JIMMY H. BAKER
Chancellor

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): AS

Field of Study/Program Title: Academic Transfer

CIP Code (6-digit): 24.0102

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.

An Associate of Science (AS) degree program offers several strengths that make it a compelling choice for many students, particularly those interested in pursuing careers in science, technology, engineering, and mathematics (STEM) fields or continuing their education in those areas.

Here are some key strengths of an AS degree program:

1. Strong Foundation in Science and Math:

E. AS programs provide a solid grounding in fundamental concepts in subjects like mathematics, biology, chemistry, and physics.

- This emphasis equips students with the necessary knowledge and skills for further study in STEM fields at the bachelor's degree level or for technical careers.
  2. Designed for Transfer to Bachelor's Programs:
- A major strength of the AS degree is its focus on transferability to four-year institutions.
- Many AS degree programs are designed to ensure that credits earned transfer seamlessly to bachelor's degree programs, allowing students to effectively complete the first two years of their bachelor's degree at a potentially lower cost.
  3. Career Opportunities in High-Demand Fields:
- An AS degree can open doors to a variety of entry-level positions in high-demand STEM fields, including healthcare and technology.
- Examples include roles like dental hygienist, web developer, computer network support specialist, and engineering technician.
- The specialized skills and knowledge gained in an AS program can make graduates more competitive in the job market and potentially lead to higher earning potential.
  4. Flexibility:
- AS degree programs often offer flexible scheduling options, including part-time study and online or hybrid formats, which can be beneficial for students balancing work, family, and educational commitments.
- This flexibility makes higher education more accessible to a wider range of students.
  5. Cost-Effectiveness:
- Compared to a bachelor's degree, an AS degree typically takes less time to complete, which can result in lower tuition costs and less student loan debt.
- Earning an AS degree at a community college before transferring to a four-year university can significantly reduce the overall cost of education.
  6. Development of Valuable Skills:
- AS programs focus on developing critical thinking, problem-solving, analytical, and communication skills, which are essential for success in various career paths.
- Some programs may also provide opportunities to earn industry-recognized certifications, further enhancing graduates' employability.
  In summary, the Associate of Science degree program is a valuable educational pathway that provides a strong foundation in science and mathematics, prepares students for transfer to bachelor's degree programs, leads to career opportunities in high-demand fields, and offers flexibility and cost-effectiveness
  .

II. Background with Context

A. Concise Program Description

- Focus on STEM subjects: AS programs emphasize scientific and technical disciplines, including math, various sciences, information technology, engineering, and health-related fields.
- Transferability: Most AS degrees are structured with transferability to four-year institutions in mind, allowing students to seamlessly transfer credits and continue their education.
- Academic Foundation: AS degrees provide a strong academic foundation in scientific and technical areas, preparing students for further study at the bachelor's degree level.
- General Education Requirements: AS programs include a mix of general education courses in areas like English, math, social science, and humanities, along with specialized courses in scientific fields.

- Flexibility: AS degrees offer flexibility, allowing students to enter the workforce after graduation or transfer to a bachelor's degree program.

B. Student Learning Outcomes

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

1. Commnication: Students should be able to produce clear, organized, and focused written documents, demonstrating mastery of research, documentation, and proper mechanics and style.
2. Students should be able to communicate effectively in oral presentations, demonstrating clarity, organization, and engaging delivery techniques.
3. Students should be able to analyze information, evaluate different perspectives, and synthesize information from various sources.
4. Students should be able to apply critical thinking and problem-solving skills across different academic disciplines.
5. Students should be able to collaborate effectively with others to achieve shared goals, demonstrating respect for diverse viewpoints.
6. Students should be able to apply their knowledge and skills to solve problems, both in academic and real-world contexts.
7. Students should be able to integrate knowledge from various disciplines to address complex issues.
8. Students should be able to recognize and understand different cultural, historical, and global perspectives.
9. Students should be able to apply quantitative and empirical methodologies to analyze data and draw informed conclusions.
10. Students should be able to effectively use technology for learning, research, and communication.
11. Students should be able to self-evaluate their learning and develop strategies for continuous improvement.

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
12.0401	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

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 ☒**

   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. Projected student demand for Associate of Science (AS) degrees, particularly in STEM-related fields, is generally expected to be strong and growing. This projection is driven by the increasing demand for skilled workers in science, technology, engineering, and mathematics (STEM) fields.
Here's a breakdown of the projected student demand for AS degrees:
1. Strong Demand for STEM Education:

- Growing STEM Fields: STEM fields are projected to experience significant job growth, creating increased demand for professionals with STEM skills.
- Need for STEM Workforce: The growing tech industry and advancements in fields like artificial intelligence (AI), robotics, and biotechnology contribute to the need for a skilled STEM workforce.

2. AS Degrees as a Pathway to STEM Careers:

- Foundation for Bachelor's Degrees: Many students are likely to pursue AS degrees as a pathway to transfer to a four-year institution and complete a Bachelor of Science (BS) degree in a STEM field.
- Entry-Level STEM Jobs: An AS degree can also directly lead to entry-level jobs in various STEM-related occupations, including roles in computer science, healthcare, and engineering technology.

3. Projected Growth in Associate Degrees:

- Overall Increase: The total number of associate degrees awarded in the U.S. is projected to increase significantly in the coming years.
- Focus on STEM Fields: Specific AS programs in high-demand fields like computer and information sciences are already seeing significant enrollment growth.

4. Factors Influencing Student Choice:

- Job Security and High Salaries: Students are increasingly prioritizing careers with good job security and high earning potential, making STEM fields attractive.
- Hands-on Learning: AS programs that offer hands-on training and real-world experiences in STEM fields are likely to attract students who value practical skills.
- Flexibility: The flexibility of online and hybrid learning options offered by many AS programs can also contribute to increased student demand.

Projected student demand for AS degrees, particularly in STEM fields, is expected to be strong due to the growing job market in these areas, the role of AS degrees as a pathway to

further education, and the benefits of STEM careers in terms of job security and earning potential.
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.

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)	**Spring 2026** (UN) ENG-099 Intro to College Writing (1 hr.) ENG-101 English Composition I (3 hrs.) ENG-102 English Composition II (3hrs) **Summer 2026** **Fall 2026** (UN) BIO 101 BIO-103	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) Bachelor of Science in Biology Biology/Environmental Sciences Auburn University Montgomery Associate in Science General Studies Jefferson Davis Community College 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	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 To Strengthen her Anatomy, Ms. Joyner completed a grad. Course in Medical Human Anatomy (GMS5605) in Spr. 23-24 Supplemental Documentation to provide a crosswalk between Ms. Joyner's Educational Coursework and RSTC English courses. Relevant Undergraduate Courses to RSTC English Courses EN 101 – English Composition I EN 102 – English Composition II

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)
Steven Preyear (F)	**Spring 2026** (UN) MTH-112 MTH-110 MTH-100 **Summer 2026** (UN) MTH112 **Fall 2026** (UN) MTH-112 MTH-110 MTH-100	Degree Earned Master of Education Mathematics Education Alabama State University 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) Bachelor of Science in Mathematics Alabama State University 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	
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

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)
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)			
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
2

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.**

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 ☐**

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)

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 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://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.

An Associate of Science degree is a useful credential for students aiming for a foundation in science and technical areas, whether for employment or continued education.

Broad Skill Set:

General education programs emphasize critical thinking, communication, problem-solving, and adaptability, which are highly valued by employers.

Versatility:

The interdisciplinary nature of the curriculum allows graduates to explore different fields and potentially find career paths that align with their interests.

Entry-Level Opportunities:

Many entry-level positions don't require highly specialized knowledge and can be a good starting point for graduates with a general education degree.

Foundation for Further Learning:

A general education degree can serve as a solid base for pursuing further education or specialized training in a specific field.

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 Science degree. Earning an AS degree provides several advantages. It can serve as a pathway to higher education, facilitating a smoother transition to a bachelor's degree program. It can also enhance job opportunities, particularly in fields requiring scientific or technical expertise, and potentially lead to higher earning potential compared to those with only a high school diploma. Additionally, AS programs often offer flexible learning options. An Associate of Science degree is a useful credential for students aiming for a foundation in science and technical areas, whether for employment or continued education.

V. Curriculum Information for Proposed Degree Program

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

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 *(Undergraduate Only)*				
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	
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 Science**	**CIP CODE:**	**24.0102**
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	30	30	**23.33**
TOTAL ENROLLMENT HEADCOUNT		50	50	60	60	80	80	**63.33**
***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**