

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Degree Plan(s): Graduate Certificate in Precision Medicine Administration [CER-PCMA]

Please see the attached graduate certificate application for more information.

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Meghan Hope
Meghan Hope (Apr 15, 2021 19:28 CDT)

Program Director/Department Chair

Apr 15, 2021

Meghan Hope

Date

Dean(s)

Nannette W. Glenn, Ph.D.
Nannette W. Glenn, Ph.D. (Apr 16, 2021 10:56 CDT)

Apr 16, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

Chair's signature

Date

Undergraduate Academic Council

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date

Graduate Certificate in Precision Medicine Administration New Track, Minor, or Certificate Application Instructions

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

Preparation and Formatting: Use the following outline format and number the pages. Complete sections I (Program Identification) through VI (Required Institutional Support). The applicant is welcome to consult with the respective dean and the assistant provost for curriculum and assessment to clarify questions and shape the proposal.

Submission: When sections I through VI are complete, send the application to the provost's office for initial review and development. Once the proposal has been updated and completed in response to feedback, assemble the required supporting documentation and begin the approval process outlined by the Approval Chart for Curriculum.

A schedule for approval of any new courses required for the program will be set individually with the unit in the initial review stage by the provost's office.

Information Availability: The full application will be sent forward for the approval process. The dean's office and provost's office will remove Section V (Required Institutional Support) and, if applicable, financial information from Section VI (Additional Information Required for Substantive Changes), from materials shared with academic councils.

New Track, Minor, or Certificate Application

1. Program Identification
 1. **Title of track, certificate, or minor** - Graduate Certificate in Precision Medicine Administration - CER-PCMA
 2. **Identify as track, certificate, or minor** - Certificate
 3. **Home department or unit (and associated degree program, if track)**
Healthcare Administration, School of Health and Human Services, College of Graduate and Professional Studies
 4. **Developer(s) and credentials** Meghan Hope, JD, MHA, CPB and Russell Kruzeloock, Ph.D. (Molecular Genetics)
 5. **Where program will be offered and delivery method** ACU Dallas, Online
 6. **Proposed date of implementation** Fall 1 2021

2. Program Details

1. **Description. Summarize this course of study in 50 to 200 words.** The Graduate Certificate in Precision Medicine Administration teaches students key scientific, leadership and operations skills necessary for the administration of precision medicine technologies and clinical applications. This certificate will provide an introduction to the science of precision medicine through teaching the biology of cancer, while also emphasizing key concepts in healthcare administration, such as health policy, revenue cycle management, informatics, and innovations and trends in healthcare.
2. **Description of target audience.** The Graduate Certificate in Precision Medicine Administration is designed for healthcare professionals seeking additional scientific and operations expertise applicable to the evolving clinical advances of cancer treatment. This graduate-level certificate program is designed specifically for healthcare professionals seeking to enhance their knowledge of this rapidly changing industry.
3. **Projected total enrollment for each of the first five years.** 15 students per year

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?**

The mission of ACU is "to educate students for Christian service and leadership throughout the world." The University is currently guided by the 2016-2021 Strategic Plan: In Christ and In Unity, Our Vision in Action. The Strategic Plan calls the university to remain relevant by innovating the delivery of an ACU education and meet the needs of today's students. Specifically, the plan focuses on three bold initiatives: 1) Innovation and Relevance, 2) Spiritual Formation, and 3) Relational University. The Bachelor of Science in Healthcare Administration program is borne out of the strategic plan and provides the university with an increased student base of non-traditional students.

This online program connects with the initiatives of the strategic plan in the following ways:

- i. **Innovation.** The program was designed for a diverse population of non-traditional students who are *unlikely to experience ACU in any*

other way. These students will have life and/or work situations that inhibit their ability to experience the residential campus. These students demand the flexibility and innovation afforded by a fully online program.

- ii. **Spiritual Formation.** The program will be distinctive within the marketplace because of its focus on developing students who can articulate how their abilities and interests connect with God's work in the world.
- iii. **Relational.** Students in this program will form a rich and diverse online community for discussion and virtual connection.

2. Societal need. What gaps does this program fill? You can consider needs of an informed citizenry, practical needs of society, vocational connections of potential students, or other factors.

Cancer treatments have advanced dramatically over the years, especially in the realm of precision medicine and genetic research. Precision medicine is leading a new era in healthcare through revolutionizing the way cancer is treated based on a person's genetics. According to a recent report, the global cancer profiling market is expected to witness strong growth, registering 17.7% CAGR during the forecast period 2017-2026.¹ In addition, data from the American Cancer Society suggests there will be an "estimated 1.9 million new cancer cases diagnosed and 608,570 cancer deaths in the United States" in 2021 alone.² Educational institutions must collaborate with healthcare providers and industry leaders to address the societal needs related to this deadly disease.

3. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

The new certificate is expected to draw new students to the university as well as draw former ACU students back to the university. Scientists seeking healthcare administration expertise and healthcare leaders seeking specific insights into advances in cancer treatment could both equally benefit from

¹ See Global Cancer Profiling Market to Grow at 17.7% CAGR During 2017-2026 | Roche Holdings, Caris Life Sciences, GenScript *retrieved from* <https://ksusentinel.com/2021/04/08/global-cancer-profiling-market-to-grow-at-17-7-cagr-during-2017-2026-roche-holdings-caris-life-sciences-genscript/>

² See Cancer Facts and Figures 2021 *retrieved from* <https://www.cancer.org/research/cancer-facts-statistics/all-cancer-facts-figures/cancer-facts-figures-2021.html>

the Certificate in Precision Medicine Administration. Healthcare leaders and professionals, including doctors, nurses, NPs, pharmacists, and genetic counselors could benefit from this certificate. In addition, those with specific industry knowledge in the areas of primary care, oncology, radiation therapy, hematology, surgery, clinical research, policy, and many others would benefit from the knowledge gained in this certificate.

4. **Disciplinary benchmarking. 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.**

Abilene Christian University’s Online Graduate Certificate in Precision Medicine Administration will serve as a unique opportunity to distinguish itself in the precision medicine and healthcare administration markets. The benchmarking process identified several universities and institutions that offer a Graduate Certificate in Precision Medicine. The certificates were often housed within a medical school or college of pharmacy. The certificates primarily focused on the science and data applications of precision medicine, with courses in genetics, Pharmacogenomics, pathology, informatics, and oncology. In most instances, an ethics or policy class was also included. Please see Table 1 below for an overview of certificates.

ACU’s certificate is unique in that it incorporates science and operations principles, thus merging two disciplines. Most of the certificates require applicants to be healthcare clinicians, such as physicians, pharmacists, or geneticists. ACU’s certificate will be more broad in scope, allowing other healthcare professionals to apply for the certificate. In addition, the administration courses will serve as an opportunity to link scientific advances to business applications of healthcare delivery.

Table 1: Graduate Certificate in Precision Medicine Benchmarking

Institutions Offering Precision Medicine Certificates	Name of Certificate	Number of Hours	Online or In Person
Massachusetts College of Pharmacy and Health Sciences	Precision Medicine Graduate Certificate	9 credit hours	Online
University of Florida, College of Pharmacy	Graduate Certificate: Precision Medicine	9 credit hours	Online
Medical College of Wisconsin Institute for Health & Equity	Graduate Certificate in Precision Medicine	12 credit hours	In person

Midwestern University	Post-Graduate Certificate in Precision Medicine	22 Quarter Credits	In person
University of Michigan, Medical School	Precision Health Graduate Certificate	12 credit hours	In person

4. Curriculum

- Course of study.** For tracks, this will include the list of courses required in addition to the existing degree core. For certificates and minors, it includes all courses included in the program. For minors, please see [catalog requirements](#).

- PCM 6XX - Histopatho and Molecular Biology (OR HCAD 627 Innovations and Trends in Healthcare)
- PCM 6XX - Molecular Targets in Precision Medicine
- HCAD 621 - Healthcare Policy and Ethics
- HCAD 644 -The Healthcare Revenue Cycle and Payment Methodologies
- HCAD 656 - Healthcare Informatics

- Courses.** Create a table that shows for each course:

1. Rotation and frequency (e.g., fall odd years)
2. Whether the course is required or on a menu
3. Which track(s) the course serves, if applicable
4. Program outcomes that the course serves
5. Current faculty credentialed to teach

Course	Req'd or Menu	Core or Track	Aligned POs	Rotation and Frequency	Faculty Credentialed to Teach
PCM 6XX	Menu	n/a	PO 4	Every 3rd term beginning Fall 1 2021	Hassan Ghani, MD is the SME
PCM 6XX	Req'd	n/a	PO 4	Every 3rd term beginning Fall 2 2021	Rebecca Feldman, Ph.D. will serve as the

					SME
HCAD 621	Req'd	n/a	PO 4	Every 3rd term beginning Spring 1 2022	Meghan Hope
HCAD 644	Req'd	n/a	PO 5	Every 3rd term beginning Fall 2 2022	Meghan Hope
HCAD 656	Req'd	n/a	PO 4, PO 5	Every 3rd term beginning Spring 2 2022	Meghan Hope
HCAD 627	Menu	n/a	PO 2, PO 4	Every 3rd term beginning Fall 1 2022	Meghan Hope

3. New courses. For new courses included in the program/major requirements, list:

1. Course title and description

PCM 6XX - Histopatho and Molecular Biology

Course Description: This course provides fundamental cancer theory and introduces image analysis techniques used in cancer histopathology. Students will explore background information about slide preparation and discuss changes in tumorion cell morphology as it relates to image interpretation. An introduction to the application of digital image processing techniques used for feature extraction and disease classification is provided.

PCM 6XX - Molecular Targets in Precision Medicine

Course Description: The identification of drug targets for disease has been central to pharmaceutical research for the past 50 years. This course offers students a historical understanding of key targets of drug development by providing a review to one of the most important aspects of drug discovery – the identification of drug targets for precision medicine.

HCAD 644 - The Healthcare Revenue Cycle and Payment Methodologies

Course Description: An introduction to healthcare payment

methodologies and revenue cycle operations. Students will explore how optimizing the revenue cycle enhances the patient experience and improves financial outcomes. Topics include how policy shapes healthcare payment, introduction to third party payers, history of reimbursement, revenue cycle components and its role in healthcare financing.

2. Existing programs in which the courses will also be used, if applicable

HCAD 644 is also part of the MHA Program's core curriculum.

3. Curriculum approval schedule will be negotiated with the provost's office during initial review

HCAD 644 is on track for approval during the April 2021 Academic Council Meeting.

PCM 6XX and PCM 6XX will be presented at a future Academic Council meeting

5. Required Institutional Support

1. Faculty requirements and availability. Show instructors for a full cycle of curriculum delivery using current faculty members, new faculty members, and anticipated use of part-time faculty.

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

The certificate in Precision Medicine Administration will require utilization of MHA PD or adjunct faculty to teach the HCAD courses and Precision Medicine courses.

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

The new certificate does not require a new faculty hire.

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

Estimated adjunct pay is \$1600-2000³ per course with approximately 7-8 courses per year, totalling approximately \$11,200-16,000 per year.

- 2. 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.**

There are no impacts on existing programs.

- 3. *For certificates only:* Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.**

Meghan Hope, JD, MHA, CPB will serve as the program director for the Precision Medicine Administration Certificate. Meghan is an assistant professor and program director for ACU's Healthcare Administration programs. Meghan received her Juris Doctor with health law concentration from the University of Tulsa and a Master of Healthcare Administration from Midwestern State University. She is also a certified professional medical biller. Meghan has more than fifteen years of expertise in the healthcare industry.

She has served as a radiation oncology services administrator at Chicago's Rush University Medical Center and in Tulsa, OK. Her experience in academic medical centers and oncology service lines provides a unique perspective to the many nuances of ensuring effective operations and clinical coordination in the enormously complex world of cancer treatment. She also offers expertise in healthcare regulatory and operations consulting, focusing on new hospital development, management, and reimbursement issues and has management experience in primary care and institutional review board compliance.

- 4. 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 are required to launch the program in Fall 2021. Existing staff trained in analysis of transcripts and degree plans will be utilized until the program grows to a size that dictates additional staffing.

³ Estimate based on section sizes equal to 10-15 students.

Existing staff at the Dallas campus who will support the program include a student support team composed of four student-centered advising roles. These individuals work collaboratively on behalf of students to ensure adequate support and clear lines of communication as issues arise. These staff include: 1) Admissions Advisors, 2) New Student Ambassadors, 3) Student Service Advisors, and 4) Financial Intake Specialists. These staff form a “graduation team” for each student enrolled in the online program. The team will be specifically assigned to students in the program and will guide students through the program to ensure compliance with degree requirements and plans for successful completion.

The Operations team members of the Dallas campus provide staff support in the form of Student Service Operations Administrators. These individuals work hand-in-hand with Student Service Advisors to maintain records and register students in courses. The Operations Division also oversees the course carousel and will assist the program director in determining faculty needs for future sessions.

The College also employs an Academic Quality Assurance Specialist who manages the start-of-term process and assists in the monitoring of instructional and course quality standards for all programs, including the online Bachelor programs.

All part-time and full-time employees supporting the program will receive general technology support from the in-house IT coordinator.

5. 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.

The ACU Library holds and licenses academic information resources that are adequate to meet the needs of the Certificate in Precision Medicine Administration. The ACU Library provides here a specific account of current library resources supporting the proposed program. For students researching healthcare administration, the ACU Library licenses four large, discipline-specific databases:

- A. **MEDLINE/PubMed (EBSCO)** - Comprehensive bibliographic index to journal articles in the fields of medicine and health. Coverage begins in 1966. Contains the full text of some articles that are open access via PubMed.
- B. **CINAHL Complete** - Provides indexing for 1,835 journals from the fields of nursing and allied health. Contains searchable cited references for more than

930 journals and provides full text for hundreds of journals, plus legal cases, clinical innovations, critical paths, and more. PDF backfiles to 1982 are also included.

- C. **Proquest Nursing and Allied Health Source** - Provides users with reliable healthcare information covering nursing, allied health, alternative and complementary medicine, and much more. Provides abstracting and indexing for more than 850 titles, with over 715 titles in full-text, plus more than 12,000 full-text dissertations representing the most rigorous scholarship in nursing and related fields.
- D. **Business Source Complete** - Contains full text of more active, peer-reviewed, business related journals than any other database currently available. Indexing and abstracts for the most important scholarly business journals date back to 1886.

In addition, the ACU Library licenses a number of related interdisciplinary databases that are often utilized for health curricula:

- E. **Health Source: Nursing/Academic Edition** - Provides nearly 550 scholarly full text journals focusing on many medical disciplines. Features abstracts and indexing for nearly 850 journals.
- F. **Gale OneFile: Health and Medicine** - Up-to-date information on the complete range of health care topics. With more than 2,500 full-text periodicals, reference books, pamphlets, and hundreds of videos demonstrating medical procedures and live surgeries.
- G. **Alternative Health Watch** - This alternative health database provides full text for 180 publications in the collection (many are peer-reviewed). Provides in-depth coverage across many subject areas covered by complementary and alternative medicine.

In addition to these and other aggregated, full-text databases, the ACU Library also subscribes to more than 10,000 electronic journals from publishers including Wiley, Springer, ScienceDirect, Oxford, Cambridge, and Brill. There are over 800 health-related journals included in our subscriptions with these publishers. Some of these significant journals include:

Health Services Research (HSR)
Journal of Health Economics (JHE)
Journal of Healthcare Management (JHM)
New England Journal of Medicine (NEJM)

Medical Care
Medical Care Research and Review
American Journal of Public Health (AJPH)
Health Economics
Journal of Health Politics, Policy, and Law
Healthcare Financial Management (HFM)
International Journal of Medical Informatics (IJMI)

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.

All courses are delivered in the Canvas Learning Management System and undergraduate programs use an e-book model. Students will access their required course materials in the Canvas course navigation menu. On the course homepage there is a link to the ACU Library Distance Education Portal. All Canvas courses are reviewed by the Library with an accompanying memo of support.

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

Staffed by ten library faculty members, three professional staff, and 7.625 FTE support staff, the ACU Library provides services common to academic libraries throughout the region and the nation. These services include faculty and departmental liaison assignments to facilitate collection development and information literacy, research (reference) and information assistance, interlibrary lending and borrowing, and access to online resources, special collections, and archives. The Online Learning Librarian, an ACU Dallas supported position housed in the ACU Library, serves as an essential point of contact for access and research support for online students. This individual also works with the academic program directors to decide on the databases, electronic journals, electronic books, and other digital tools and platforms to provide to the students based on the courses developed and the research needs of the students.

Students and faculty can access electronic resources through their ACU library access from any computer connected to the internet. The ACU Library's Distance Education Portal (<http://guides.acu.edu/distance>), OneSearch Discovery (a metasearch tool), Journal Finder, and a high-quality online catalog of library resources all offer access to available online collections and services for online students. Links to these resources can be found through the MyACU Online portal at <http://online.acu.edu>. Interlibrary Loan is available for articles and book chapters not found in the ACU Library.

Document delivery of books in the ACU Library's circulating print collection is available to all ACU Online students.

6. 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.

None required. The program is fully online and staff and faculty supporting the program are housed either at the ACU Dallas campus or work remotely.

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

No unique scholarships are planned for students majoring in Healthcare Administration at this time.

8. 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 degree should be marketed toward adult students seeking to obtain a bachelor's degree at a Christian university online. The marketing of the degree will be under the purview and budget of the Executive Leadership Team at ACU Dallas.

9. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

Course development costs totaling \$8,600. Approximate cost per course is \$2,500 for the subject matter expert and \$1,850 for the instructional designer. Two unique courses need to be designed as a one-time expense. Online courses are reviewed and updated on a schedule determined by the Instructional Design team. Redevelopment typically occurs every 3 years at a cost of approximately \$2,500 per course.

The Dallas campus has appropriate managerial and fiscal supervision to ensure that resources are allocated to provide for the program director position, which is approved to start on June 1st.

Annual marketing, enrollment and student support costs for the program are allocated as part of the annual budgetary process. There are no program-specific marketing allocations required for the program at launch. The School of Undergraduate Studies enrollment team will recruit for the program. No additional enrollment staff will be required for the program at launch. The School of Undergraduate Studies student services team will provide student support for the program. No additional student services staff will be required for the program at launch. The Dallas campus has appropriate managerial and fiscal supervision to ensure that as the program

grows additional resources are allocated for marketing, enrollment and student support.

Initial Review and Required Signatures

When sections I-V are complete, please submit to the Office of the Provost for initial review and development. Section VI is not required for all applications; you will learn whether it's required for your program during initial review.

This proposal complies with curricular requirements of the university and addresses all required questions for institutional review.

Assistant Provost for Curriculum and Assessment

Date

This proposal does not require additional review for institutional accreditation purposes.

SACSCOC Liaison

Date

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.

All applications are required to include Section VIII. Please compile this documentation after the initial review by the provost's office.

7. Supporting Documentation

1. Approval Chart for Curriculum Changes
2. Memo of support from the department chair of each department outside the home department that will provide a course for the program.
3. When the new program application is complete, provide the full proposal to the following individuals for review. Each will provide a memo to attach to the proposal.
 1. Dean of the library for library resources review.
 2. Dean of the college of the program for a statement of commitment to the items in Required Institutional Support.