



JIMMY H. BAKER
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Proposal for a New Degree Program

I. Information and Rationale

A. Primary Contact Information

Institution: Reid State Technical College

Contact: Ginger Glass

Title: Dean of Instruction

Email: gglass@rst.edu

Telephone: 251-578-1313, ext 141

B. Program Information

Date of Proposal Submission: 6/20/2025

Award Level: Associate's Degree

Award Nomenclature (e.g., BS, MBA): AA

Field of Study/Program Title: Academic Transfer

CIP Code (6-digit): 24.0101

Number of Hours in Program: 64

Is a STC or full CER requested. Yes or No. If yes, Please include separate request for both.

C. Implementation Information

Proposed Program Implementation Date: 1/1/2026

Anticipated Date of Approval from Institutional Governing Board: 12/17/2025

Anticipated Date of ACHE Meeting to Vote on Proposal: [Click or tap to enter a date.](#)

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

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

D. Specific Rationale (Strengths) for the Program

List 3 – 5 strengths of the proposed program as specific rationale for recommending approval of this proposal.

- Building a broad knowledge base: Gen ed requirements ensure students gain a foundational understanding across diverse disciplines like humanities, social sciences, math, and science.
- Developing transferable skills: General education courses cultivate critical thinking, communication, problem-solving, and adaptability – skills highly valued by employers, regardless of specialization.
- Enhancing employability: These skills make graduates more adaptable and versatile in the job market, increasing their ability to switch careers or take on diverse roles.



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- Preparing for leadership and advanced studies: Gen ed fosters critical thinking, communication, and a broader perspective valuable for both leadership roles and graduate studies.
- Promoting personal growth: General education encourages exploration of interests, broadens worldviews, and promotes lifelong learning, contributing to overall fulfillment. 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.
- While many AA graduates continue their education, the degree also provides a solid foundation for entry-level positions in various fields.
- These include areas like social services, business, retail, and more.
- AA degrees can also help individuals advance in their current careers, especially if their employers require postsecondary education.
- An AA degree can open doors to entry-level jobs in diverse fields like social services, business, and retail.
- It can also help individuals advance in their current careers, especially if their employers require postsecondary education.
- Some possible career paths with an AA degree include administrative assistant, customer service representative, and social and human service assistant.

II. Background with Context

A. Concise Program Description

An Associate of Arts (AA) degree is a two-year associate degree program, typically offered at community colleges, that provides a strong foundation in the liberal arts and humanities.

B. Student Learning Outcomes

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

Student learning outcomes for an Associate of Arts (AA) degree are designed to equip graduates with a broad foundation in the liberal arts and humanities, preparing them for transfer to a bachelor's degree program or entry-level careers. These outcomes emphasize critical thinking, effective communication, and cultural understanding.

Here are some common student learning outcomes for an AA degree:

Communication Skills: Graduates should be able to communicate effectively in both written and verbal formats for various audiences and purposes, including clear and coherent presentations. They should also practice active listening and respectful interpersonal communication.



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Critical Thinking and Problem Solving: Graduates are expected to apply critical and creative thinking across disciplines, analyze and evaluate information, and use this to solve problems and make decisions. They should also be able to analyze quantitative data.

Cultural Awareness and Social Responsibility: Outcomes often include recognizing diversity and inclusion through the study of various perspectives and engaging with global and local issues with cultural sensitivity. Recognizing civic and ethical responsibilities is also a key outcome.

Quantitative Reasoning: Graduates should be able to apply quantitative methods, perform accurate calculations, and use mathematical reasoning to solve problems.

Lifelong Learning: Outcomes often involve connecting academic learning to professional goals and developing attitudes like curiosity, adaptability, and self-evaluation for continuous learning.

C. Administration of the Program

Name of Dean and College: Ginger Glass

Name of Department/Division: Academics

Name of Chairperson: Steven Preyear

D. 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
24.0101	Associate in Arts	This degree is offered at all institutions in the Alabama Community College System except Ingram State Technical College and the Alabama Technology Network	There are no similar programs in the College's service area



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E. Relationship to Existing Programs within the Institution

1. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? Yes ☐ No ☒

(Related Degree Program Level)	Related Degree Program Title	Explanation of the Relationship Between the Programs

2. Will this program replace any existing programs or specializations, options, or concentrations? Yes ☐ No ☒

3. Will the program compete with any current internal offerings? Yes ☐ No ☒

This program will provide the general education courses required for degree completion. The Associate in Science degree program will provide curricula that enable students to enter four-year institutions of their choice as a junior.

F. Collaboration

Have collaborations with other institutions or external entities been explored? Yes ☐ No ☒

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

Have any collaborations within your institution been explored? Yes ☐ No ☒

G. Specialized Accreditation

1. Will this program have any external accreditation requirements in addition to the institution's SACSCOC program requirements? Yes ☒ No ☒

If yes, list the name(s) of the specialized accrediting organization(s) and the anticipated timeframe of the application process.

The college is required to submit a substantive change proposal The proposal will be submitted to SACSCOC by July 1, 2025 and approved by December 2025.

2. Does your institution intend to pursue any other non-required accrediting organizations for the program? Yes ☐ No ☒



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None is required for this program

Note: Check *No* to indicate that non-required external accreditation will not be pursued, which requires no explanation.

H. Admissions

Will this program have any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level? **Yes** ☐ **No** ☒

There are no admission or selection criteria unique for this degree. All students who are accepted for admission at the College are eligible to declare this degree as their major. The admission, grading, graduation, transcript, and transfer policies of students will not change; all students will follow the college academic policies detailed in the catalog. The nature of the support services will inherently be the same; as the program grows, personnel will be increased to accommodate student advisement and support.

I. Mode of Delivery

Provide the planned delivery format(s) (*i.e.*, in-person, online, hybrid) of the program as defined in policy along with the planned location(s) at which the program will be delivered (*i.e.*, on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

Hybrid delivery of courses. The college is working toward increasing the course offerings via distance learning.

J. Projected Program Demand (Student Demand)

Briefly describe the primary method(s) used to determine the level of student demand for this program using evidence, such as enrollments in related coursework at the institution, or a survey of student interest conducted (indicate the survey instrument used), number and percentage of respondents, and summary of results.

Reid State Technical College's expansion to offer Associate in Arts (AA) and Associate in Science (AS) degrees is a strategic response to the educational, economic, and workforce development needs of its service area—Conecuh, Monroe, Escambia, Wilcox, and Butler counties in Alabama.

Continued Popularity at Community Colleges:

- Liberal arts and sciences (including general studies and humanities) are the most popular field of study for associate degree programs, accounting for a significant share of all associate degrees awarded.
- Community colleges see a high concentration of students pursuing AA degrees as they offer a cost-effective and accessible pathway to higher education

Focus on Transfer:

- Many students choose an AA degree with the goal of transferring to a four-year university to complete a bachelor's degree.



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- AA programs provide a strong foundation in general education and introductory courses that typically transfer seamlessly into bachelor's degree programs, allowing students to save time and money on their overall education.

Interest in Liberal Arts and Humanities:

- Despite some declines in bachelor's degree completion in humanities, the number and share of AA degrees awarded in humanities and liberal arts fields have risen at community colleges.
- This indicates continued student interest in the broad-based education and development of skills like communication, critical thinking, and cultural awareness that AA programs offer.
- The AA degree remains a popular choice for students seeking a liberal arts education and a pathway to a bachelor's degree, especially at community colleges, despite recent trends suggesting a preference for shorter-term credentials like certificates

Labor Market and Economic Needs

- High Underemployment and Workforce Gaps: Counties like Wilcox (7.9% unemployment) and Monroe (4.5%) face significant underemployment. Many residents commute out of their counties for work, indicating a mismatch between local job opportunities and workforce skills.
- Economic Development Goals: Regional strategies emphasize the need for a skilled, educated workforce to attract and retain businesses. Conecuh County, for example, is focusing on workforce development as a key pillar of its economic revitalization

Educational Attainment and Access

- Low Degree Attainment: In Conecuh County, only 8% of adults hold an associate degree, and just 7.7% have a bachelor's degree. Similar trends are seen across the region, indicating a need for more accessible postsecondary education.
- Limited Local Options: Many students in these rural counties lack access to nearby four-year institutions. Offering AA and AS degrees locally through Reid State would reduce barriers to higher education.

Transfer and Completion Pathways

- Low Transfer Rates: Alabama community colleges have a relatively low average transfer-out rate of 19.29%. By offering AA and AS degrees, Reid State can formalize transfer pathways to four-year institutions, improving student mobility and degree completion.
- Improved Retention and Graduation Potential: Reid State's current retention rate is 69%, close to the national average. However, its graduation rate is only 23% within six years. Expanding academic offerings could improve these outcomes by attracting more academically oriented students and providing clearer academic pathways.

Workforce Alignment and ROI

- High Return on Investment: A recent Lightcast report found that for every \$1 invested in Reid State, students gain \$6.50 in lifetime earnings, and taxpayers gain \$6.60 in public sector savings. Expanding degree offerings would amplify this impact.
- Job Market Demand: Many in-demand jobs in the region—such as nursing, education, and business—require at least an associate or bachelor's degree. AA and AS degrees serve as steppingstones to these careers.

Regional Impact and Equity



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- **Serving Underserved Populations:** The region includes many historically underserved communities, including Alabama's Black Belt. Expanding access to academic degrees supports educational equity and social mobility.
- **Community Revitalization:** Education is a key driver of community development. By offering AA and AS degrees, Reid State can help reverse population decline and economic stagnation in rural areas

Need for Change Conclusion

There is a clear and compelling need for Reid State Technical College to offer Associate in Arts and Associate in Science degrees. These programs would:

- Address local labor market demands.
- Improve educational attainment and transfer opportunities.
- Support regional economic development.
- Provide a high return on investment for students and the community.

III. Program Resource Requirements

A. Proposed Program Faculty*

Current Faculty and Faculty to Be Hired

Complete the following **New Academic Degree Proposal 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.



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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)
Daphne Joyner (F)	<p>Spring 2026 (UN) ENG-099 Intro to College Writing (1 hr.) ENG-101 English Composition I (3 hrs.) ENG-102 English Composition II (3hrs)</p> <p>Summer 2026</p> <p>Fall 2026 (UN) BIO 101 BIO-103</p>	<p>Degree Earned Master of Education Biology Auburn University Montgomery Relevant Coursework: BI 695 Perspectives in Biology (5 qtr.4 hrs.) BIOL 6543 Field Botany (4 hrs.) BIOL 6013 Medical Microbiology (4 hrs.) BIOL 6803 Perspectives in Biology II --Entomology (4 hrs.) BIOL 6801 Perspectives in Biology II – Parasitology GMS5605 Medical Human Anatomy (3 hrs) (University of Florida)</p> <p>Bachelor of Science in Biology Biology/Environmental Sciences Auburn University Montgomery</p> <p>Associate in Science General Studies Jefferson Davis Community College</p> <p>Relevant Graduate Hours: 18 hours in English Liberty University (LU) Relevant Coursework: ENGL601 Writing as Cultural Engagement ENGL602 Methods & Material Research ENGL570 Classical Rhetoric ENGL603 Literary Theory & Practice ENGL607 Composition Studies ENGL633 Advanced English Grammar</p>	<p>Relevant Undergraduate Courses to RSTC Biology Courses BI 101 – Principles of Biology BI 103 – Animal Biology BI 201 – Human Anatomy and Physiology BI 410 – Developmental Biology BI 407 – Immunobiology</p> <p>To Strengthen her Anatomy, Ms. Joyner completed a grad. Course in Medical Human Anatomy (GMS5605) in Spr. 23-24</p> <p>Supplemental Documentation to provide a crosswalk between Ms. Joyner's Educational Coursework and RSTC English courses.</p> <p>Relevant Undergraduate Courses to RSTC English Courses EN 101 – English Composition I EN 102 – English Composition II</p>
Steven Preyear (F)	<p>Spring 2026 (UN) MTH-112 MTH-110 MTH-100</p> <p>Summer 2026 (UN) MTH112</p> <p>Fall 2026 (UN) MTH-112 MTH-110 MTH-100</p>	<p>Degree Earned Master of Education Mathematics Education Alabama State University</p> <p>Relevant Coursework (24 grad hours):: MAT 505 Introduction to Computing MAT 512 Linear Systems MAT 514 Algebra for Teachers MAT 501 Fundamentals of Modern Math MAT 560 Operational Research I MAT 529 Research and Thesis MAT 670 Mathematical Statistics I MAT 690 Seminar (Mathematics)</p> <p>Bachelor of Science in Mathematics Alabama State University</p> <p>Relevant Graduate Hours: 24 graduate hours in Computer Science Stevens Institute of Technology (SIT) CS501 Introduction to JAVA Programming CS570 Intro to Progr, Data Structures & Algo. CS525 Systems Programming CS590 Algorithms CS549 Distrib Sys & Cloud Computing CS550 Comp Organization & Prog CS520 Introduction to Operating Sys. CS561 Database Management Systems I</p>	



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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)
Tamika Gregory (P)		Spring 2026 (UN) PSY 200 General Psychology (3 hrs.) PSY 201 Human Growth and Development (3 hrs.) Summer 2026 (UN) PSY 200 General Psychology (3 hrs.) PSY 201 Human Growth and Development (3 hrs.) Fall 2026 (UN) PSY 200 General Psychology (3 hrs.) PSY 201 Human Growth and Development (3 hrs.)	Degree Earned MS in Counseling/Psychology Troy University Bachelor of Science in Human Services Troy University Relevant Graduate Hours: 15 hours in PSY Troy University (TU) Relevant Coursework: PSY6645 Eval and Assessment of Indv PSY6669 Behavior Pathology PSY6635 Vocational Psychology PSY6670 Diagnosis & Treatment Planning PSY6668 Human Lifespan Growth & Development
Kelly Kendall (P)	Spring 2026 UN SPH107 Fundamental of Public Speaking (3 hrs.) Summer 2026 UN SPH106 Fundamentals of Oral Communication Fall 2026 UN SPH107 Fundamental of Public Speaking (3 hrs.)	Degree Earned Master of Arts in Communication University of South Alabama Bachelor of Arts in Business University of South Alabama Relevant Graduate Hours: 36 hours in Communications Relevant Coursework: CA500 FNDS Graduate Study Comm CA501 Comm Research Methods I CA546 Ethics & Resp Corp & Public Communication CA484 Managing Public Relations CA502 Communication Theory CA503 Comm Research Methods II CA594 Dir St in Communication ISD680 Emerging Technologies CA457 Comm Technology Systems CA585 Public Relations Administration CA599 Thesis ISD585 Integr Tech in Teaching	
William Armstrong (P)	Spring 2026 UN ART 100 Art Appreciation (3 hrs.) Summer 2026 UN ART 100 Art Appreciation (3 hrs.) Fall 2026 UN ART 100 Art Appreciation (3 hrs.)	Degree Earned: Pratt Institute, Brooklyn, New York Master of Fine Arts (MFA) Pratt Institute, Study Abroad Program, Lucca, Italy MFA Univ. of South Alabama, Mobile, AL BFA	
Additional Faculty (To Be Hired)			



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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)
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)
Adjunct	History		
Adjunct	Sociology		
Adjunct	Music		
Adjunct	Theatre		

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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B. 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	2		
	Part-Time Faculty	4		
	Administration			
	Support Staff			
**New To Be Hired	Full-Time Faculty	2		
	Part-Time Faculty	4		
	Administration			
	Support Staff			
Personnel Total				12

****Note: Any new funds** designated for compensation costs (Faculty (FT/PT), Administration, and/or Support Staff to be Hired) **should be included** in the **New Academic Degree Program Business Plan Excel file**. Current personnel salary/benefits (Faculty (FT/PT), Administration, and/or Support Staff) **should not be included** in the **Business Plan**.

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.

C. Equipment

Will any special equipment be needed specifically for this program?

Yes ☐ No ☒

If yes, list the special equipment. Special equipment cost should be included in the **New Academic Degree Program Business Plan Excel file**.

D. Facilities

Will any new facilities be required specifically for the program?

Yes ☐ No ☒

If yes, list only **new** facilities. New facilities cost should be included in the **New Academic Degree Program Business Plan Excel file**.

Will any renovations to any existing infrastructure be required specifically for the program?

Yes ☐ No ☒

If yes, list the renovations. Renovation costs should be included in the **New Academic Degree Program Business Plan Excel file**.



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E. Assistantships/Fellowships

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

If yes, how many assistantships will be offered?

F. Library

Provide a brief summarization (one to two paragraphs) describing the current status of the library collections supporting the proposed program.

Will additional library resources be required to support the program? Yes ☐ No ☒

The Edith A. Gray Library provides physical and digital resources, technology access, and tutoring services. The librarian has developed LibGuides for each degree program to ensure students access materials that are relevant to their course of study. The LibGuides may be accessed via the library page on the rstc.edu website, <https://rstc.libguides.com/>.

Over the past several years, the College has significantly reduced its print collection of library resources with the vision of leading the Alabama Community College System in becoming a model college for offering its students a state-of-the-art collection of online library/learning resources through moving toward becoming largely a bookless library, while still providing a vast array of electronic resources to support the academic programs at RSTC.

G. Accreditation Expenses

Will the proposed program require accreditation expenses? Yes ☒ No ☐

\$500 to submit the Substantive Change Proposal

H. Other Costs

Please explain any other costs to be incurred with program implementation, such as marketing or recruitment costs. Be sure to note these in the **New Academic Degree Program Business Plan Excel file**.

I. Revenues for Program Support

Will the proposed program require budget reallocation? Yes ☒ No ☐

If yes, briefly describe how any deficiencies will be remedied and include the revenue in the **New Academic Degree Program Business Plan Excel file**.

Reallocating from a proposed FT position.

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



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Grants will be sought to subsidize any costs of equipment and materials.

If yes, list the sources of external funding and include the revenue in the **New Academic Degree Program Business Plan Excel file**.

Please describe how you calculated the tuition revenue that appears in the **New Academic Degree Program Business Plan Excel file**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

The tuition revenue in the New Academic Degree Program Business Plan Excel file was calculated based on cost per credit hour. The calculation accounted for the projected number of enrolled students, the average number of credit hours taken per term, and the applicable tuition rates. Non-resident tuition rates were not factored into the calculation to provide an accurate estimate of revenue based on what the college can project.

IV. Employment Outcomes and Program Demand (Industry Need) NA

A. Standard Occupational Code System

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>.

A list of Alabama's *In-Demand Occupations* is available at <https://www.ache.edu/index.php/policy-guidance/>.

SOC 1 (**required**):

SOC 2 (*optional*):

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-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).

B. Employment Preparation

Describe how the proposed program prepares graduates to seek employment in the occupations ([SOC codes](#)) identified.

Broad Skill Set:

[Purpose and Benefits of an AA Degree:](#)



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- **Foundation for Bachelor's Degree:** An AA degree is often considered a "university parallel program," meaning it's designed to align with the first two years of a Bachelor of Arts degree program at a four-year institution. The credits earned in an AA program are usually transferable, allowing students to seamlessly transition into a bachelor's program as a junior.
- **Broad-Based Education and Skill Development:** AA programs provide a well-rounded education in various subjects, fostering valuable skills like critical thinking, communication, collaboration, and problem-solving. These skills are in demand across various industries.
- **Career Advancement and Job Opportunities:** While many AA graduates transfer to bachelor's degree programs, an AA degree can also directly lead to various entry-level positions in fields like social services, business, and communications. An AA degree can also boost earning potential and job prospects.
- **Cost-Effective Option:** Compared to a bachelor's degree, an AA degree is generally more affordable and takes less time to complete, making it a good option for those seeking a quicker entry into the workforce or a more gradual transition into higher education.
- **Flexibility and Exploration:** An AA degree allows students to explore various subjects before committing to a specific major. This can be beneficial for those who are unsure about their career path.

C. Professional Licensure/Certification

Please explain if professional licensure or industry certification is required for graduates of the proposed program to gain entry-level employment in the occupations selected.

NA

D. Additional Education/Training

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

No further education is required for the Associate in Arts degree. This program serves as a university-parallel program. Students completing the AA degree are able to transfer their credits to any four-year university under the AGSC STARS program and complete their baccalaureate degree.

V. Curriculum Information for Proposed Degree Program

Coursework in an AA program:



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Typically includes general education requirements in areas like English, mathematics, humanities, and social sciences, along with electives that allow students to tailor their degree to their interests.

- AA programs emphasize a broad education in subjects such as writing, humanities, and social sciences.
- This foundation helps develop essential skills like critical thinking, communication, problem-solving, and adaptability, which are highly valued in various fields.
- AA degrees are designed to prepare students for transferring to a four-year university to pursue a Bachelor of Arts (BA) degree.
- The general education credits earned in an AA program often transfer seamlessly to bachelor's degree programs, potentially reducing the time and cost of completing a bachelor's degree
- Credits earned in an AA program, particularly general education courses, often transfer seamlessly to a bachelor's degree program.
- This can potentially reduce the time and cost of completing a bachelor's degree.
- An Associate of Arts degree is a versatile credential that offers a strong educational foundation, transferable credits for future education, and career opportunities, all while providing flexibility and cost-effectiveness.
- Community colleges, where AA degrees are commonly offered, generally have lower tuition costs compared to four-year universities.
- Earning an AA degree can lead to significant cost savings, particularly if it serves as a stepping stone to a bachelor's degree.

- A.** Program Completion Requirements: Enter the credit hour value for all applicable components (enter N/A if not applicable).

Curriculum Overview of Proposed Program	
Credit hours required in general education	41
Credit hours required in program courses	0
Credit hours in program electives/concentrations/tracks	0
Credit hours in free electives	19-23
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	60-64

- B.** Maximum number of credits that can be transferred in from another institution and applied to the program: 45



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C. Intended program duration in semesters for full-time students: 4 semesters

D. Intended program duration in semesters for part-time students: 6 semesters

E. Does the program require students to demonstrate industry-validated skills, Yes ☐ No ☒

F. Does the program include any concentrations? Yes ☐ No ☒

G. 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.

Program Name:	Associate in Arts			
Program Level:	Associate degree			
Curriculum Components of Proposed Program				
Course Number	Course Title	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses <i>(Undergraduate Only)</i>				
ORI 101	ORIENTATION TO COLLEGE	1	Y	
ORI 105	ORIENTATION AND STUDENT SUCCESS	5	Y	
BIO 101	INTRO TO BIOLOGY I	4	Y	
BIO 102	INTRO TO BIOLOGY II	4	Y	
BIO 104	PRINCIPLES OF BIOLOGY II	4	Y	
PHS 112	PHYSICAL SCIENCE II	3	Y	
ENG 251	AMERICAN LITERATURE I	3	Y	
ENG 252	AMERICAN LITERATURE II	3	Y	
ENG 261	ENGLISH LITERATURE I	3	Y	
ENG 262	ENGLISH LITERATURE II	3	Y	
ENG 271	WORLD LITERATURE I	3	Y	
ENG 272	WORLD LITERATURE II	3	Y	
MTH 112	PRECALCULUS ALGEBRA	3	Y	
MTH 110	FINITE MATHEMATICS	3	Y	
HIS 101	WESTERN CIVILIZATION I	3	Y	
HIS 102	WESTERN CIVILIZATION II	3	Y	
HIS 202	UNITED STATES HISTORY I	3	Y	
HIS 121	WORLD HISTORY I	3	Y	
HIS 122	WORLD HISTORY II	3	Y	
REL 151	SURVEY OF THE OLD TESTAMENT	3	Y	
REL 152	SUREY OF THE NEW TESTAMENT	3	Y	
THR 120	THEATRE APPRECIATION	3	Y	
SOC 210	SOCIAL PROBLEMS	3	Y	



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ART 100	ART APPRECIATION	3		
SPH 107	FUNDAMENTALS OF PUBLIC SPEAKING	3		
PSY 200	GENERAL PSYCHOLOGY	3		
SOC 200	INTRODUCTION TO SOCIOLOGY	3		
SPH	FUNDAMENTALS OF ORAL COMMUNICATION	3	Y	
PSY 210	HUMAN GROWTH AND DEVELOPMENT	3		
*Total Credit Hours Required for Completion				

***Note:** The total credit hours should equal the total credit hours in the Curriculum Overview table (V.B, p. 9).

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION:	Reid State Technical College						
PROGRAM NAME:	Associate in Arts					CIP CODE:	24.0101
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)						

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	\$100,000	\$100,000	\$20,000	\$100,000	\$20,000	\$20,000	\$20,000	\$380,000
ADMINISTRATION/STAFF	\$0	\$10,000	\$0	\$0	\$10,000	\$0	\$0	\$20,000
EQUIPMENT	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$35,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$17,500
ACCREDITATION AND OTHER COSTS	\$1,000	\$500	\$500	\$500	\$500	\$500	\$500	\$4,000
TOTAL EXPENSES	\$108,500	\$118,000	\$28,000	\$108,000	\$38,000	\$28,000	\$28,000	\$456,500

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
EXTERNAL FUNDING	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$35,000
TUITION + FEES	\$128,450	\$197,220	\$197,220	\$249,120	\$249,120	\$321,780	\$321,780	\$1,664,690
TOTAL REVENUES	\$143,450	\$202,220	\$202,220	\$254,120	\$254,120	\$326,780	\$326,780	\$1,709,690

ENROLLMENT PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	30	30	40	40	50	50	40.00
PART-TIME ENROLLMENT HEADCOUNT		20	20	20	20	20	30	21.67
TOTAL ENROLLMENT HEADCOUNT		50	50	60	60	70	80	61.67
NEW ENROLLMENT HEADCOUNT		10	25	30	25	40	40	28.33
Validation of Enrollment			YES	YES	YES	YES	YES	

DEGREE COMPLETION PROJECTIONS

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	10	20	20	20	25	25	20.00