

Abilene Approval Chart for Curriculum Changes

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

Course Number: or **Degree Plan(s):** Interior Architecture and Design, Engineering INAD-IENG

Adding an additional track selection option in Engineering. The approval is attached

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	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

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	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 ²³	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

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	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

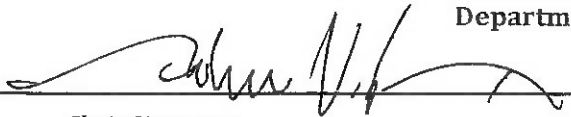
Notes

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).

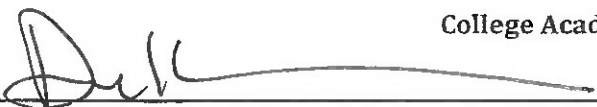
³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours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

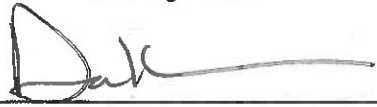
Updated 8/1/2023


Chair Signature
4-1-25
Date


Chair/Program Director Signature
4-1-25
Date


Chair Signature
4-4-2025
Date

Chair Signature
Date


Signature
Dean(s)
4-4-2025
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

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

Interior Architecture and Design, Engineering, BS (IAD-IENG)

B. Identify as track or minor

Track Selection

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

Art and Design, Interior Architecture and Design, Engineering

D. Developer(s) and credentials

*Kelly Mann, Program Director, Interior Architecture and Design
Tim Kennedy, Ph.D., Executive Director of Engineering*

E. Where program will be offered and delivery method

Abilene Campus, In-person

F. Proposed date of implementation

2025-2026 Catalog

2. Program Details

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

The Interior Architecture and Design program with an Engineering Track blends creativity with technical expertise, preparing students to design functional, aesthetically compelling spaces while mastering structural integrity and building systems. This interdisciplinary approach equips students with a strong foundation in design principles, architectural history, and material applications, alongside specialized coursework in structural engineering, construction methods, and building technology.

Students gain hands-on experience through digital modeling, AutoCAD, and CNC fabrication, ensuring they can translate conceptual designs into practical, buildable solutions. The engineering track enhances problem-solving skills, emphasizing sustainability, safety, and efficiency in interior environments.

Graduates are well-positioned for careers in architectural firms, design studios, and construction industries, with the technical proficiency to collaborate seamlessly with engineers, architects, and contractors.

This program is ideal for those who want to bridge the gap between artistic vision and engineering precision, creating innovative interior spaces that are both beautiful and structurally sound.

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?

Students interested in both design and technical problem-solving will be naturally drawn to this program. Those who enjoy the creative aspects of spatial planning, aesthetics, and human-centered design, while also appreciating the logic of engineering, structural integrity, and construction methods, will thrive. This program is ideal for individuals who:

- *Have a strong interest in architecture, interiors, and construction*
- *Enjoy solving complex spatial challenges with both artistic and analytical thinking*
- *Want to design interiors that are both visually stunning and structurally sound*
- *Are interested in sustainable and innovative building practices*
- *Appreciate the intersection of design, technology, and engineering*

Graduates of this program will have a unique skill set that qualifies them for a range of careers where design meets construction and engineering. Potential career paths include:

- *Interior Architect – Designing functional and aesthetically pleasing spaces within existing structures*
- *Interior Designer – Creating interior environments for residential, commercial, or hospitality projects*
- *Architectural Designer – Working alongside architects to develop building plans and interiors*
- *Design Engineer – Integrating technical solutions into architectural and interior designs*
- *Construction Manager – Overseeing the implementation of interior architectural projects*
- *Sustainable Design Specialist – Focusing on energy-efficient and eco-friendly interior solutions*
- *Furniture or Product Designer – Designing custom interior elements or CNC-fabricated components*
- *Building Information Modeling (BIM) Specialist – Using technology to optimize design and construction processes*

The job outlook for interior architects and designers with technical expertise is strong, as firms increasingly seek professionals who can bridge the gap between aesthetics and engineering. With rising demand for sustainable, adaptive, and technologically integrated spaces, employers value designers who understand structural systems, materials, and fabrication technologies.

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

Below is an estimation of the number of students anticipated to make the Engineering Track selection over the next five years:

*Year 1 - 3-5 students
Year 2 - 4-5 students
Year 3 - 5-7 students
Year 4 - 5-7 students
Year 5 - 7-10 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 Interior Architecture and Design program with an Engineering Track aligns seamlessly with ACU's mission to prepare students for Christian service and leadership by blending faith, academic excellence, and professional expertise. This program fosters ethical decision-making, sustainable design practices, and a deep sense of responsibility to create spaces that promote well-being, inclusivity, and environmental stewardship. Students are encouraged to approach their work through a Christ-centered perspective, ensuring their designs not only serve functional and aesthetic purposes but also uplift others, embodying integrity, compassion, and servant leadership in the built environment.

The program directly supports ACU's Strategic Plan, particularly its first pillar, by expanding academic offerings in engineering, allied health, and entrepreneurship. By seamlessly integrating design and engineering, it meets industry demands for professionals who understand both aesthetics and structural integrity. It also addresses evolving workforce trends, preparing students for high-demand careers in architecture, construction, sustainable design, and technology-driven fields. Additionally, the program fosters interdisciplinary collaboration between the College of Architecture, Engineering, and Business, reinforcing ACU's commitment to cross-disciplinary innovation. With a strong emphasis on digital modeling, fabrication, and sustainability, students graduate with cutting-edge skills that make them market-ready and well-prepared to lead in their fields.

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?

While interior design and architecture programs exist, none provide technical engineering knowledge through a dedicated track selection, making ACU graduates uniquely equipped for careers that demand both creative and structural problem-solving skills.

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.

Maintaining all three tracks—Art, Business, and Engineering—within the Interior Architecture and Design (IAD) program ensures that students have diverse, industry-relevant pathways that align with their individual strengths, career goals, and market demand. Each track serves a distinct yet complementary role, allowing students to develop specialized skills while benefiting from a shared foundation in design principles, problem-solving, and creativity.

The Art track nurtures aesthetic sensibilities, conceptual thinking, and visual storytelling, preparing students for careers in interior design, set design, and experiential environments. The Business track equips students with entrepreneurial skills, project management expertise, and an understanding of client relations, making them well-suited for roles in design management, real estate development, and brand strategy. The Engineering track, the newest addition, bridges technical precision with design innovation, meeting the demand for professionals who can navigate structural

integrity, building systems, and emerging technologies in fields like architecture, construction, and sustainable design.

By maintaining all three tracks, the program remains flexible, inclusive, and highly competitive, accommodating a broad range of interests and career aspirations while ensuring ACU continues to graduate well-rounded, market-ready professionals who integrate design excellence, business insight, and technical expertise into their work.

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.

Engineering Track Option (Prerequisites must be met)

[ENGR 115 - Introduction to Engineering and Physics](#) | Credit hours: 1

[ENGR 116 - Introduction to Engineering and Physics Lab](#) | Credit hours: 1

[ENGR 217 - Engineering Career Skills](#) | Credit hours: 1

[ENGR 223 - Statics and Mechanics of Materials](#) | Credit hours: 3 *currently listed as ENGR 220

[ENGR 272 - Surveying and Geomatics](#) | Credit hours: 1

[ENGR 317 - Engineering Project Management](#) | Credit hours: 1

[CIVE 371 - Civil Engineering Materials Lab](#) | Credit hours: 1

Choose one of the following courses to complete 12 Credit Hours:

[CIVE 362 - Construction Engineering](#) | Credit hours: 3

[ENGR 370 - Structural Analysis](#) | Credit hours: 3

Total: 12 Credit Hours

- 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.

[Link to Letter of Support](#) - Robert Green, M.F.A., Department Chair, Art and Design

[Link to Letter of Support](#) - Tim Head, Ph.D., Department Chair, Engineering and Physics

- 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
ENGR 115	Fall, Annually	Y	GENG, CIVE, ELEC, MECH, INAD-IENG, PHYS, PHMT-PHCS	*All Faculty listed below
ENGR 116	Fall, Annually	Y	GENG, CIVE, ELEC, MECH, INAD-IENG, PHMT-PHCS	*All Faculty listed below
ENGR 217	Fall, Annually	Y	GENG, CIVE, ELEC, MECH, INAD-IENG	**All ENGR Faculty listed below
ENGR 223	Fall and Spring, Annually	Y	GENG, CIVE, ELEC, MECH, INAD-IENG, PHYS-PHYN	Tim Kennedy, Matthew Vehione, Sam Hurley
ENGR 272	Spring, Annually	Y	GENG, CIVE, INAD-IENG	Tim Kennedy, Matthew Vehione, Sam Hurley
ENGR 317	Fall, Annually	Y	GENG, CIVE, MECH, INAD-IENG	**All ENGR Faculty listed below
CIVE 371	Spring, Annually	Y	GENG, CIVE, MECH, INAD-IENG	Tim Kennedy, Matthew Vehione, Sam Hurley
CIVE 362	Fall, Annually	N	GENG, CIVE, MECH, INAD-IENG	Tim Kennedy, Matthew Vehione, Sam Hurley
ENGR 370	Fall, Annually	N	GENG, CIVE, MECH, INAD-IENG	Tim Kennedy, Matthew Vehione, Sam Hurley

**Available Faculty for ENGR 115, ENGR 116:*

Robert Brown, Associate Professor

Michael Daugherty, Professor

Jess Dowdy, Professor

Tim Doty, College Assistant Professor

Jim Drachenberg, Professor

Tim Head, Professor, Department Chair, and NEXT Lab Assistant Director

J. Darby Hewitt, Professor

Sam Hurley, P.E., College Assistant Professor

Donald Isenhower, Professor

Larry Isenhower, Professor

Tim Kennedy, P.E., Associate Professor and Executive Director of Engineering

Ryan Kutayah, College Assistant Professor

Joseph Makarewicz, P.E., College Associate Professor

Monique Marquardt, Associate Professor of Practice and Director of Corporate Engagement

Scott Marshall, Assistant Professor

Rusty Towell, Professor and NEXT Lab Director

*** Available Faculty for ENGR 217 or 317:*

Robert Brown, Associate Professor

J. Darby Hewitt, Professor

Sam Hurley, P.E., College Assistant Professor

Tim Kennedy, P.E., Associate Professor and Executive Director of Engineering

Joseph Makarewicz, P.E., College Associate Professor
Monique Marquardt, Associate Professor of Practice and Director of Corporate Engagement
Scott Marshall, Assistant Professor
Matthew Vehione, Assistant Professor

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

No new courses required for this track selection.

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.

As outlined in the letter of support from Engineering and Physics, the current faculty in the Engineering and Physics Department will be adequate until the enrollment exceeds 10 students within the track selection.

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

No new faculty required for track selection.

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

No new faculty required for track selection.

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.

This track selection is designed to serve both current and prospective Interior Architecture and Design students who are interested in the technical and structural aspects of the built environment but do not wish to pursue an Engineering degree. By filling a critical gap in ACU's offerings, this track will attract students who may not have previously enrolled due to the lack of a design-focused engineering pathway. It provides a well-rounded architectural design background, bridging engineering principles with creative problem-solving, and preparing students for careers in architecture, construction management, sustainable building systems, and emerging design technologies. While this track also supports those considering graduate studies in Engineering or Architecture, its primary purpose is to offer a strong alternative for students who want technical expertise without the full engineering focus, ensuring they are market-ready for interdisciplinary roles in the evolving design and building industries.

- 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.

No new staff required for this track selection.

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

The ACU Library offers a wide range of resources tailored to engineering disciplines. These include comprehensive databases of engineering journals and research papers, e-books and reference books. Our electronic resources are accessible 24/7, allowing students and faculty to conduct research and access materials anytime, anywhere. Library hours are sufficient for physical access to resources and services.

Knovel - Provides full-text reference books, manuals, and reference materials to support Engineering knowledge and related topics.

EBSCO Science & Technology Collection - Contains over 800 leading full text journals covering topics including aeronautics, astrophysics, chemistry, computer technology, geology, aviation, physics, archaeology, and materials science.

IEEE Xplore Digital Library - The IEEE Xplore Digital Library is the premier database for research in electrical engineering, electronics, computer science and related disciplines. IEEE Xplore includes full-text access to over 180 IEEE peer-reviewed journals and magazines; 1,500 annual conferences; active, archived and redline IEEE standards; as well as IET journals, magazines, and conferences.

Scifinder Scholar Search - SciFinder is a research discovery tool that allows you to explore the CAS databases that contain literature from many scientific disciplines, including biomedical sciences, chemistry, engineering, materials science, agricultural science, and more! Contains: CAS REGISTRYSM database, more than 16 million single- and multi-step reactions, more than 1 billion predicted property values, and more than 2 million experimental properties.

Proquest SciTech Premium Collection - The SciTech Premium Collection includes the Natural Science Collection and the Technology Collection and provides full-text titles from around the world, including scholarly journals, trade and industry journals, magazines, technical reports, conference proceedings, government publications, and more.

ScienceDirect - ScienceDirect is a leading full-text scientific database offering journal articles and book chapters from more than 2,500 peer-reviewed journals and more than 11,000 books. There are currently more than 11 million articles/chapters, a content base that is growing at a rate of almost 0.5 million additions per year.

Wiley Online Library - Multidisciplinary collection of online resources covering life, health and physical sciences, social science, and the humanities. It delivers seamless integrated access to over 4 million articles from 1500 journals, over 10,000 online books, and hundreds of reference works, laboratory protocols and databases.

Scopus - large abstract and citation database with more than 75 million records of journal articles, books, and conference papers. Scopus is unique in its features of discovery and analysis of shared authors, keywords, references, and citations.

Subject Librarians are available to assist with research inquiries, citation guidance, and utilizing information research tools.

- 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.**

Existing classroom space will be used.

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

No scholarships will be offered at this time.

- 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?**

The Engineering Track within the Interior Architecture and Design program should be marketed toward students who are passionate about the built environment but prefer a design-driven approach over traditional construction management or pure engineering paths. It will attract those interested in sustainable and technical design, including green building technologies, digital fabrication, smart materials, and advanced building systems, who want to merge creativity with engineering. This track is ideal for students who are strong in math and science but also have a creative side, allowing them to apply their problem-solving skills to computational design, structural integrity, and technology integration in interior architecture. It also provides an alternative for students who are drawn to technical aspects of construction but seek a broader architectural design focus rather than site management or project oversight. Additionally, it offers a strong option for transfer students from engineering or architecture programs who are looking for a curriculum that blends technical knowledge with design flexibility. Most importantly, it appeals to faith-driven students who want a Christian education that emphasizes stewardship, service, and ethical responsibility in the built environment. By offering a unique, interdisciplinary program not commonly found at other institutions, especially faith-based institutions, this track will prepare graduates with cutting-edge skills and a market-ready degree, while aligning with ACU's mission of Christian leadership and service.

This new Engineering track will not require any additional recruiting requirements, as it naturally aligns with our existing student base and interests. Instead, it will help attract a broader range of students who may not have previously considered ACU due to the lack of a design-focused engineering pathway. By filling this gap, we can reach more

prospective students and increase enrollment without changing our current recruiting strategies.

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 is additional cost associated with this track selection.

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.

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

Abilene, Texas 79699 • www.acu.edu • 325-674-2000



March 5, 2025

Subject: Letter of support for adding an engineering track to the BS degree in Interior Architecture and Design

To Whom It May Concern:

As the chair of the Department of Art and Design, I wish to affirm my and my colleagues' enthusiastic support for the addition of an engineering track to the BS degree in Interior Architecture and Design. This track moves the degree in the direction of a construction science major.

We are frequently questioned about whether our department offers a construction science degree by prospective students and their families. The number of times we field this question grows every year, as does general interest in the discipline of Interior Architecture and Design. Easily 80% of our prospective students declare an interest in architecture, interior architecture and design, or construction science. Those interested in construction science choose to go to another university, but this track will help us lure a good percentage of them to ACU.

We like the flexibility the three tracks give IAD majors to tailor their coursework to a specific career path. Until a time at which ACU can develop a construction science degree, this track will bring us more students, while increasing enrollment in engineering courses.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert V. Green', with a stylized flourish at the end.

Robert V. Green
Chair, Director of the Fine Art Program, and Professor of Art
Department of Art and Design



Tim Head
Department of Engineering and Physics
ACU Box 27963
Abilene, TX 79699
tim.head@acu.edu
325-674-2495

February 24, 2025

Kelly Mann, RID, NCIDQ
Program Director, Interior Architecture and Design

Subject: Letter of support for an engineering minor addition to the IAD degree

Dear Ms. Mann,

I am writing on behalf of the Department of Engineering and Physics to express our support for addition of an engineering minor to the Interior Architecture and Design degree. The Engineering and Physics Department believes that the courses offered in our department listed in the program can accommodate up to 10 students per year for whom these will be required. If demand exceeds 10 students per year, the department may require a staffing assessment to offer additional sections of some courses.

We look forward to a closer interaction between our departments to ensure that students are best served by our offerings.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Head II'.

Timothy L. Head II, Ph.D.
Professor and Chair,
Department of Engineering and Physics