



Alabama Commission on Higher Education

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New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

- ☒ New Program Proposal
- ☐ Business Plan (<https://www.ache.edu/index.php/forms/>)
- ☐ Undergraduate or Graduate Curriculum Plan (<https://www.ache.edu/index.php/forms/>)

Primary Contact Information

Institution: Alabama State University

Contact: Dr. Tanjula Petty

Title: Vice President for Institutional Effectiveness, Strategic Initiatives, and Transformation

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Telephone: 334-229-4232

Program Information

Date of Proposal Submission: Click or tap to enter a date.

Award Level: Doc Research (IPEDS 17)

Award Nomenclature (e.g., BS, MBA): Ph.D.

Field of Study/Program Title: Higher Education Administration

CIP Code (6-digit): 13.0406

Administration of the Program

Name of Dean: Anthony Broughton

Name of College/School: College of Education

Name of Chairperson: Dr. Everett Singleton

Name of Department/Division: Instructional Support Programs

Implementation Information

Proposed Program Implementation Date: 8/9/2027

Anticipated Date of Approval from Institutional Governing Board: 8/14/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 9/11/2026

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Notification

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):



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I. Program Description

A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

The University proposes the establishment of a Doctor of Philosophy (Ph.D.) in Higher Education Leadership to address Alabama's growing need for highly qualified leaders, researchers, and policy experts in postsecondary education. This research-intensive program will prepare graduates to advance institutional effectiveness, lead complex educational organizations, and contribute scholarly insights that strengthen the state's higher education ecosystem. Designed for aspiring senior administrators, faculty, and policy professionals, the curriculum emphasizes leadership, governance, finance, student success, and applied inquiry. The proposed program aligns with statewide workforce priorities, expands advanced educational opportunities for Alabama residents, and supports the development of a diverse pipeline of higher education scholars and practitioners.

B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. Responds to National Demand for Trained Higher Education Leaders:

As colleges and universities across the country confront leadership turnover, enrollment shifts, and increased accountability pressures, the program helps address a nationwide need for highly prepared administrators, faculty, and policy experts.

2. Advances National Research Capacity in Postsecondary Education:

By emphasizing rigorous, data-driven inquiry, the program contributes to the national knowledge base on student success, organizational effectiveness, equity, and policy innovation areas central to improving U.S. higher education outcomes.

3. Expands Access to Doctoral Education in a Specialized Field:

With the growing demand for Ph.D. programs in Higher Education Leadership nationwide, the proposed program increases geographic and academic access for students seeking specialized doctoral preparation without relocating or seeking costlier out-of-state options.

4. Aligns with National Priorities for College Completion, Equity, and Institutional

Performance: The curriculum's focus on leadership, governance, finance, institutional effectiveness, and supports state, federal, and national organizational priorities aimed at improving degree attainment, reducing inequities, and strengthening institutional accountability.



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5. **Builds on Established Academic Strengths and Professional Networks:** The university's existing doctoral programs and partnerships in education position it to launch a high-quality doctoral program that contributes meaningfully to national conversations on higher education administration, leadership, research, and policy.

C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths, and attach letters with the proposal at the end of this document.

1. National Survey of Student Engagement
2. Association For The Study of Higher Education

D. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Demonstrate advanced knowledge of higher education leadership, governance, policy, and organizational theory and apply this expertise to complex institutional and system-level challenges.
2. Conduct independent, rigorous, and ethical research using quantitative, qualitative, and mixed-method methodologies to address critical issues in postsecondary education.
3. Critically analyze and evaluate higher education policies, practices, and structures to propose evidence-based solutions that enhance student success, equity, and institutional effectiveness.
4. Communicate scholarly findings effectively through high-quality academic writing, presentations, and publications tailored to diverse professional, academic, and policy audiences.
5. Demonstrate the ability to design, implement, and assess strategic initiatives that strengthen institutional performance, resource management, and long-term organizational sustainability.
6. Exhibit advanced leadership competencies including strategic decision-making, ethical leadership, collaboration, and change management to effectively guide complex higher education organizations.



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7. Apply contemporary leadership theories and evidence-based practices to real-world institutional challenges, demonstrating the ability to lead diverse teams and drive organizational improvement in dynamic higher education environments.



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E. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
13.04	Higher Education Administration	Auburn University	The existing program operates solely in an in-person format and has not enrolled new students since Fall 2023. Given the evolving needs of working professionals and the demand for greater flexibility in doctoral study, a hybrid program model is essential to expand access and ensure the university can effectively serve a broader, contemporary student population.
13.04	Higher Education Administration	University of Alabama	The existing program is offered exclusively in an in-person format, which limits accessibility for working professionals and geographically dispersed students. As the demand for flexible, advanced graduate study continues to grow, a hybrid delivery model is essential to broaden participation and better meet the needs of today's higher education workforce

F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? **Yes** ☒ **No** ☐

If **yes**, please describe these relationships including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)

The proposed Ph.D. in Higher Education Leadership will leverage several existing strengths within the university's current doctoral programs in Educational Leadership, Policy, and Law. The new program will share foundational research, leadership, and policy courses that are already well-established and taught by experienced faculty with expertise in educational governance, organizational theory, and quantitative and qualitative inquiry. Faculty who currently teach in the Educational Leadership, Policy, and Law programs will also contribute to the new Ph.D. through instruction, dissertation committee service, advising, and research mentorship, ensuring efficient use of academic expertise.



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In addition, the program will utilize existing institutional resources, including classrooms, technology-enabled hybrid learning spaces, library services, and graduate student support offices. Staff who support the current doctoral programs such as academic advisors, administrative coordinators, and graduate program specialists will also provide services to students enrolled in the new Ph.D., allowing for operational efficiency and continuity of student support. Through these shared courses, facilities, faculty, and staff, the proposed program will integrate seamlessly with existing offerings while expanding the university's capacity to serve students pursuing advanced leadership roles in higher education.

If **not**, please describe how the institution plans to support a program unrelated to existing offerings.

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored? **Yes** ☒ **No** ☐

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:
The program has actively explored collaborations across the institution to strengthen academic quality and provide students with direct access to experienced higher education leaders. The university plans to engage executive-level administrators including vice presidents, deans, directors, and senior academic officers as adjunct faculty, dissertation committee members, and guest lecturers. These leaders will contribute specialized expertise in areas such as institutional governance, accreditation, budgeting, enrollment management, student success, and strategic planning.

By integrating these practitioners into the curriculum and research experiences, the program will offer students valuable real-world insights and mentorship while fostering stronger alignment between academic study and institutional practice. This collaborative approach not only enriches the educational experience but also leverages the university's existing leadership capacity to support a high-quality doctoral program.

Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored? **Yes** ☒ **No** ☐

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

The program has begun exploring collaborations with external partners to enhance academic quality, expand professional networking opportunities, and strengthen support for doctoral students. Through the university's eHBCU initiative and its affiliation with the Thurgood Marshall College Fund (TMCf), the proposed program will establish partnerships that provide students with access to national resources, leadership development programs, research opportunities, and professional networks across the HBCU community.

These partnerships will support guest lectures, practitioner panels, internship and fellowship pathways, and potential research collaborations focused on advancing equity and innovation



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in higher education. Additionally, eHBCU and TMCf affiliates may serve as mentors, advisors, or external dissertation committee members, offering doctoral students valuable perspectives grounded in real-world leadership and policy experience. Through these collaborative efforts, the program will extend its reach and strengthen its impact across the broader higher education landscape.

H. Programmatic Accreditation

Select the appropriate program accreditor from the drop-down menu below:

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?): N/A

I. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition: **Yes** ☐ **No** ☒

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

If **yes**, please explain:

Select the appropriate licensure body from the table below:

Choose an item.

Select the appropriate license from the table below:

Choose an item.

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation? **Yes** ☐ **No** ☒

If **yes**, please explain:

K. Admissions



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Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

Applicants to the Ph.D. in Higher Education Leadership must meet all institutional graduate admission standards and satisfy the following program-specific requirements: Candidates must hold a master's degree from an accredited institution with a minimum cumulative GPA of 2.5 on a 4.0 scale. Applicants must submit three professional letters of recommendation, official transcripts from all previously attended colleges and universities, and a personal statement outlining their academic preparation, professional goals, and interest in pursuing advanced study in higher education administration. These additional requirements ensure that applicants demonstrate adequate academic readiness and a strong commitment to doctoral-level work.



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L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment. **Hybrid**

Can students complete the entire degree program through distance education (100% online) based on the following definition? **Yes** ☒ **No** ☐

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an **Off-Campus Site Request** if new.

The Ph.D. in Higher Education Leadership will be housed on the University's main campus within the College of Education and delivered through a dedicated virtual instructional space. The program will not be offered at a satellite or off-campus physical location. Instruction, advising, and program activities will be coordinated through the College of Education using approved online learning platforms that support doctoral-level coursework, research collaboration, and student engagement.

Will more than 50% of this program be offered at an off-campus site(s) **Yes** ☐ **No** ☒

If **yes**, which sites?

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOC codes can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

SOC 1 (**required**): Education Administrators, Postsecondary - 11-9033.00

SOC 2 (optional): Education Teachers, Postsecondary - 25-1081.00

SOC 3 (optional):

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-



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Demand Occupations (<https://www.ache.edu/index.php/policy-guidance/>) or with emerging industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).

O. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

P. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27** and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).



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II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	3		3
	Part-Time Faculty	1		1
	Administration	1		1
	Support Staff	2		2
**New To Be Hired	Full-Time Faculty	2		2
	Part-Time Faculty	2		2
	Administration			
	Support Staff			
Personnel Total				11

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

The proposed Ph.D. in Higher Education Leadership will be supported by five full-time faculty members, consisting of three current full-time faculty, 1 current part-time and two additional full-time faculty to be hired, along with two part-time faculty who will provide specialized instructional support. This staffing model ensures sufficient faculty capacity to maintain curriculum quality, program integrity, and ongoing review consistent with Commission expectations for doctoral-level education.

The three current full-time faculty possess terminal degrees in Higher Education Leadership, Higher Education Administration, and closely related disciplines. They bring demonstrated expertise in higher education leadership, policy, governance, law, research methodology, and organizational change. These faculty have extensive experience teaching graduate and doctoral-level courses across multiple modalities and have supported graduate research, dissertation development, and scholarly dissemination. Their teaching assignments align directly with the proposed curriculum, ensuring strong coherence between faculty expertise and program coursework.

The planned addition of two full-time faculty members will further strengthen program capacity by expanding expertise in higher education leadership and research methodology, increasing dissertation chairing capacity, and ensuring appropriate faculty-to-student ratios as enrollment grows. These positions will be phased in beginning Year 3 of implementation: the three current full-time and one current part-time faculty are sufficient to deliver first-year coursework to the initial cohort in Year 2, and the new hires will onboard as the second cohort arrives and course offerings expand. These hires demonstrate the institution's



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commitment to sustaining a high-quality doctoral program and maintaining strong academic oversight.

Additionally, the program will hire **two part-time faculty members** with specialized expertise in areas such as higher education finance, policy, law, and student success. These part-time faculty will provide targeted instructional support and practitioner-based perspectives while core doctoral instruction, advising, and dissertation supervision remain anchored by full-time faculty. Consistent with the full-time hiring timeline, these part-time positions will also be phased in beginning Year 3, once course offerings expand beyond what current faculty deliver to the first cohort. This balanced approach ensures both program stability and curricular breadth.

Collectively, the five full-time faculty and two part-time faculty will provide sufficient instructional coverage, research mentorship, dissertation supervision, and program evaluation capacity. Administrative and support resources within the College of Education are also sufficient to support admissions, advising, program coordination, and ongoing assessment.

Based on the qualifications of current faculty and the planned addition of two full-time and two part-time faculty members, the institution has proposed a sufficient number of faculty to ensure high-quality curriculum delivery, program integrity, and continuous review for the proposed Ph.D. in Higher Education Leadership.

Note: Include *any new funds* designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits *should not be included* in the Business Plan.



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B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Travis Smith FT	Spring 2025- Present LPL 900 Dissertation Fall 2024 LPL 901 Dissertation Writing Fall 2026 LPL 700 Leadership Studies Spring 2025 LPL 720 Policy, Planning, & Change Fall 2026 LPL 750 Constitutional Law Summer 2025 LPL 760 Social & Ethical Issues in Education	Ph.D. Educational Leadership in Higher Education (Clemson University)	Dr. Smith has experience teaching IP, OL, and HY at Clemson University, University of Florida, Auburn University, and Alabama State University.
Kamia Slaughter	Fall 2025 LPL 710 Curriculum Planning and Evaluation Fall 2025 860 Research in Adult Learning Fall 2025 LPL 870 Writing for publication Spring 2026 LPL 720 Policy, planning, and change Spring 2026 LPL 725 decision making Spring 2026 LPL 875research dissemination	Ph.D. Higher Education Administration (Auburn University)	Dr. Slaughter has experience teaching IP, OL, and HY at Indiana University and Alabama State University.
Kimberly King-Jupiter	Summer 2025 LPL 780 Qualitative Analysis Summer 2025 LPL 735 Educational Policy Summer2025 LPL 840 Advance Qualitative Research Fall 2025 LPL 730 Public Policy Spring 2026 LPL 800 Field Applications	Ph.D. History, Philosophy, and Policy Studies; concentrations in higher education administration and international and comparative education (Indiana University)	Dr. King-Jupiter has experience teaching IP, OL, and HY at Auburn University, Albany State University, Tennessee State University, and Alabama State university.
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
FT	LPL 706 Organization Theory in Higher Education; LPL 740 Governance in Higher Ed; LPL 751 History of Higher Ed	Ph.D. in Higher Education Leadership, Higher Education Administration, or a closely related field	Doctoral-level teaching experience; qualified to chair and serve on dissertation committees
FT	LPL 770 Introduction to Systematic Inquiry; LPL 775 Introduction to Quantitative Research Design and Statistics; LPL 785 Multivariate Analysis	Ph.D. in Education, Educational Psychology, or a related field with strong quantitative/methodological training	Doctoral-level research methods teaching experience; dissertation committee service
PT	LPL 715 Fiscal Leadership	Ph.D./Ed.D. or terminal degree in higher education finance, business administration, or public administration	Practitioner experience in institutional finance or budgeting
PT	LPL 755 Personnel and Liability Issues; LPL 803 Field Applications of Research	J.D., Ph.D., or Ed.D. with expertise in higher education law, policy, or human resources	Practitioner experience in higher education HR, compliance, or law

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site



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C. Equipment

Will any special equipment be needed specifically for this program? Yes ☐ No ☒

If **yes**, list the special equipment and include all special equipment costs in the **Business Plan, Line 8**:

D. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program? Yes ☐ No ☒

If **yes**, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the **Business Plan, Line 9**:

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program? Yes ☐ No ☒

If **yes**, provide the number of assistantships to be offered and include all *new* costs for assistantships in the **Business Plan, Line 10**.

Explain the function of the Assistantships (i.e., teaching, research, etc.):

F. Library

Will any **additional** library resources be purchased to support the program? Yes ☐ No ☒

If **yes**, briefly describe new resources to be purchased and include the cost of new library resources in the **Business Plan, Line 11**:

G. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the **Business Plan, Line 12** and itemize and explain below:

H. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the **Business Plan, Line 13** and explain below:



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III. Program Revenue and Funding

- A. Tuition Revenue:** Please describe how you calculated the tuition revenue that appears in the **Business Plan, Line 17**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

Note: Tuition Revenue should be proportional to total enrollment.

Tuition revenue was calculated on a per-credit-hour basis. Students take 9 credit hours per semester at \$477 per credit hour, across three semesters (Fall, Spring, and Summer) per year, consistent with the program's curriculum plan, for an annual tuition rate of \$12,879 per student ($\$477 \times 9 \times 3$). This per-student rate is multiplied by the Total Enrollment Headcount for each year (Business Plan, Line 26) to calculate the tuition revenue reported in Line 17, so revenue scales directly and proportionally with enrollment. Year 1 reflects \$0 in tuition revenue because no enrollment data is available for that year.

This calculation does not distinguish between resident and non-resident tuition rates; only a single flat per-credit-hour rate was provided, so it is applied uniformly to all projected students.

- B. External Funding:** Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? **Yes** ☐ **No** ☒

If **yes**, please include all external funding in the **Business Plan, Line 18** and explain specific sources and funding below:

- C. Reallocations:** For each year will tuition revenue and/or external funding cover projected expenses? **Yes** ☒ **No** ☐

If **not**, budget reallocation may be required. Please include all reallocations in the **Business Plan, Line 19** and describe below how your institution will cover any shortfalls in any given year.

No budget reallocation is required. New personnel costs are phased to begin in Year 3 (see Business Plan, Line 7, and Section II.A), once the current full-time and part-time faculty have delivered first-year coursework to the initial Year 2 cohort. As a result, projected expenses are \$0 in Years 1 and 2, and tuition revenue exceeds projected expenses in every year from Year 2 forward, including on a cumulative basis over the full seven-year period.

1	ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
2	INSTITUTION:	Alabama State University							
3	PROGRAM NAME:	Higher Education Leadership					CIP CODE:	13.0406	
4	SELECT LEVEL:	GRADUATE (DOCTORATE)							
5	ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
6		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
7	PERSONNEL SALARIES & BENEFITS	\$0	\$0	\$204,000	\$204,000	\$204,000	\$204,000	\$204,000	\$1,020,000
8	EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	LIBRARY								\$0
12	ACCREDITATION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	OTHER COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	TOTAL EXPENSES	\$0	\$0	\$204,000	\$204,000	\$204,000	\$204,000	\$204,000	\$1,020,000
15	*NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT								
16		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
17	TUITION + FEES	\$0	\$193,185	\$399,249	\$579,555	\$721,224	\$850,014	\$953,046	\$3,696,273
18	EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	TOTAL REVENUES	\$0	\$193,185	\$399,249	\$579,555	\$721,224	\$850,014	\$953,046	\$3,696,273
21	ENROLLMENT PROJECTIONS								
22									
23		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
24	FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	15	31	45	56	66	74	47.83
25	PART-TIME ENROLLMENT HEADCOUNT								0.00
26	TOTAL ENROLLMENT HEADCOUNT		15	31	45	56	66	74	47.83
27	NEW ENROLLMENT HEADCOUNT		15	16	14	11	13	13	13.67
28	Validation of Enrollment			YES	YES	YES	YES	YES	
29	DEGREE COMPLETION PROJECTIONS								
30	Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.								
31		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
32	DEGREE COMPLETION PROJECTIONS	No data reporting	0	0	0	3	5	6	4.67

Graduate Curriculum Overview

Graduate Curriculum Checklist: Ph.D. in Higher Education Leadership

- 1. Overview ☐
- 2. Components ☐
- 3. Options (as required) ☐

1. Graduate Overview

Enter the credit hour value for all applicable components (N/A if not applicable).
The credit hours **MUST** match the credit hours in the Curriculum Components table.

Curriculum Overview of Proposed Program	
Credit hours required in Program Courses	54
Credit hours in Program Options (concentrations/specializations/tracks)	
Credit hours in Program Electives	
Credit hours in Required Thesis/Research	15
Credit hours in Required Capstone/Internship/Practicum	
Total Credit Hours Required for Completion:	69

Maximum number of credits that can be transferred in from another institution and applied to the program:	6
Intended program duration in semesters for full-time students:	9
Intended program duration in semesters for part-time students:	12

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?

YES ☐ NO ☒

If **yes**, please explain (i.e., number of hours required, etc.):

Does the program include any concentrations/ tracks/ options?

YES ☐ NO ☒

If **yes**, please explain (i.e., define):

2. Graduate Components

Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows as Needed				
Institution:	Alabama State University			
Program Name:	Ph.D. in Higher Education Leadership			
Program Level:	GRADUATE (DOCTORATE)			
Curriculum Components of Proposed Program				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Program Courses		54		
LPL 700	Leadership Studies	3		
LPL 751	History of Higher Ed	3	Y	
LPL 770	Introduction to Systematic Inquiry	3	Y	
LPL 860	Theory and Research in Adult Learning	3		
LPL 740	Governance in Higher Ed	3	Y	
LPL 780	Qualitative Analysis (Intro to Qualitative Research	3		
LPL 706	Organization Theory in Higher Education	3	Y	
LPL 775	Introduction to Quantitative Research Design and Statistics	3		
LPL 715	Fiscal Leadership	3		
LPL 760	Social and Ethical Issues in Education	3		
LPL 840	Advanced Qualitative Research	3		
LPL 735	Educational Policy	3		
LPL 710	Curriculum, Planning, and Evaluation	3		
LPL 785	Multivariate Analysis	3		
LPL 755	Personnel and Liability Issues	3		
LPL 803	Field Applications of Research	3		Y
LPL 735	Educational Policy	3		
LPL 875	Dissertation Dissemination	3		
Program Options (enter total credit hours from all options below)		0		
Program Electives		0		
Required Thesis/Research		15		
LPL 900	Dissertation	9		
LPL 900	Dissertation	3		
LPL 900	Dissertation	3		
Capstone/Internship/Practicum		0		
Total Credit Hours Required for Completion:		69		