section	Y	Studio Art, Art Education, Graphic Design	Green, Jones, Shirley
ART 213*	Fall - 1 section Spring - 2 sections	Y	Studio Art, Art Education	Broderick, Green, McGregor, Brown (Adj)
ART 314	Spring - 1 section	Y	Studio Art, Art Education	Jones, Green, McGregor
ART 341***	Fall - 1 section Spring - 1 section	Y	Studio Art, Art Education, Graphic Design	Green, Jones, McGregor, Brown (Adj)
ART 361****	Fall - 1 section Spring - 1 section	Y	Studio Art, Art Education, Graphic Design	Green, Jones, Roberson (adj)
ART 332**	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education, Graphic Design	Broderick, Jones
ART 433**	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education	Broderick, Jones
ART 434**	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education	Broderick, Jones
ART 342***	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education, Graphic Design	Green, McGregor, Brown (Adj)

ART 443***	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education	Green, McGregor, Brown (Adj)
ART 444***	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education	Green, McGregor, Brown (Adj)
ART 362****	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education, Graphic Design	Green, Jones, Roberson (Adj)
ART 463****	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education	Green, Jones, Roberson (Adj)
ART 464****	Fall - 1 section Spring - 1 section	Menu	Studio Art, Art Education	Green, Jones, Roberson (Adj)

* ART 112 and 213 are taught as a combined course. 2 levels of students are taught simultaneously.

** ART 331, 332, 433, and 434 are taught as a combined course. 4 levels of students are taught simultaneously.

*** ART 341, 342, 443, and 444 are taught as a combined course.

**** ART 361, 362, 463, and 464 are taught as a combined course.

D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.

1. Proposed subject code and course number
2. Course title and description
3. Existing tracks/programs in which the courses will also be used, if applicable

NA - No new courses.

5. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new track or minor's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

This new track won't impact faculty teaching loads. It will, however, eliminate instances in which faculty were required to teach two courses as a single course load due to low enrollment.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

NA

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

This new track will reduce our need for adjunct faculty by one course when the Painting and Sculpture tracks are closed. The anticipated need for adjuncts is:

- ART 361, 362, 463, 464 - Teena Roberson, fall and spring sections, \$9000
- ART 112, 213 - Hollie Brown, fall and spring sections, \$9000

Total annual cost for adjunct pay, BFA degrees: \$18,000

- B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

The demand for Studio Art degrees is currently low, though we anticipate that the concentration options available (ceramics, painting, and sculpture) to students, along with the opportunity for additional concentrations in other art and design disciplines, will bring us a few more students. However, this degree is unlikely to draw students away from other programs in our department because of those programs' direct link to career opportunities. Disincentives to majoring in studio art have already been addressed.

- C. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

NA - No additional staffing necessary.

- D. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.

No new library holdings are required to support this new track. The collection of books on the fine art disciplines we teach have been well built by this faculty and ACU librarians over many years. Instruction methods used to guide students in accessing those resources physically or digitally will remain the same.

2. Describe requirements to support students in their access to and use of learning resources.

NA

- E. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

No new classroom spaces or equipment are needed to deliver this new track.

- F. Scholarships. Will the unit provide any unique scholarships to students in the program?

Scholarships will remain the same throughout the Department of Art and Design. We have scholarship accounts restricted for use on students within specific programs, but students of this new track will have access to appropriate scholarships.

- G. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?

Prospective college students who declare an interest in art or in majoring in art are the ones who should be pointed to this new track. Art and Design will partner with ACU recruiters through our Student Success Manager, who is also a member of that team. She understands the value, flexibility, and appeal of this new track and can effectively communicate that to prospective students and their families. With combined efforts, we should be able to incrementally increase enrollment.

No additional costs for recruiting are anticipated. But additional scholarships (or discounting) for students who choose to major in the arts at ACU (fine art, music, and theater) would be highly advisable and attractive to students interested in these disciplines! High tuition is a barrier to students' pursuit of a studio art degree; thus, declining enrollment is not indicative of declining interest but of a need to make more pragmatic choices regarding return on investment.

ACU has a rich history of educating fine artists and designers and we, the faculty of Art and Design, are committed to extending that tradition.

- H. Additional cost to deliver track or minor. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

No additional costs.

Stop here and submit to the vice provost. Section 6 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

6. Additional Information Required if Requested

A. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.
2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional

labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

3. Use the crosswalk document provided by IPEDS to take the program's existing CIP code and find the associated occupations in the Standard Occupational Classification system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission (Texas Wages — Wages by Workforce Development Area).
- B. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
- C. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
- D. Provide contingency plans in the event required resources do not materialize.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed track or minor as presented.


Wes Crawford (Mar 18, 2025 13:12 CDT)

Vice Provost

03/18/2025

Date

The library has sufficient resources to support the track or minor, or the comments below outline additional acquisitions required and their associated costs.



Associate Dean of the Library

Comments, if needed:

03/18/2025

Date

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.



SACSCOC Liaison

03/19/2025

Date

When all signatures are complete, attach an Approval Chart for Curriculum Changes, conduct the department faculty vote to approve the new track or minor, and continue the approval process as specified by the approval chart.