NOTIFICATION OF INTENT TO SUBMIT A PROPOSAL (NISP)
FOR A NEW PROGRAM OF INSTRUCTION

1. Institution: Troy University

2. Date of NISP Submission: August 20, 2023

3. Contact Person and Title: Dr. Mary Anne Templeton
   Telephone: (334) 670 – 3189
   E-mail: mtempleton@troy.edu

4. Program Identification:
   Award Level: Bachelor of Science
   Title: BS in Sports Coaching
   Degree nomenclature (e.g., MBA, BS): BS (Bachelor of Science)
   6-digit CIP: 36.0108 (Sports & Exercise)

5. Program Administration and Implementation:
   Name of College/ School: College of Health & Human Services
   Name of Dean: Dr. LaGary Carter
   Name of Department: Department of Kinesiology & Health Promotion
   Name of Chairperson: Dr. J. Brandon Sluder

   Proposed program implementation date: Fall 2024
   Anticipated ACHE meeting to vote on proposal: December 2023
   Anticipated date of approval from institutional governing board: August 2023
   Other considerations for timing and approval (e.g., upcoming SACSCOC review):
6. Program Design:

Brief Description of Program and Objectives:

The B.S. in Sports Coaching is a degree tailored specifically to prepare sports coaches at all levels from youth to professional levels encompassing travel, club, youth, high school, collegiate and professional sports. This program will seek accreditation by the National Council for Accreditation of Coaching (NCACE), an organization that promotes and facilitates coaching competence and accredits coaching education programs that meet robust standards. This program’s vigorous curriculum includes training that will lead to Coaching Level 1 and Coaching Level II interscholastic certification from the National Federation of State High School Associations (NFHS) at the completion of the degree.

The highly tailored program features professional faculty from various backgrounds and builds skills in communication, cultural competency, collaborative practice, analytical thinking, leadership and teamwork. Students will use the tailored program to meet the growing needs of the job market in the growing field of sports coaching.

Objectives: Guided by National Standards for Sport Coaches (SHAPE America)

- Students will set vision, goals, and standards for their sport program.
- Students will engage in and support ethical practices
- Students will build positive relationships
- Students will develop a safe sport environment
- Students will create a positive and inclusive sport environment
- Students will conduct safe practices and prepare for competition
- Students will teach, assess, and adapt
- Students will strive for continuous improvement

Proposed delivery format (100% in-person, 100% online, hybrid, multiple formats):

If hybrid, what % of program will be delivered online?
If multiple formats, which ones?
The program will be 100% Online

Total Credit Hours required to complete the program (if range, enter minimum):

120 Credit Hours

Please identify any specialized accreditation agency that may apply to this program and explain why your institution does or does not intend to seek specialized accreditation.

This program will seek accreditation by the National Council for Accreditation of Coaching (NCACE), an organization that promotes and facilitates coaching competence
and accredits coaching education programs that meet robust standards. You can receive “Recognition” by NCACE or full “accreditation”. We will seek accreditation in order to set ourselves apart from other programs and align ourselves with the national coaching standards that leads to NCACE accreditation derived from SHAPE America.

Will the curriculum require work-based or experiential learning (internship, practicum, etc.)? If yes, please explain. Definitions and examples of different types of work-based learning are available at https://www.alapprentice.org/.

The curriculum requires a 12 hour (full semester) internship in the sport of interest of the student led by a professional in the designated area of interest. The internship will provide work-based learning and/or experiential learning to provide the student knowledge of their selected area of interest.

Will the program be designed to meet educational requirements licensure and/or certification required for entry-level employment? If yes, please list license and/or certification(s).

This program’s vigorous curriculum includes training that will lead to Coaching Level 1 and Coaching Level II interscholastic certification from the National Federation of State High School Associations (NFHS) at the completion of the degree.

7. Employment Occupational Alignment

Using the federal Standard Occupational Code (SOC) System, please indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17. A list of Alabama’s “In-Demand Occupations” is available at https://ache.edu/Instruction.aspx

SOC 1   Coaches and Scouts (27-2022.00)
SOC 2   Athletes, Coaches, Umpires, and Related Workers (27-2020)
SOC 3   Fitness and Wellness Coordinators (11-9179.01)

8. Relationship to other programs within the institution:

Is the proposed program associated with any existing offerings, including options within current degree programs? If yes, please explain. If this is a graduate
program, please list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master’s programs.

The program only associates with the current coaching minor that is offered in the department of Kinesiology and Health Promotion. The coaching minor is 18 hours and the proposed sport coaching major is 120 hours.

Will this program replace any existing programs or specializations, options, or concentrations within existing programs? If yes, please explain.

N/A

9. Relationship to programs at other Alabama public institutions:
List programs at the same degree level that use the same or similar CIP codes. If no similar programs exist within Alabama, please list similar programs offered within the 16 SREB states.

The only other similar program in the nation that offers a Bachelor of Science in Sport Coaching is at the United States Sports Academy in Daphne, Alabama (which is a private institution).

If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, please provide justification for any potential duplication.

N/A

If you plan to explore program collaboration with other institutions, please explain.

N/A

10. Projected program demand
What is the primary methodology you will use to determine the level of student demand for this program? (Survey of current or former students, enrollments in existing programs or courses)

We have implemented a survey of all current coaching minors as well as majors in the department of Kinesiology and Health promotion. The results of the survey is below.
Out of **58** respondents (all of which are currently completing the requirements for other majors) **20** answered YES *(37%)* that they would be interested in pursuing a BS in sport coaching if we had the degree. Keeping in mind all of these students are currently in other majors at various stages of completion. Half of which hold a coaching minor. Detailed breakdown is below.

I am currently in the coaching minor offered through KHP and I would be interested in a Sport Coaching Major (Bachelors of Science in Sports Coaching) if offered.
YES - 4
NO - 26
MAYBE - 0

I am in a different major but would be interested in the sport coaching major (BS) should it be available through Troy Online.
YES - 16
NO - 12
MAYBE – 0

**What is the primary methodology you will use to determine state need for this program? (Labor market information, expert market analysis, state or regional economic development strategy)**

We utilized the Bureau of Labor Statistics Occupational Outlook for Sports Coaching. The results are below.

**National**

**Pay**

The median annual wage for coaches was $38,970 in May 2021.

**Job Outlook**

Employment of coaches is projected to grow 20 percent from 2021 to 2031, much faster than the average for all occupations.

About 39,900 openings for coaches are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
Coaches typically do the following:

- Plan, organize, and conduct practice sessions
- Analyze the strengths and weaknesses of individual athletes and opposing teams
- Plan strategies and choose team members for each competition
- Direct, encourage, and motivate athletes to prepare them for competitions
- Call plays and make decisions about strategy and athlete substitutions during competitions
- Plan and direct physical conditioning programs that enable athletes to reach maximum performance
- Instruct athletes on proper techniques, strategies, sportsmanship, and the rules of the sport
- Keep records of athletes’ and opponents’ performances
- Identify and recruit potential athletes
- Arrange for and offer incentives to prospective players

Coaches teach amateur and professional athletes the fundamental skills of individual and team sports. They hold practice and training sessions to improve the athletes’ form, skills, and stamina. Along with refining athletes’ individual skills, coaches are responsible for instilling the importance of good sportsmanship, a competitive spirit, and teamwork.

Many coaches evaluate their opponents to determine strategies and to establish particular plays to practice. During competition, coaches call specific plays intended to defeat, surprise, or overpower the opponent, and they also may substitute players to get optimum team chemistry and success.

Some high school coaches are teachers or school administrators who supplement their income by coaching part time.

Coaches may assign specific drills and correct athletes’ techniques. They may spend their time working one-on-one with athletes, designing customized training programs. Coaches also may specialize in teaching the skills of an individual sport, such as golf, ice skating, or tennis. Some coaches, such as baseball coaches, may teach individual athletes involved in team sports.

**Work Environment**

Coaches provide direction, encouragement, and motivation to athletes.

Coaches held about 244,300 jobs in 2021. The largest employers of coaches were as follows:

<table>
<thead>
<tr>
<th>Employer Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges, universities, and professional schools; state, local, and private</td>
</tr>
<tr>
<td>Arts, entertainment, and recreation</td>
</tr>
<tr>
<td>Elementary and secondary schools; state, local, and private</td>
</tr>
<tr>
<td>Self-employed workers</td>
</tr>
</tbody>
</table>
Pay

Coaches and Scouts

Median annual wages, May 2021

Entertainers and performers, sports and related workers  $49,470
Total, all occupations  $45,760
Coaches  $38,970

Note: All Occupations includes all occupations in the U.S. Economy.

The median annual wage for coaches was $38,970 in May 2021. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $22,200, and the highest 10 percent earned more than $80,720.

In May 2021, the median annual wages for coaches in the top industries in which they worked were as follows:

Colleges, universities, and professional schools; state, local, and private $48,710
Arts, entertainment, and recreation 46,910
Elementary and secondary schools; state, local, and private 37,850

Job Outlook

Coaches

Percent change in employment, projected 2021-31

Coaches 20%
Entertainers and performers, sports and related workers 13%
Total, all occupations 5%

Note: All Occupations includes all occupations in the U.S. Economy.

Employment of coaches is projected to grow 20 percent from 2021 to 2031, much faster.
than the average for all occupations.

About 39,900 openings for coaches are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

**Employment**

Much of the projected employment growth in this occupation is due to recovery from the COVID-19 recession of 2020 and is likely to occur early in the projections decade.

The growing interest in college sports, professional sports, and sports recreation instruction will increase demand for coaches. Colleges must attract the best athletes to remain competitive. Successful teams help colleges enhance their reputation, recruit future students, and raise donations from alumni. Therefore, colleges will rely on scouts to recruit the best high school athletes.

Geographic shifts in population may lead to an increase in the number of professional sports teams. Some professional sports leagues may expand to new cities in the United States, forming new teams and job opportunities for prospective coaches and scouts.

Growth in the demand for sports instruction is expected to rise, as concerns about lack of physical activity continue to be a focus for the public.
PROPOSAL FOR A NEW DEGREE PROGRAM (Part 1: Proposal)

1. Date of Proposal Submission: August 20, 2023

   Full program name and level: Bachelor of Science in Sports Coaching

   Degree nomenclature (e.g., MBA, BS): BS

   CIP Code: 36.0108 (Sports & Exercise)

2. Learning Outcomes:

   Succinctly list at least four (4) but no more than seven (7) of the most prominent student learning outcomes of the program.

   i. Students will set vision, goals, and standards for their sport program
   ii. Students will engage in and support ethical practices
   iii. Students will Develop a safe sport environment
   iv. Students will Create a positive and inclusive sport environment
   v. Students will conduct safe practices and prepare for competition
   vi. Students will teach, assess, and adapt
   vii. Students will strive for continuous improvement

3. Employment Outcomes and Program Demand

   Please describe how the proposed program prepares graduates to seek employment in the occupations (SOC codes) identified within the NISP. Note: you may also indicate any updates to those codes here.

   SOC 1 Coaches and Scouts (27-2022.00)
   SOC 2 Athletes, Coaches, Umpires, and Related Workers (27-2020)
   SOC 3 Fitness and Wellness Coordinators (11-9179.01)
The rigorous curriculum will train prospective coaches in the areas of nutrition, leadership, psychology, health, fitness, weight training, wellness, ethics, statistics, specific sports coaching fields, and sports officiating. This NCACE accredited program will lead to level I and Level II NFHS interscholastic Coaching Certifications. With the strong curriculum and certifications, this will prepare students to immediately enter the coaching field or pursue a graduate degree in coaching and related fields.

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

In many of the coaching related occupations, a bachelor degree is all that is needed to enter the coaching field. However, in some cases a masters may be preferred or required for college coaching specifically.

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, you should discuss alignment with Alabama’s Statewide or Regional Lists of In-Demand Occupations (available at https://ache.edu/Instruction.aspx under “Policy/Guidance”) or with emerging industries as identified by Alabama’s Innovation Commission or the Economic Development Partnership of Alabama (EDPA).

Through preparation in the BS in Sports Coaching, an individual in the state of Alabama can go into youth (club/travel), high school (private/club/travel), collegiate, and professional coaching as well as personal training. With the every growing popularity of sports in the United States (and Alabama), sports coaching positions are more rapidly becoming available. Over 20% expected growth over the next 10 years.

Please describe how you will determine whether graduates are successful in obtaining relevant employment or pursuing further study.

The program culminates in an internship. Once the student successfully completes their internship the Sports Coaching Program Coordinator will follow up with that individual on their career and include them in a database that is updated annually. Through annual communication and invitations to departmental/college events we will establish long lasting relationship with our students.

Briefly describe evidence of student demand for the program, including enrollments in related coursework at your institution if applicable. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.
We implemented a survey of all current coaching minors as well as majors in the department of Kinesiology and Health promotion. Out of 58 respondents (all of which are currently completing the requirements for other majors) 20 answered YES (37%) that they would be interested in pursuing a BS in sport coaching if we had the degree. Keeping in mind all of these students are currently in other majors at various stages of completion. Half of which hold a coaching minor.

4. Specific Rationale (Strengths) for Program

What is the specific rationale for recommending approval of this proposal? List 3-5 strengths of the proposed program.

i. It will be one of two programs in the nation at the Bachelors level.

ii. It will be accredited by NCACE and result in certifications through NFHS at degree completion.

iii. It offers the “pure coach” an avenue of study specifically designed for them. Currently most coaches get their degree in PE teaching, sport management, etc. While these other degrees are relevant to coaching, they aren’t tailored specifically for coaches.

iv. It will be offered 100% online delivery to allow for maximum flexibility.

v. The degree will culminate in a semester long internship in the sport area of choice for the student to learn under a professional.

Please list any external entities that have supplied letters of support attesting to the program’s strengths, and attach letters with the proposal.

NA

5. Program Resource Requirements

A. Faculty. Please provide or attach a brief summary of primary and support faculty that includes their qualifications specific to the program proposal. Note: Institutions must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active, but you do not need to submit CVs with this proposal.
Please provide faculty counts for the proposed program:

<table>
<thead>
<tr>
<th>Status</th>
<th>Faculty Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
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<tr>
<td>Current Full-Time</td>
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<tr>
<td>Current Part-Time</td>
<td>2</td>
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<tr>
<td>Additional Full-Time (to be hired)</td>
<td>0</td>
</tr>
<tr>
<td>Additional Part-Time (to be hired)</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Annual compensation costs for additional faculty to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3. Salary/benefits for current faculty should not be included.

**Briefly describe the qualifications of any new faculty to be hired:**

N/A no new faculty are necessary

**B. Staff.** Will the program require dedicated staff?  
☐ Yes  ☒ No

If so, indicate the number or percentage of FTEs.

Note: Annual compensation costs for staff to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

**C. Equipment.** Will any special equipment be needed specifically for this program?  
☐ Yes  ☒ No

If yes, please list. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

**D. Facilities.** Will any new facilities be required specifically for the program?  
☐ Yes  ☒ No

If yes, please list. Only new facilities need be listed. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

**E. Library.** Will additional library resources be required to support the program?
Please provide a brief description of the current status of the library collections supporting the proposed program.

We have a full Library dedicated to serving the needs of students, faculty and staff at Troy University.

If yes, please briefly describe how any deficiencies will be remedied, and include the cost in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table.

F. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

☐ Yes  ☒ No

If “Yes”, how many assistantships will be offered?  

The expenses associated with any *new* assistantships should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

G. Other. Please explain any other costs to be incurred with program implementation, including lab start-up expenses or specialized accreditation costs. Be sure to note these on the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

the National Council for Accreditation of Coaching (NCACE) will be the only additional expense at $4,500 initial accreditation and then $250 annual membership for five years = $5,750 over 5 years.
Name of Proposed Program:

Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

| Credit hours required in program courses | 61 |
| Credit hours in general education or core curriculum | 59 |
| Credit hours required in support courses | 15 |
| Credit hours in required or free electives | 0 |
| Credit hours in required research | 0 |
| Total credit hours required for completion | 120 |

Maximum number of credits that can be transferred in from another institution and applied to the program:

30 hours?

Intended program duration in semesters for full-time students:

4 total years or 12 semesters (fall/spring/summer) or (5 Terms a year 100% Online)

Intended program duration in semesters for part-time students:

5-6 years or 15-18 semesters (fall/spring/summer) or (5 Terms a year 100% Online)

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, through structured work-based learning with an employer partner, or through alignment with nationally recognized industry standards? If yes, please explain how these components fit with the required coursework.

This program will require students to complete Coaching Level I and Coaching Level II Interscholastic certifications through NFHS. These certification classes will be imbedded in the Coaching Level I and Coaching Level II courses within the curriculum.

Does the program include any options/concentrations? If yes, please give an overview of the options, and identify the courses for each in the table below.

N/A

Please indicate any prior education or work experience required for acceptance into the program:
Describe any other special admissions or curricular requirements for the program:

N/A

Please complete the table below indicating all coursework for the proposed program, identifying any new courses developed for the program, along with courses associated with each option as applicable. Include the course number, and number of credits. Coursework listed should total the number of hours required to complete the program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Number of Credit Hours</th>
<th>* If New Course</th>
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<tbody>
<tr>
<td>Eng 1101 Composition and Modern English I</td>
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<tr>
<td>Eng 1102 Composition and Modern English II</td>
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<td></td>
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<td>1000-2000 level Literature</td>
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<td></td>
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<tr>
<td>1000-2000 level Fine arts (art, music, film, etc.)</td>
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<tr>
<td>1000-2000 level humanities/fine arts</td>
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<td>MTH 1112 Pre-calculus Algebra</td>
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<td>Bio 1100 Principals of Biology</td>
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<td>Bio L100 Principals of Biology Lab</td>
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<td>LDR 1100 Introduction to Leadership</td>
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<td>IS 2241 Computer Concepts and Applications</td>
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<td>PSY 2210 Developmental Psychology</td>
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<td>KHP 2240 Personal and Community Health</td>
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<td>KHP 2251 Instructional &amp; Theoretical Practices in P.E.</td>
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<td>Testing and Statistical Interpretation</td>
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<td>KHP 4427</td>
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# NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION:** Troy University  
**PROGRAM:** BS in Sports Coaching  
**Select Level:** Bachelor's

## ESTIMATED "NEW" EXPENSES TO IMPLEMENT PROPOSED PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
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<td>250</td>
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<td>10250</td>
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## "NEW" REVENUES AVAILABLE FOR PROGRAM SUPPORT

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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</tr>
</thead>
<tbody>
<tr>
<td>REALLOCATIONS</td>
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<tr>
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</table>

## ENROLLMENT PROJECTIONS

**Note:** “New Enrollment Headcount” is defined as unduplicated counts across years.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL-TIME HEADCOUNT</td>
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<td>12</td>
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<tr>
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<td>19</td>
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<tr>
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<td>12</td>
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</tbody>
</table>

## DEGREE COMPLETION PROJECTIONS

**Note:** Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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