new Curriculum - Financial, Financial Implications Form

General Information

Before starting on this form, work with the Office of the Provost to determine if a single FIF will be acceptable for a new major and one or more sequences, or new sequences for an existing major, or if individual FIFs are required. If it is determined that one FIF for all is appropriate, provide a brief justification.

We only have 1 new major/sequence.

Contact person

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Department(s)

Chemistry

College/School

ARTSC - College of Arts and Sciences

Type

Major

Title, type (major, sequence, minor, certificate) and associated degree type(s) if applicable. Use the exact title used on the curriculum proposal.

Chemical Sciences- BA

Undergraduate or Graduate?

Undergraduate

Description of the new major (sequence), minor, certificate

The proposed program is a reactivation the B.A. in Chemistry. The B.A. in Chemistry was inactivated in the early 1990s. Reinstating the B.A. in Chemical Sciences provides a rigorous yet more flexible curriculum—one that maintains a strong technical foundation in chemical principles while deliberately allowing for greater study in professional, analytical, and communication-focused fields, without requiring the deepest level of laboratory specialization.

For example, a reinstated B.A. would enable students to combine Chemistry with second majors or minors in marketing, business administration, management, entrepreneurship, economics, professional sales, or agribusiness. These combined programs would prepare students for careers in technical marketing, product management, regulatory consulting, sales engineering, supply chain analytics, and scientific business development—fields where employers value scientific literacy but emphasize skills in communication, market strategy, customer engagement, and organizational leadership.

The B.A. structure is also well-suited for students preparing for MBA programs, healthcare administration, science policy work, and technology sector leadership roles, where a foundational understanding of chemical science enhances decision-making, but success still depends on broader skills in finance, management, analytics, and strategic planning.

Additionally, the degree's flexibility supports students interested in data science, information systems, statistical modeling, or computational problem-solving. Chemistry majors who complement their scientific background with coursework in data analytics, computer science, or informatics will be prepared for emerging roles in laboratory data management, chemical informatics, process optimization, environmental data analysis, and quality assurance analytics—positions that require comfort with scientific content but depend heavily on interpretation, communication, and integration of technical information. This also extends to students interested in other scientific disciplines, such as Environmental Sciences or Biological Sciences. Chemistry majors who supplement their chemistry background with other scientific disciplines will be prepared for roles that address changes in our living world, environment, and evolving universe.

Beyond professional studies and analytics, the B.A. is especially beneficial for students combining Chemistry with majors or minors in Communication, Public Relations, Journalism, Sociology, Political Science, or Philosophy. These combinations prepare graduates for careers in science communication, public policy, environmental advocacy, community engagement, and ethics in scientific practice, where explaining the societal importance of science is as vital as understanding its fundamental principles.

Enrollment - 1st Year. If this form is being submitted for multiple programs provide one response if it pertains to all, or provide clearly labeled individual responses.

Provide the following for the 1st Year: Fall headcount; Annual full-time equivalent students (fiscal year); Annual number of graduates from the major (sequence), minor or certificate.

Number of Program Majors/Minors (Fall Headcount): 4
Annual Full-time-Equivalent Majors/Minors (Fiscal Year): 4
Annual Number of Degrees Awarded: 2

Associated notes (i.e. students will be in cohorts; all students will be part-time)

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Enrollment - 3rd Year If this form is being submitted for multiple programs provide one response if it pertains to all, or provide clearly labeled individual responses.

Provide the following for the 3rd Year: Fall headcount; Annual full-time equivalent students (fiscal year); Annual number of graduates from the major (sequence), minor or certificate.

Number of Program Majors/Minors (Fall Headcount): 15
Annual Full-time-Equivalent Majors/Minors (Fiscal Year): 15
Annual Number of Degrees Awarded: 3

Associated notes (i.e. students will be in cohorts; all students will be part-time)

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Enrollment - 5th Year If this form is being submitted for multiple programs provide one response if it pertains to all, or provide clearly labeled individual responses.

Provide the following for the 5th Year: Fall headcount; Annual full-time equivalent students (fiscal year); Annual number of graduates from the major (sequence), minor or certificate.

Number of Program Majors/Minors (Fall Headcount): 30
Annual Full-time-Equivalent Majors/Minors (Fiscal Year): 30
Annual Number of Degrees Awarded: 6

Associated notes (i.e. students will be in cohorts; all students will be part-time)

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Budget Rationale - document the department's capacity to implement and sustain the proposed major (sequence), minor, certificate

Is the unit's current operating budget (contractual, commodities, equipment, etc..) adequate to support the program when fully implemented? Provide explanation and source of any new funds being provided.

Yes, at the levels predicted above, the Department’s operating budget is sufficient. The primary new operating expense associated with this program would be in the form of “classroom” lab consumables and commodities. These supplies are acquired using the materials fees collected, which automatically scale based on the enrollment in the courses. No new courses are required for this program, and it uses existing facilities.

What impact will the new program have on faculty assignments in the department? Will current faculty be adequate to provide instruction for the new program?

There is no expected impact on faculty assignments. Current faculty will be adequate at the levels predicted above.

Will additional faculty need to be hired, either for the proposed program or for courses faculty of the new program would otherwise have taught? If yes, please indicate whether new faculty members will be full-time or part-time faculty, tenure track or non-tenure track faculty.

No new faculty are needed for the number of students predicted . If there is significantly more demand and interest, reevaluation of personnel needs will need to occur.

Will current staff be adequate to implement and maintain the new program? If “yes”, please explain. Will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

Yes, current staff will be adequate. The other goal of the new sequence is to encourage students to talk with faculty about possible careers to make the choice of sequence which does not increase advising load significantly.

Are the unit’s current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program? (For a new degree program describe in detail the facilities and equipment available to maintain high quality in this program including buildings, classrooms, office space, laboratories, equipment and other instructional technologies for the program).

The units current facilities are adequate to support the program with no need for renovation or new construction.

Are library resources adequate to support the program when fully implemented? Please elaborate.

Yes, as this is a new sequence within the major, the resources available to the current program align and support this program as well.

Are there any additional costs not addressed above?

No

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

No

If this is a graduate program, discuss the intended use of graduate assistantships and where the funding for assistantships would come from.

N/A

Estimated Costs - 1st, 3rd, and 5th Year

Operating (including but not limited to contractual, commodities, equipment, etc.). Identify for 1st, 3rd and 5th year

$0 for all years

Personnel - Faculty FTE. Identify for 1st, 3rd and 5th year.

$0 for all years

Faculty $. Identify for 1st, 3rd and 5th year.

$0 for all years

Other personnel costs (all staff, excluding faculty) $. Identify for 1st, 3rd and 5th year.

$0 for all years

Facilities (including but not limited to rental, maintenance, etc.) $. Identify for 1st, 3rd and 5th year.

$0 for all years

Other costs (itemized). Identify for 1st, 3rd and 5th year.

$0 for all years

Estimated Total 1st Year Other Costs in $

$0

Estimated Total 3rd Year Other Costs in $

$0

Estimated Total 5th Year Other Costs in $

$0

Add any additional documentation if needed.

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