



## New Program Proposal

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

### Submission Checklist:

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

### Primary Contact Information

Institution: Central Alabama Community College  
Contact: Michael Barnette  
Title: Dean of Workforce and Economic Development Programs  
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Telephone: (256) 215-4319

### Program Information

Date of Proposal Submission: 2/11/2026  
Award Level: Associate's Degree  
Award Nomenclature (e.g., BS, MBA): AAS  
Field of Study/Program Title: Industrial Automation Technology  
CIP Code (6-digit): 47.0303

### Administration of the Program

Name of Dean: Michael Barnette  
Name of College/School: Central Alabama Community College  
Name of Chairperson: Patrick Murphy  
Name of Department/Division: Workforce Education

### Implementation Information

Proposed Program Implementation Date: 8/17/2026  
Anticipated Date of Approval from Institutional Governing Board: 6/10/2026  
Anticipated Date of ACHE Meeting to Vote on Proposal: 6/12/2026  
SACSCOC Sub Change Requirement (Notification, Approval, or NA): NA  
Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):

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### I. Program Description

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

The proposed Associate in Applied Science in Industrial Automation Technology is designed to prepare highly skilled technicians for in-demand careers in advanced manufacturing and industrial operations. Through a rigorous, industry-driven curriculum that integrates classroom instruction with hands-on, work-based learning, the program equips students with essential competencies in automation systems, robotics, programmable logic controllers (PLCs), industrial maintenance, and continuous improvement practices. Developed in partnership with regional manufacturing employers and aligned with the nationally recognized FAME model, the program emphasizes technical excellence, safety, teamwork, and professional behaviors needed for success in modern manufacturing environments. Graduates will be well prepared for immediate employment, career advancement, and long-term workforce needs of local and regional industry.

#### B. Specific Rationale (Strengths) for the Program

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

1. **Strong Industry Alignment and Employer Support:** This program is built on the nationally recognized FAME model and developed in partnership with regional manufacturing employers, ensuring curriculum relevance, validated workforce demand, and strong job placement opportunities for graduates.
2. **High Workforce Demand and Economic Impact:** Industrial automation and advanced manufacturing technicians are in critical demand, and this program directly addresses documented regional and statewide workforce shortages in high-skill, high-wage occupations.
3. **Integrated Work-Based Learning Model:** The combination of classroom instruction, hands-on laboratory experiences, and structured, paid work-based learning provides students with real-world technical skills, professional behaviors, and immediate workplace readiness.
4. **Nationally Proven Program Model:** The FAME model has a strong track record of success nationwide, with documented outcomes related to student retention, completion, and employment, reducing implementation risk for the institution.
5. **Employer Investment and Shared Ownership:** Active employer participation in curriculum design, instruction, mentoring, and student employment demonstrates strong external commitment and shared responsibility for student success.

#### C. External Support (Recommended)

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

1. James Hardie Building Products, Inc.
  2. Coca-Cola Bottling Company United, Inc.
  3. Steris Corporation
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### D. Student Learning Outcomes

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

1. Apply industrial safety principles in classroom and workplace settings, creating and maintaining a safe work environment.
2. Perform troubleshooting, maintenance, and repair on industrial equipment including mechanical, electrical, hydraulic, and pneumatic systems.
3. Interpret and use technical drawings and precision measuring tools accurately in industrial applications.
4. Program and troubleshoot programmable logic controllers (PLCs) and basic robotic systems to automate manufacturing processes.
5. Implement preventive maintenance practices to maximize equipment reliability and minimize downtime.
6. Apply principles of industrial mechanics, controls, and variable speed drives to real-world industrial systems.

### E. Similar Programs at Other Alabama Public Institutions

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

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
47.0303	Industrial Automation Technology	Gadsden State Community College	Employer Request from the region
15.0613	Advanced Manufacturing Technician Program (AMT)	Southern Union State Community College	Employer Request from the region

### F. Relationship to Existing Programs within the Institution

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

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

The proposed program is closely aligned with several existing technical programs at the College, including Industrial Electronics (ILT), Automotive Manufacturing Technology (AUT), Machine Shop Technology, and Welding. These programs share common courses, faculty expertise, facilities, and equipment.

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Students in these related programs often earn an Associate degree that provides both a strong theoretical foundation and extensive hands-on technical training. Core competencies across these programs include electricity, mechanical systems, fluid power, precision measurement, CNC operations, manual lathe operations, machine setup, and welding processes such as Stick, MIG, and TIG. Safety is a central focus across all programs, with strong emphasis placed on proper procedures, tool usage, and industry standards. Students also develop proficiency with hand tools and industry-specific equipment while gaining exposure to key workplace concepts such as Lean Manufacturing and Visual Workplace Organization (5S).

The proposed program is further distinguished by its alignment with the FAME model, which functions as an “Earn-While-You-Learn” approach. While many ILT or AUT students may attend classes in a traditional format, FAME students are sponsored by an industry partner. These students typically attend classes two days per week and work with their sponsoring employer three days per week. Over the course of the two-year program, students often earn more than \$33,500 while completing their degree.

This structure strengthens the relationship between the proposed program and existing offerings by integrating the same technical curriculum with enhanced work-based learning opportunities. The program is designed to complement and enhance current programs rather than replace or compete with them, providing an additional pathway that supports workforce development needs while maximizing shared institutional resources.

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

### G. Collaboration

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

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

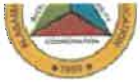
Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored?    Yes  No

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

Yes, extensive collaboration with external entities has been explored and established through participation in the Federation for Advanced Manufacturing Education (FAME) program in Alabama. The program is implemented through Central Alabama Community College in partnership with regional FAME chapters, which work directly with local manufacturers to address critical workforce needs.

The collaboration model is industry-driven. Local manufacturing leaders and the organizations they represent serve as key initiators and active partners in the program’s development and ongoing oversight. These industry partners help shape curriculum expectations to ensure alignment with current and emerging workforce demands.

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Under the FAME model, participating companies sponsor students in an “Earn-While-You-Learn” format. Students are employed by their sponsoring company while completing their academic coursework, typically attending classes two days per week and working three days per week. This structure provides students with meaningful, paid, hands-on experience while ensuring employers are directly involved in developing a highly skilled talent pipeline.

In addition to sponsorship, industry partners provide input on technical competencies, professional behaviors, safety standards, and workplace expectations. This close collaboration ensures the program remains responsive to regional economic needs, strengthens relationships between the College and local employers, and supports sustainable workforce development in advanced manufacturing.

### H. Programmatic Accreditation

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

None

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

### I. Professional Licensure

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

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

If **yes**, please explain:

Select the appropriate licensure body from the table below:

Choose an item.

Select the appropriate license from the table below:

Choose an item.

### J. Professional Certification

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

If **yes**, please explain:

Students can earn NC3 industry-recognized credentials in areas aligned with advanced manufacturing and industrial maintenance. Some of the available credentials include:

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- **Electrical & Industrial Maintenance:** Snap-on Multimeter and Torque Certifications, Fluke Electrical Measurement, Siemens Mechatronic Systems Certification (Levels 1 & 2)
- **Fluid Power & Mechanical Systems:** Festo Pneumatics & Hydraulics, Festo Industry 4.0
- **Automation & Controls:** Rockwell Automation / Allen-Bradley, FANUC Robotics, End-of-Arm Tooling (EOAT)
- **Safety & Industry Practices:** OSHA 10-Hour (General Industry), precision measurement and tool safety certifications

These credentials provide students with validated technical skills while participating in the FAME "Earn-While-You-Learn" model, enhancing workforce readiness and employability.

### K. Admissions

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

In addition to meeting the College's standard admission requirements for the Industrial Automation Technology degree program, students will apply to the Central Alabama FAME (Federation for Advanced Manufacturing Education) pathway where they must complete a selective, employer-sponsored admissions process. Due to the apprenticeship model, enrollment is limited.

To be considered for the FAME pathway, applicants must apply for admission to Central Alabama Community College and submit a completed FAME application, including a written essay outlining career goals and the relevance of the FAME program to those goals.

Following application review, selected candidates participate in a structured, face-to-face panel interview with participating employer partners. Employer representatives conduct interviews and subsequently select students through a draft-style hiring process. Admission to the FAME pathway is contingent upon employer sponsorship and successful completion of required drug screenings and background checks in accordance with employer and program standards.

Employer partners may offer selected students paid employment beginning in early to mid-June prior to fall enrollment, provided the student is at least 18 years of age by June 1. All admitted FAME students begin coursework at the start of the fall semester.

### L. Mode of Delivery

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

The Industrial Automation Technology Associate in Applied Science degree will be delivered primarily in person, consistent with the hands-on, laboratory-intensive nature of industrial automation and advanced manufacturing training. Select courses may utilize a hybrid format that combines face-to-face instruction with online components for theory, coursework, and assessment; however, all required technical laboratories and work-based learning experiences will be completed on campus or at approved employer partner sites. In alignment with the FAME

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model and industry expectations, certain program requirements—such as demonstrated mastery of technical skills, safety competencies, and professional behaviors—may be satisfied through competency-based assessment where appropriate, allowing students to earn credit by demonstrating proficiency rather than solely through seat time.

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

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

### M. Instructional Site(s)

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

The planned location for delivery of the Industrial Automation Technology Associate in Applied Science degree is the Prattville Campus of Central Alabama Community College.

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

If **yes**, which sites?

### N. Industry Need

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

SOC 1 (required): 49-9041 – Industrial Machinery Mechanics

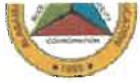
SOC 2 (optional): 49-9071 – Maintenance and Repair Workers, General

SOC 3 (optional): 49-2094 – Electrical and Electronics Repairers, Commercial and Industrial Equipment

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).

The Industrial Automation Technology program directly addresses a documented industry and employment need in the State of Alabama by preparing a skilled workforce for occupations that are recognized as in-demand on the Alabama Commission on Higher Education's statewide and regional lists of demand occupations—including Industrial Machinery Mechanics (SOC 49-9041)

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and Maintenance & Repair Workers, General (SOC 49-9071), both of which appear on the most recent statewide in-demand list and have strong annual openings and competitive wages in the state's manufacturing sector. Manufacturing remains a significant and growing component of Alabama's economy, with durable goods and production employment projected to expand, particularly in advanced manufacturing sectors, creating increased demand for workers with automation, maintenance, and electromechanical skills. By aligning curriculum with employer needs and competency outcomes—including robotics, programmable logic controllers, and industrial controls—the program supports state workforce priorities and contributes to preparing graduates for high-value, high-demand careers that are critical to Alabama's economic development and competitiveness.

### O. Additional Education/Training

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

No additional education or training is required beyond completion of the Associate in Applied Science in Industrial Automation Technology for graduates to obtain entry-level employment in the identified SOC occupations (e.g., Industrial Machinery Mechanics, Electro-Mechanical Technicians, and Maintenance and Repair Workers). The program is intentionally designed as a terminal, workforce-ready degree that integrates technical coursework, hands-on laboratory training, and structured, work-based learning aligned with employer expectations. Graduates will possess the technical competencies, safety training, and professional skills necessary for immediate entry into these occupations. While some employers may offer or require on-the-job training or company-specific certifications after hire, such training is typical for the field and does not constitute a prerequisite for entry-level employment.

### P. Student Demand

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

Projected student enrollment in the Industrial Automation Technology program was developed using regional labor market demand data from Lightcast, which provides current and forward-looking information on job openings, workforce trends, and employer demand for technical occupations in the region (Lightcast data was consulted to inform demand projections). Lightcast helps align program capacity with occupations that show sustained employer need, ensuring that the number of students enrolled reflects realistic career opportunities upon completion of the program.

To support these projections with evidence of regional demand, we supplemented Lightcast insights with publicly available labor market data for Alabama:

- **Job Openings and Growth:** According to the U.S. Bureau of Labor Statistics' Job Openings and Labor Turnover Summary, Alabama had approximately 106,000 job openings in November 2025, indicating a strong overall demand for workers across
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sectors, including technically skilled occupations where production, maintenance, and manufacturing roles are represented.

Sources:

[https://www.bls.gov/regions/southeast/news-release/2026/jobopeningslaborturnover\\_alabama\\_20260130.htm?utm.com](https://www.bls.gov/regions/southeast/news-release/2026/jobopeningslaborturnover_alabama_20260130.htm?utm.com)

- **Manufacturing Employment and Wages:** Recent state labor reports show that manufacturing employment has contributed to job growth, with employment in the manufacturing sector increasing by thousands over recent reporting periods — and manufacturing wages rising significantly, including record average weekly wages in the sector.

Sources:

<https://adol.alabama.gov/2025/03/alabamas-labor-force-participation-rate-increases-to-57-7-wages-reach-new-record-high-employment-and-labor-force-at-record-highs/?utm.com>

<https://adol.alabama.gov/2025/05/alabamas-labor-force-participation-rate-increases-to-57-9/?utm.com>

- **Occupational Projections:** State occupational projections indicate that installation, maintenance, production, and transportation occupational groups together comprise a large segment of Alabama’s workforce, with steady employment levels and annual openings driven by replacement and growth needs.

Sources:

<https://wioaplans.dol.gov/node/460156?utm.com>

- **Role-Specific Demand:** Labor market information highlights that occupations such as Industrial Machinery Mechanics — which are closely aligned with FAME pathway skill sets — had measurable demand and annual openings, with median advertised salaries above \$60,000 and ongoing employer need for trained workers.

Sources:

<https://usafacts.org/answers/how-many-job-openings-are-there-in-the-united-states/state/alabama/?utm.com>

Together, these data sources demonstrate both broad regional employment demand and targeted need for technically trained workers in manufacturing-related fields, supporting the rationale for the projected enrollment numbers used in the business plan. The alignment of Lightcast labor market projections with observed employment trends provides confidence that student interest and program capacity are well matched to employer needs in the region.

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### II. Program Resources and Expenses

#### A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	1	2	3
	Part-Time Faculty	0	0	0
	Administration	0	1	1
	Support Staff	0	1	1
**New To Be Hired	Full-Time Faculty	0	0	0
	Part-Time Faculty	0	0	0
	Administration	0	0	0
	Support Staff	0	0	0
Personnel Total				5

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

The proposed Industrial Automation Technology program will be supported by three full-time faculty members, providing the expertise, continuity, and oversight necessary to ensure high-quality instruction, curriculum integrity, and ongoing program review. This faculty team possesses specialized knowledge in areas critical to the field, including control systems, robotics, programmable logic controllers, and instrumentation, allowing the program to meet rigorous academic standards while aligning with current workforce demands. Full-time faculty will lead curriculum development, program assessment, lab supervision, and student advising, ensuring that learning experiences are applied, relevant, and responsive to evolving industry technologies. This staffing plan not only sustains academic excellence and continuous improvement but also prepares students to enter the workforce with the practical skills and knowledge employers require, reinforcing the program's overall integrity and long-term success.

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



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### B. Proposed Faculty Roster\*

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

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

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, H, OCIS)
Jacob Wills (FT)	<p><b>Fall 2026</b>            ILT 160, Direct Current Fundamentals (3) (UN)            ILT 161, Alternating Current Fundamentals (3) (UN)            INT 140, MCE-1 Safety Culture (1) (UN)            INT 297A, Co-Op Education (1) (UN)            WKO 133, MSSC MFG Process &amp; Production (3) (UN)</p> <p><b>Spring 2027</b>            ILT 169, Industrial Hydraulics &amp; Pneumatics (3) (UN)            ILT 209, Motor Controls I (3) (UN)            INT 142, MCE-2 Workplace Visual Org (1) (UN)            INT 117, Principles of Industrial Mechanics (3) (UN)            INT 297B, CO-OP Education (1) (UN)</p> <p><b>Summer 2027</b>            AUT 114, Intro to PLC (3) (UN)            INT 144, MCE-3 Lean Manufacturing (1) (UN)            INT 297C, CO-OP Education (1) (UN)</p> <p><b>Fall 2027</b>            AUT 219, PLC Application (3) (UN)            AUT 116, Introduction to Robotics (3) (UN)            AUT 251, Introduction to VFD &amp; Servo Control (3) (UN)            INT 146, MCE-4 Problem Solving (1) (UN)            INT 297D, CO-OP Education (1) (UN)</p> <p><b>Spring 2028</b>            AUT 212, Robot Operation &amp; Programming (3) (UN)            INT 127, Principles of Pumps and Pipes (3) (UN)            WKO 134, MSSC Maintenance Awareness (3) (UN)            INT 132, Preventive &amp; Predictive Maintenance (3) (UN)            INT 148, MCE-5 Machine Reliability (1) (UN)            INT 297E, CO-OP Education (1) (UN)</p>	Associate in Science (AS), Central Alabama Community College	<p><b>Related Work Experience</b></p> <p>Donghee America, 2014-2024; held various jobs over the 10 ye span at Donghee to include Maintenance Technician, Maintenance Engineer, Assista Manager, and finally Maintenan Manager; job responsibilities included, but were not limited to troubleshooting mechanical, electrical, pneumatic, and hydraulic issues; modifying, designing, and troubleshooting robot programs for Fanuc and ABB robots; modifying and designing PLC programs for iss resolution and efficiency improvements; overseeing machine optimization through cycle time reduction using PLC and Robot programs, and ensuring all equipment meets OSHA standards</p> <p><b>Certifications:</b></p> <p>Siemens Step 7 PLC Training certificate</p> <p>Kautex Maschinenbau – Blow Molding Maintenance and Operations certification</p> <p>Donghee – Korea Plastic Fuel Tank Process Training certificat</p> <p>ABB Material Handling certificat</p>



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<b>Current Faculty</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>CURRENT FACULTY NAME (FT, PT)</b>	<b>COURSES TAUGHT including Term, Course Number, Course Title, &amp; Credit Hours (D, UN, UT, G, DU)</b>	<b>ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed</b>	<b>OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, H, OCIS)</b>
<b>Dean Diamaduros (FT)</b>	<b>Summer 27</b> INT 134, Principles of Industrial Maintenance, Welding & Cutting (3) (UN)	Short-Term Certificate, Central Alabama Community College (Welding Basic Shielded Metal)  Short-Term Certificate, Central Alabama Community College (Welding Basic Gas Tungsten)  Short-Term Certificate, Central Alabama Community College (Welding Basic Gas Metal)  Short-Term Certificate, Central Alabama Community College (Welding – Drafting Track)  Associate in Occupational Technology degree (AOT), Central Alabama Community College	
<b>Jorge Soto Rojas (FT)</b>	<b>Spring 2027</b> MSP 121, Basic Blueprint Reading (2) (UN)  <b>Spring 2028</b> MSP 125, Introduction to Machining (3) (UN)	Associate in Occupational Technology degree (AOT) in Machine Shop	
<b>Additional Faculty (To Be Hired)</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>FACULTY POSITION (FT, PT)</b>	<b>COURSES TO BE TAUGHT including Term, Course Number, Course Title, &amp; Credit Hours (D, UN, UT, G, DU)</b>	<b>ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed</b>	<b>OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, H, OCIS)</b>

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



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### C. Equipment

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

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

- PLC Trainers / Automation Trainers
- Mechatronics / Electro-Mechanical Systems
- Robotics Trainer / Arm
- Electrical / AC-DC Systems
- Safety / Lockout Stations
- Tooling / Hand Tools / Storage

### D. Facilities

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

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

Yes. Minor renovations to existing space at the Prattville Campus will be necessary to appropriately house the proposed program. Modifications will include reconfiguration of classroom and lab space to support specialized equipment, installation of necessary electrical and data infrastructure, and minor upgrades to ensure the environment meets instructional and safety requirements for an industrial workforce program.

These updates will allow the College to deliver the program effectively in the short term. In the long term, the Prattville Campus master plan includes the development of a new workforce center, where this program will be permanently housed alongside other workforce programs.

### E. Assistantships/Fellowships

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

No. The institution will not offer any assistantships specifically for this program.

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

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

### F. Library

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

No additional library resources will be required to support the proposed program. Existing library holdings, including current technical databases, electronic journals, industry standards, and online instructional resources, are sufficient to support coursework and student research in industrial automation, manufacturing technologies, and applied engineering topics. The program will also rely on employer-provided training materials and industry-standard resources used within courses, ensuring adequate academic support without the need for new library acquisitions.

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

### G. Accreditation Expenses

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

### H. Other Costs

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

Approximately \$10,000 annually will be allocated to support program implementation costs associated with the FAME pathway. This allocation will support ongoing marketing and recruitment efforts, including promotional materials, outreach events, high school engagement activities, digital marketing, and employer engagement initiatives designed to sustain enrollment in this selective, employer-sponsored program.

These funds will also cover annual FAME chapter dues, which support participation in the regional FAME network, access to national FAME resources and training, chapter support services, and ongoing collaboration with employer partners.

These investments are essential to maintaining program visibility, supporting student recruitment, and sustaining active participation in the FAME model to ensure continued alignment with industry workforce needs.

## III. Program Revenue and Funding

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

**Note:** Tuition Revenue should be proportional to total enrollment.

Tuition revenue was calculated using the cost per credit hour at the in-state resident tuition rate. Projections were based on estimated enrollment and anticipated course loads

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proportionate to total enrollment. For calculation purposes, it was projected that new full-time students would take 44 credit hours during their first year, while returning students would complete the remaining 31 credit hours in their second year. Total annual tuition revenue was calculated by multiplying the projected credit hours for each group by the in-state tuition rate. The model assumes resident tuition rates for projection consistency and conservatism. Additionally, a \$2 per credit hour tuition increase per academic year was factored into the revenue projections to account for anticipated incremental adjustments over the planning period.

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

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

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

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

No. Tuition revenue will not fully cover projected expenses in Years 1 and 2 due to anticipated startup costs associated with equipment purchases, minor renovations, program development, and initial enrollment ramp-up.

To address the projected deficits in Years 1 and 2, the institution will utilize existing workforce and instructional funds, along with institutional reserves as necessary.

Beginning in Year 3, projected enrollment growth and stabilized operational costs result in tuition revenue fully covering program expenses. From Years 3 through 7, the program is projected to operate with a positive net balance, contributing to long-term financial sustainability and institutional return on investment.

## ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

<b>INSTITUTION:</b>	Central Alabama Community College		
<b>PROGRAM NAME:</b>	Industrial Automation Technology	<b>CIP CODE:</b>	47.0303
<b>SELECT LEVEL:</b>	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								\$0
ADMINISTRATION/STAFF								\$0
EQUIPMENT	\$150,000	\$250,000						\$400,000
FACILITIES	\$25,000	\$25,000	\$27,000	\$30,000	\$32,000	\$34,000	\$35,000	\$208,000
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION AND OTHER COSTS	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$70,000
<b>TOTAL EXPENSES</b>	<b>\$185,000</b>	<b>\$285,000</b>	<b>\$37,000</b>	<b>\$40,000</b>	<b>\$42,000</b>	<b>\$44,000</b>	<b>\$45,000</b>	<b>\$678,000</b>

### \*NEW\* REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS	\$107,384	\$163,626						\$271,010
EXTERNAL FUNDING								\$0
TUITION + FEES	\$77,616	\$121,374	\$137,600	\$138,976	\$140,352	\$141,728	\$141,864	\$899,510
<b>TOTAL REVENUES</b>	<b>\$185,000</b>	<b>\$285,000</b>	<b>\$137,600</b>	<b>\$138,976</b>	<b>\$140,352</b>	<b>\$141,728</b>	<b>\$141,864</b>	<b>\$1,170,520</b>

### 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	16	18	18	18	18	18	17.67
PART-TIME ENROLLMENT HEADCOUNT		0	0	0	0	0	0	0.00
<b>TOTAL ENROLLMENT HEADCOUNT</b>		16	18	18	18	18	18	17.67
<b>NEW ENROLLMENT HEADCOUNT</b>		7	10	10	10	10	10	9.50
<b>Validation of Enrollment</b>			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
<b>DEGREE COMPLETION PROJECTIONS</b>	No data reporting	7	8	8	8	8	8	7.83

## Undergraduate Curriculum Plan

### Undergraduate Curriculum Checklist:

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1. Overview              | <input checked="" type="checkbox"/> |
| 2. Components            | <input checked="" type="checkbox"/> |
| 3. Options (as required) | <input type="checkbox"/>            |

### 1. Undergraduate Overview

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

Curriculum Overview of Proposed Program	
Credit hours required in <b>General Education</b>	15
Credit hours required in <b>Program Courses &amp; Required Electives</b>	60
Credit hours in <b>Program Options (concentrations/specializations/tracks)</b>	N/A
Credit hours in <b>Free Electives</b>	N/A
Credit hours in required <b>Capstone/Internship/Practicum</b>	N/A
<b>Total Credit Hours Required for Completion:</b>	<b>75</b>

Maximum number of credits that can be transferred in from another institution and applied to the program:	15
Intended program duration in semesters for full-time students:	5
Intended program duration in semesters for part-time students:	

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?:	<b>YES</b> <b>NO</b>  Yes <input type="checkbox"/>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------

If **yes**, please explain (i.e., number of hours required, etc.): 5 credit hours via CO-OP

	<b>YES</b> <b>NO</b>  <input type="checkbox"/> NO
Does the program include any concentrations/ tracks/ options?	
If <b>yes</b> , please explain (i.e., define):	

## 2. Undegradate Components

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

Insert Additional Rows as Needed				
<b>Institution:</b>	Central Alabama Community College			
<b>Program Name:</b>	Industrial Automation Technology			
<b>Program Level:</b>	UNDERGRADUATE (ASSOCIATE)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
<b>General Education Courses</b>		<b>15</b>		
MTH 100	Intermediate College Algebra	3		
ENG 101	English Comp I	3		
PHS 111	Physical Science	3		
HIS	History	3		
HUM/ART	Humanities/Fine Arts Elective	3		
<b>Program Courses and Required Electives</b>		<b>60</b>		
ILT 160	Direct Current Fundamentals	3		
ILT 161	Alternating Current Fundamentals	3		
WKO 133	MSSC MFG Process and Production	3		
INT 140	MCE-1 Safety Culture	1	Y	
INT 297A	CO-OP Education	1		Y
ILT 169	Industrial Hydraulics and Pneumatics	3		
MSP 121	Basic Blueprint Reading	2		
ILT 209	Motor Controls I	3		
INT 142	MCE-2 Workplace Visual Org.	1	Y	
INT 117	Principles of Industrial Mechanics	3	Y	
INT 297B	CO-OP Education	1		Y
AUT 114	Intro to PLC	3		
INT 134	Principles of Industrial Maintenance, Welding & Cutting	3	Y	
INT 144	MCE-3 Lean Manufacturing	1	Y	
INT 297C	CO-OP Education	1		Y
AUT 219	PLC Applications	3		
AUT 116	Intorduction to Robotics	3		
AUT 251	Introduction to VFD and Servo Control	3		
INT 146	MCE-4 Problem Solving	1	Y	
INT 297D	CO-OP Education	1		Y
AUT 212	Robot Operation and Programming	3		
MSP 125	Introduction to Machining	3		
INT 127	Principles of Pumps and Pipes	3		
WKO 134	MSSC Maintenance Awareness	3		
INT 132	Preventive and Predictive Maintenance	3	Y	
INT 148	MCE-5 Machine Reliability	1	Y	
INT 297E	CO-OP Education	1		Y
<b>Program Options (enter total credit hours from all options below)</b>		<b>0</b>		

<b>Free Electives</b>		<b>0</b>		
<b>Capstone/Internship/Practicum</b>		<b>0</b>		
<b>Total Credit Hours Required for Completion:</b>		<b>75</b>		



Amy Arnette  
300 Coca-Cola Road  
Montgomery, AL 36105  
850-529-2034

February 3, 2026

**RE: FAME Program – Central Alabama Community College**

To Whom It May Concern:

I am writing to express my full support for the establishment and ongoing development of the **FAME program at Central Alabama Community College**. As a Corporate Manager of Workforce Engagement with Coca-Cola Bottling Company UNITED, I have had the opportunity to witness firsthand the growing need for highly skilled, career-ready talent in advanced manufacturing. The FAME model represents one of the most effective, industry-aligned pathways for preparing students to enter this field with technical expertise, professionalism, and communication competencies required for long-term success.

The FAME program's emphasis on **hands-on learning, professional skill development, and real-world application** aligns directly with the workforce expectations we see across our facilities. The program's structured approach to integrating technical training with essential professional behaviors—such as reliability, active communication, problem-solving, teamwork, and continuous improvement—mirrors the expectations we uphold for associates entering our organization.

Central Alabama Community College is uniquely positioned to deliver a high-quality FAME experience. Their commitment to employer engagement, industry collaboration, and student success makes them a strong partner in strengthening the talent pipeline across our region. Establishing a FAME program here will not only provide students with valuable career opportunities but also support local employers by developing a workforce that is prepared, dependable, and aligned with industry needs on day one.

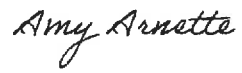
We believe this program will:

- Strengthen the advanced manufacturing talent pipeline
- Increase access to high-wage, high-demand career pathways for students
- Address critical workforce shortages across Alabama
- Enhance regional economic competitiveness
- Foster meaningful partnerships between education and industry

Coca-Cola Bottling Company UNITED is committed to supporting initiatives that empower students and strengthen our communities. The FAME program embodies these values, and we look forward to continued collaboration with Central Alabama Community College as they work to deliver a program that meets the needs of both learners and employers.

Thank you for your leadership and investment in building the next generation of skilled manufacturing professionals. Please feel free to contact me if additional information or support is needed.

Sincerely,

A handwritten signature in cursive script that reads "Amy Arnette".

Amy Arnette  
Corporate Manager, Workforce Engagement  
Coca-Cola Bottling Company United, Inc.



To Whom It May Concern:

I am writing to express my full support for the establishment and ongoing development of the FAME program at Central Alabama Community College. As an HR Representative with James Hardie Building Products Inc., I have had the opportunity to witness the growing need for skilled trades talent in advanced manufacturing. The FAME model represents one of the most effective, industry-aligned pathways for preparing students to enter this field with technical expertise, professionalism, and interpersonal competencies required for long-term success.

The FAME program's emphasis on hands-on learning, professional skill development, and real world application aligns directly with the workforce expectations we see across our facilities. The program's structured approach to integrating technical training with essential professional behaviors—such as reliability, active communication, problem-solving, teamwork, and continuous improvement—mirrors the expectations we uphold for associates entering our organization.

Central Alabama Community College is uniquely positioned to deliver a high-quality FAME experience. Their commitment to employer engagement, industry collaboration, and student success makes them a strong partner in strengthening the talent pipeline across our region.

Establishing a FAME program here will not only provide students with valuable career opportunities but also support local employers by developing a workforce that is prepared, dependable, and aligned with industry needs on day one.

We believe this program will:

- Create a mentorship for talent entering the workforce
- Strengthen the advanced manufacturing talent pipeline
- Increase access to high-wage, high-demand career pathways for students
- Address critical workforce shortages across Alabama
- Enhance regional economic competitiveness
- Foster meaningful partnerships between education and industry

James Hardie is committed to supporting initiatives that empower students and strengthen our communities. The FAME program embodies these values, and we look forward to continued collaboration with Central Alabama Community College as they work to deliver a program that meets the needs of both students and employers.



Thank you for your leadership and investment in building the next generation of skilled manufacturing professionals. Please feel free to contact me if additional information or support is needed.

Sincerely,

**Trammell DeJarnett** | HR Representative



**James Hardie Building Products Inc.**

**M: (334) 568-8752**

906 South Park Lane

Prattville, AL 36067



**Brandi Jehle**

**Manager, Training and Development**

**STERIS Corporation | Healthcare**

**2720 Gunter Park Drive East | Montgomery, AL 36109 USA**

**334.245.6887 | Email: [Brandi.Jehle@steris.com](mailto:Brandi.Jehle@steris.com)**

**RE: FAME Program – Central Alabama Community College**

To Whom It May Concern:

I am writing to express my full support for the establishment and continued development of the FAME program at Central Alabama Community College. As the Training and Development Manager with STERIS, I have seen firsthand the growing need for highly skilled, career-ready talent in advanced manufacturing. The FAME model is one of the most effective and industry-aligned pathways for preparing students with technical expertise, professionalism, and communication skills required for long-term success.

The program's emphasis on hands-on learning, professional skill development, and real-world application aligns directly with the workforce expectations across our facilities. Its structured approach—integrating technical instruction with essential professional behaviors such as reliability, communication, problem-solving, teamwork, and continuous improvement—mirrors the standards we uphold for new associates entering STERIS.

Central Alabama Community College is uniquely positioned to deliver a high-quality FAME experience. Their strong commitment to employer engagement, industry collaboration, and student achievement makes them an exceptional partner in developing a robust talent pipeline for our region. Establishing a FAME program will not only provide students with meaningful career opportunities, but it will also support local employers by developing a workforce that is prepared, dependable, and aligned with industry needs from day one.

We believe this program will:

- Strengthen the advanced manufacturing talent pipeline
- Expand access to high-wage, high-demand career pathways



- Help address critical workforce shortages across Alabama
- Enhance regional economic competitiveness
- Build strong partnerships between education and industry

STERIS is committed to supporting initiatives that empower students, strengthen communities, and support long-term workforce development. The FAME program reflects these values, and we look forward to continued collaboration with Central Alabama Community College as they work to deliver a program that benefits both learners and employers.

Thank you for your leadership and commitment to developing the next generation of skilled manufacturing professionals. Please feel free to contact me if additional information or support is needed.

Sincerely,

Brandi Jehle

Manager, Training and Development

STERIS Corporation | Healthcare