

## Abilene Approval Chart for Curriculum Changes

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

Course Number:

or Degree Plan(s): Chemistry: Nuclear Track CHMN

|     | Campus-Level Academic Review <sup>1</sup>                                                                                | I | I | I | I | I | I |
|-----|--------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
|     | <b>Change to a Course</b><br>Include signatures from all chairs/program directors for cross-listed courses. <sup>1</sup> |   |   |   |   |   |   |
| 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 |
|     | 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 |
|     | <b>Change to a Degree Plan</b>                                                                                           |   |   |   |   |   |   |
| 14. | <b>Educational Program — Revise</b>                                                                                      | 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 |

|     |                                                           | - | / | - | at | - | g | E | / | g | U | g | U | g | O | S |
|-----|-----------------------------------------------------------|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|
|     | <b>Full Review</b>                                        |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |
|     | <b>Change to Catalog Information (for Campus)</b>         |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |
| 18. | General requirements for Bachelor's and Associate Degrees | - | - | - | -  | - | - | A | A | A | A | A | A | A | A | I |
| 19. | Policies governing academic probation and suspension      | - | - | - | -  | - | - | A | A | A | A | A | A | A | A | I |
| 20. | Requirements for graduating with honors                   | - | - | - | -  | - | - | A | A | A | A | A | A | A | A | I |
|     | <b>Change to a Degree Plan</b>                            |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |
| 21. | Educational Program — Add or Discontinue <sup>2 3</sup>   | A | A | A | A  | A | A | A | A | A | A | A | A | A | A | I |
| 22. | Educational Program — Discontinue (Provost-proposed)      | R | - | R | A  | A | A | A | A | A | A | A | A | A | A | I |
| 23. | Minor — Add or Discontinue                                | A | A | A | A  | A | A | A | A | A | - | A | A | A | A | I |
| 24. | Minor — Discontinue (Provost-proposed)                    | R | - | R | A  | A | A | A | A | A | - | A | A | A | A | I |
| 25. | Degree — Add or Discontinue                               | A | A | A | A  | A | A | A | A | A | A | A | A | A | A | I |
| 26. | Degree — Discontinue (Provost-proposed)                   | R | - | R | A  | A | A | A | A | A | A | A | A | A | A | I |

|     | <b>Change to General Education Requirements for Undergraduates (System)</b> | - | U | g | U | g | U | g | U | g | U | g | U | g | U | g |
|-----|-----------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 27. | Change course outcomes of an included course                                | A | A | A | A | A | A | 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 | 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 | A | - | A | A | A | A | A | I |
| 30. | Comprehensive revision of General Education Requirements                    | - | - | - | - | A | A | A | A | A | A | A | A | A | A | I |

### Notes

<sup>2</sup> 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).

<sup>3</sup> 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.

<sup>4</sup> 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)**

3/18/25

Chair Signature

Date

Chair/Program Director Signature

Date

**College Academic Council(s)**

4/8/2025

Chair Signature

Date

Chair Signature

Date

**Dean(s)**

4/8/2025

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**

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Abilene Faculty Senate Chair signature

Date

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Dallas Faculty Council Chair signature

Date

**Senior Vice President for Academic Affairs**

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Signature

Date

**President**

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Signature

Date

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# Abilene New Track or Minor Application Instructions

Use this template to propose a new track of an existing degree program or a non-degree plan, which includes a minor. For a new educational program — undergraduate major, graduate degree, or certificate — use the [New Program Application](#).

## Process Overview

### Step 1: Develop and Refine Proposal

The applicant completes the proposal and submits it to the vice provost, who requests any revisions necessary to create an accurate, complete picture of the track or minor and ensure that it aligns with institutional policies and processes so that it will be ready to implement upon approval. After the vice provost is satisfied with revisions, the vice provost sends the proposal for review to:

1. the library dean's designee for library resources review
2. the SACSCOC liaison for substantive change review

### Step 2: Curriculum Approval Process

After all reviews are complete, the vice provost will return the full proposal to the applicant, who will begin the process outlined on the campus approval chart to add a new track or minor. This includes approval by the department/school, college academic council, dean, Teacher Education Council if it's a teaching certification program, campus academic council, and provost for a new track, with the addition of the senior vice president for academic affairs for a new minor.

## New Track or Minor Application

### 1. Program Identification

- A. Title of track or minor:  
B.S. Chemistry (ACS Nuclear Chemistry)
- B. Identify as track or minor:  
Track
- C. Home department or school (and associated degree program, if track):  
Department of Chemistry and Biochemistry, Degree program, Chemistry
- D. Developer(s) and credentials:  
James Johnstone, Ph.D. Nuclear Chemistry and Autumn Sutherlin, Ph.D. Biochemistry, Chair
- E. Where program will be offered and delivery method:  
This program will be offered face-to-face on the Abilene campus
- F. Proposed date of implementation:  
Fall 2025

## 2. Program Details

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

The establishment of NEXT Lab has pushed ACU to the forefront of the nuclear energy world. One of the primary focuses of ACU's NEXT Lab is researching and understanding the chemistry related to molten salt nuclear reactors. As this technology progresses and spreads throughout the world, chemists who are knowledgeable and competent in nuclear science will be needed.

The C&BC Department seeks to create a new track for the B.S. Chemistry degree, one that focuses on nuclear science and physics while providing flexibility in upper-level chemistry courses based on a student's interests. This new Nuclear Chemistry Track for the B.S. Chemistry degree will include a new course in nuclear chemistry as well as adding in additional physics courses. The new track will still abide by specifications for an American Chemical Society Certified Degree. These specifications were recently revised such that students may tailor their upper-level coursework to their interests. Thus, a student may enroll in courses that emphasize nuclear physics or courses that lean more heavily toward biological sciences and medicine.

### 2. 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?

The recent establishment of the Nuclear Energy eXperimental Testing Laboratory (NEXT Lab) and the progress made by NEXT Lab towards commissioning of the Molten Salt Research Reactor (MSRR) has brought heightened interest in nuclear science to ACU's campus. As the interest in the MSRR grows, prospective students continue to express more interest in nuclear science including students coming into the C&BC department. This track will give them a clear path to follow for this interest. After graduation, students will be prepared for pursuing careers as researchers in nuclear science labs (including national labs), as operators in power plants, and as health physicists in radiation safety. Many students will follow this path as an excellent launching pad for graduate schools.

### 3. Estimate total enrollment for each of the first five years.

The projected enrollment is 2-3 new students each of the next 5 years. By year 4 and 5, I would anticipate up to 10 total majors at a time.

## 3. Rationale and Need for Program

### 1. 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?

A degree in chemistry with an emphasis in nuclear chemistry provides a path for students interested in both chemistry and nuclear science. As with all chemistry degrees, this track will prepare chemistry students to be a unique light in the world of science. This particular track opens the door for our students into the growing field of nuclear science. As ACU continues to grow as an R2 school, the addition of a track focused on the blossoming area of nuclear science will help bring in students tailored to one of the university's largest research projects.

2. Disciplinary benchmarking. Use the benchmark schools that you named in 2.A.3 to respond, plus any other programs you have reviewed. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program.

2.A.3 does not exist in this document, but the schools we looked at include: Angelo State University, Baylor University, Harding University, Lipscomb, Pepperdine University, Texas A&M, Texas State, Texas Tech, Trinity University, University of Houston, University of Texas, UNT, UTA, UTD, UTEP, and UTRGV.

Currently none of the universities that we looked at have a specific nuclear chemistry track. We will be unique among the chemistry departments in Texas, as far as we can tell.

3. 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 current standard Chemistry degree tracks include a standard track which is offered at most universities, a research track, and a medicinal chemistry track. These still have an important place in the department and have the ability to attract different students. The new nuclear chemistry track offers a chance for students to specialize their chemistry degree and aid in recruiting through offering programs that may attract additional students.

#### 4. Curriculum

1. Degree plan. List the major 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.

## Major Requirements

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## Chemistry

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CHEM 133 - General Chemistry I Credit Hours: 3 \*  
CHEM 131 - General Chemistry Laboratory I Credit Hours: 1  
CHEM 134 - General Chemistry II Credit Hours: 3 \*  
CHEM 132 - General Chemistry Laboratory II Credit Hours: 1  
CHEM 223 - Organic Chemistry I Credit Hours: 3  
CHEM 221 - Organic Chemistry Laboratory I Credit Hours: 1  
CHEM 324 - Organic Chemistry II Credit Hours: 3  
CHEM 322 - Organic Chemistry Laboratory II Credit Hours: 1  
CHEM 356 - Analytical Chemistry II Credit Hours: 4  
CHEM 423 - Chemistry and Biochemistry Seminar Credit Hours: 3 (capstone and writing-intensive course)  
CHEM 441 - Inorganic Chemistry Laboratory Credit Hours: 1  
CHEM 443 - Inorganic Chemistry Credit Hours: 3  
CHEM 453 - Biochemistry I: Foundations of Biochemistry Credit Hours: 3

\*Hours may also fulfill general education requirements and are not included in total major hours

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## Mathematics

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MATH 185 - Calculus I Credit Hours: 3 \*

\*Hours may also fulfill general education requirements and are not included in total major hours

**Total: 24 Credit Hours**

## Supplement for Major

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## ACS Nuclear Chemistry (CHMN)

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CHEM 355 - Analytical Chemistry I Credit Hours: 4

CHEM 362 - Nuclear Chemistry Hours: 3

CHEM 333 - Physical Chemistry I Credit Hours: 4

*or*

CHEM 334 - Physical Chemistry II Credit Hours: 4

## Mathematics

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MATH 186 - Calculus II Credit Hours: 3

### Choose 3 hours from:

MATH 286 - Calculus III Credit Hours: 3

MATH 325 - Linear Algebra Credit Hours: 3

MATH 361 - Ordinary Differential Equations Credit Hours: 3

MATH 377 - Statistical Methods I Credit Hours: 3

## Physics

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- PHYS 220 - Engineering Physics I Credit Hours: 3
- PHYS 221 - Engineering Physics I Laboratory Credit Hours: 1
- PHYS 222 - Engineering Physics II Credit Hours: 3
- PHYS 223 - Engineering Physics II Laboratory Credit Hours: 1
- PHYS 330 – Modern Physics Credit Hours: 3
- PHYS 331 – Modern Physics Laboratory Credit Hours: 1
- PHYS 461 – Nuclear Physics Credit Hours: 3

**Choose 9 hours not previously taken from:**

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CHEM 333 - Physical Chemistry I Credit Hours: 4  
CHEM 334 - Physical Chemistry II Credit Hours: 4  
CHEM 375 - Molecular Modeling & Computational Chemistry Credit Hours: 3  
CHEM 393 - Introduction to Research Credit Hours: 1-3  
CHEM 430 - Medicinal Chemistry Credit Hours: 3  
CHEM 454 - Biochemistry II: Gene Expression Credit Hours: 3  
CHEM 456 - Biochemistry III: Metabolism Credit Hours: 2  
CHEM 463 - Biochemistry Laboratory I Credit Hours: 1  
CHEM 483 - Polymer Chemistry Credit Hours: 4

**Total: 41 Credit Hours**

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## Electives

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Minimum - 9 Credit Hours

**Total Major Hours: 74**

- 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.

[Engineering and Physics Email of Support](#)  
[Mathematics Letter of Support](#)

- 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/<br>Frequency  | Required<br>(R) or<br>Menu (M) | Tracks Served*                                  | Credentialed Faculty |
|----------|-------------------------|--------------------------------|-------------------------------------------------|----------------------|
| Chem 133 | Fall, Spring            | R                              | Gen Ed Course<br>About 50 tracks<br>and minors  | All C&BC faculty     |
| Chem 131 | Fall, Spring            | R                              | Gen Ed Course<br>About 50 tracks<br>and minors  | All C&BC faculty     |
| Chem 134 | Spring,<br>Summer       | R                              | Gen Ed Course,<br>About 35 tracks<br>and minors | All C&BC faculty     |
| Chem 132 | Spring,<br>Summer       | R                              | Gen Ed Course,<br>About 35 tracks<br>and minors | All C&BC faculty     |
| Chem 221 | Fall                    | R                              | About 20 tracks<br>and minors                   | All C&BC faculty     |
| Chem 223 | Fall                    | R                              | About 20 tracks<br>and minors                   | All C&BC faculty     |
| Chem 322 | Spring                  | R                              | About 20 tracks<br>and minors                   | All C&BC faculty     |
| Chem 324 | Spring                  | R                              | About 20 tracks<br>and minors                   | All C&BC faculty     |
| Chem 356 | Spring                  | R                              | CHEM and BCH<br>Tracks                          | All C&BC faculty     |
| Chem 362 | Spring                  | R                              | CHEM Tracks                                     | All C&BC faculty     |
| Chem 375 | Fall, even              | M                              | CHEM and BCH<br>Tracks                          | All C&BC faculty     |
| Chem 423 | Fall, Spring            | R                              | CHEM and BCH<br>Tracks                          | All C&BC faculty     |
| Chem 443 | Spring, even            | R                              | CHEM and<br>BCHC                                | All C&BC faculty     |
| Chem 441 | Spring, even            | R                              | CHEM and<br>BCHC                                | All C&BC faculty     |
| Chem 453 | Fall                    | R                              | CHEM, BCH,<br>and BIOL tracks                   | All C&BC faculty     |
| Chem 456 | Spring                  | M                              | BCH tracks                                      | All C&BC faculty     |
| Chem 430 | Fall, odd               | M                              | CHEM and BCH<br>Tracks                          | All C&BC faculty     |
| Chem 334 | Spring, odd             | M                              | CHEM and<br>BCHC                                | All C&BC faculty     |
| Chem 333 | Fall, even              | M                              | CHEM and<br>BCHC                                | All C&BC faculty     |
| Chem 355 | Fall                    | R                              | CHEM and BCH<br>tracks                          | All C&BC faculty     |
| Chem 393 | Fall, Spring,<br>Summer | R                              | CHEM and BCH<br>tracks                          | All C&BC faculty     |
| Chem 454 | Spring                  | M                              | CHEM, BCH and<br>BIOL tracks                    | All C&BC faculty     |

|              |                  |   |                                          |                  |
|--------------|------------------|---|------------------------------------------|------------------|
| Chem 463     | Fall             | M | BCH and Bltracks                         | All C&BC faculty |
| Chem 483     | Fall, on demand  | M | CHEM and BCH tracks                      | All C&BC faculty |
| Math 185     | Fall, Spring     | R | Gen Ed course, Many, many tracks         | All Math Faculty |
| Math 186     | Fall, Spring     | R | About 50 tracks and minors               | All Math Faculty |
| Math 286     | Fall, Spring     | M | About 20 tracks and minors               | All Math Faculty |
| MATH 325     | Spring           | M | Many CS, ENGR, MATH, and PHYS tracks     |                  |
| Math 377     | Fall             | M | About 40 tracks and minors               | All Math Faculty |
| MATH 361     | Fall, Spring     | M | In many ENGR, MATH, and PHYS tracks      | John Ehrke       |
| Phys 220/221 | Fall, Spring     | M | Gen Ed Course About 25 Tracks and Minors | All E&P Faculty  |
| Phys 222/223 | Fall, Spring     | M | Gen Ed Course About 25 Tracks and Minors | All E&P Faculty  |
| Phys 330/331 | Spring           | R | CHMN and PHYS tracks                     | All E&P Faculty  |
| Phys 461     | Fall, even years | R | CHMN and PHYS tracks                     | All E&P Faculty  |

\*Many of the courses serve so many tracks that I just estimated based on the catalog list about 5 programs per page. So I multiplied the number of pages by 5.

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: CHEM 362
2. Course title and description: Nuclear Chemistry

An introduction to the atomic nucleus and its influence on chemistry. Focuses on the chemical and physical properties of radioactive isotopes, nuclear properties, macroscopic phenomena intimately tied to nuclear processes, and measurement techniques based on nuclear phenomena. Prerequisite: A "C" or better in the following: MATH 185 Calculus I or MATH 131 Calculus for Application, CHEM 134 General Chemistry II, PHYS 112 General Physics II or PHYS 222 Engineering Physics II (or by permission of the instructor).

3. Existing tracks/programs in which the courses will also be used, if applicable: This will be required in the new CHMN track and will be a selection in this track as well as the existing CHEM, CHMR, and CHMM track, the?? BHC track.

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.

A new, additional course in nuclear chemistry (CHEM362) is part of this track. All other required courses in the track are already offered at least annually or biannually. Some of the courses in the menu are offered on a three-year rotation. This would not impact a student's ability to graduate. The new nuclear chemistry course was already taught by the current faculty as a special topics course and so no new faculty should need to be hired.

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

No additional faculty should need to be hired.

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

No additional part-time instructors should need to be hired.

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 biggest impact may be on the general chemistry track we have as chemistry majors choose to specialize. Since it is part of the same degree, it has no real impact on the classes that are being offered. So, while the major growth will likely be from new students, it does provide a good path for students we are already serving to find a major that better fits their career goals.

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.

There should be no new staff requirements. While this may attract a few more students, the increase will fit within the workload of our lab manager and departmental coordinator.

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.

The needs will be the same as our current chemistry and biochemistry majors and faculty. The American Chemical Society requirements are below. ACU already meets these requirements.

- Immediate access to a minimum of 14 peer reviewed journals in the chemical sciences.
  - At least 3 of general focus
  - At least one in each area ABIOP
  - At least one chemical education
- Access is available to multiple technical databases including structure-based searching.

Students are instructed about the use of resources in several classes, especially in our seminar course and upper-level labs. In addition, students who are participating in research in the Summer are given seminars on the use of databases that are particularly useful to chemists and biochemists. Research students receive one-on-one instruction from their research mentors.

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

Outside of journal articles and some databases, many of the student learning resources are located in the department.

- 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.

Because this is a rearrangement of courses already taught at ACU there should be no impact on physical resources.

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

There are currently no plans to offer unique scholarships. The department currently awards over \$50,000 in scholarships to students annually.

- 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?

I do not believe this will add an extra recruiting burden. This merely provides another avenue for recruiters to draw students into the Chemistry & Biochemistry Department. It should also be noted, that because of the uniqueness of this track

within the state of Texas and among Church of Christ affiliated schools, it can help us attract some prospective students from comparable schools.

- 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.

There should be no additional cost to deliver this track.

**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

1. 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 your previously identified 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).
2. 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.
3. 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.
4. 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 3, 2025 11:09 CST

03/03/2025

Vice Provost

Date

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



03/03/2025

**Associate Dean of the Library**  
Comments, if needed:

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.

*Chris Riley*

03/05/2025

**SACSCOC Liaison**

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.**

Updated 8/1/2023