Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

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

Submission Checklist:

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

Primary Contact Information

Institution: Wallace Community College - Selma

Contact: Calvin Griffin

Title: Assistant Dean of Instruction

Email: calvin.griffin@wcs.edu

Telephone: 334 876-9412

Program Information

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

Award Level: Associate's Degree

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

Field of Study/Program Title: Mechatronics

CIP Code (15.0407)

Administration of the Program

Name of Dean: Tammie Briggs

Name of College/School: Wallace Community College Selma

Name of Chairperson: Matilda Williams

Name of Department/Division: Industrial Maintenance/Technical

Implementation Information

Proposed Program Implementation Date: 01/08/2027 Click or tap to enter a date.
Anticipated Date of Approval from Institutional Governing Board:09/09/2026 Click or tap to enter a date.

Anticipated Date of ACHE Meeting to Vote on Proposal: 09/11/2026 Click or tap to enter a date.

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

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

I. Program Description

New Program Proposal

A. **Concise Program Summary (one paragraph)** to be included in ACHE Agenda: The Mechatronics program is designed to prepare students for employment in advanced manufacturing, industrial maintenance, automation, and electrical technology fields. The program provides hands-on training in electrical systems, programmable logic controllers (PLCs), motor controls, hydraulics, pneumatics, robotics, and industrial troubleshooting. Students will develop technical and problem-solving skills aligned with current industry standards and workforce demands. Graduates will be prepared for entry-level careers as industrial maintenance technicians, electrical technicians, automation technicians, and related occupations in high-demand industrial sectors throughout Alabama and the surrounding region.

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. Addresses Regional Workforce Demand – The program is designed to meet the growing demand for skilled technicians in advanced manufacturing, industrial maintenance, automation, and electrical technology industries throughout Alabama and the West Alabama region.

2. Industry-Aligned Curriculum and Training – The curriculum incorporates hands-on instruction in programmable logic controllers (PLCs), motor controls, electrical systems, hydraulics, pneumatics, robotics, and industrial troubleshooting, ensuring students gain skills aligned with current industry standards and employer expectations.

3. Strong Employer and Community Support – The proposed program has received support from regional industries and workforce partners who recognize the need for a trained workforce pipeline and opportunities for internships, work-based learning, and employment placement for graduates.

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. SDAC Construction & Development
2. Henry Brick Company

D. Student Learning Outcomes

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

1. INT 101: Upon completion, 70% of students will demonstrate the ability to analyze and apply basic DC electrical concepts, including voltage, current, resistance, and Ohm's Law, with at least 70% accuracy as measured by written examinations, laboratory exercises, and problem-solving assessments.
2. INT 112 Upon completion, 70% of students will demonstrate the ability to identify and apply industrial maintenance safety procedures, including hazard recognition, lockout/tagout practices, and personal protective equipment requirements, with 70% accuracy as measured by written tests and performance-based assessments.
3. INT 119 Upon completion, 70% of students will demonstrate the ability to accurately use mechanical measuring instruments and interpret measurement data with 70% accuracy as measured by written tests, laboratory exercises, and practical evaluations.
4. INT 139 Upon completion 70% of students will demonstrate the ability to create, modify, and troubleshoot basic robotic programs and operations with 70% accuracy as measured by programming assignments, laboratory exercises, and written assessments.
5. INT 207 Upon completion, 70% of students will demonstrate the ability to analyze and apply industrial automatic control concepts, including sensors, actuators, and control systems, with 70% accuracy as measured by written tests, laboratory exercises, and troubleshooting activities.
6. INT 213 Upon completion, 70% of students will demonstrate the ability to interpret, wire, and troubleshoot industrial motor control circuits and components with 70% accuracy as measured by written examinations, laboratory exercises, and practical assessments.

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
15.0403 15.0613	AAS, Short-Term Certificate	Trenholm State	To provide Mechatronics training to students in the service area.
15.0613 15.0403	AAS, Certificate	Jefferson State Community College	To provide Mechatronics training to students in the service area.
15.0403	AAS, Certificate	Shelton State Community College	To provide Mechatronics training to students in the service area.
15.0613 15.0403	AAS, Certificate, Short Term Certificate	Coastal Alabama Community College	To provide Mechatronics training to students in the service area.

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.)

Mechatronics integrates the core components of both Industrial Maintenance and Electrical programs into a unified training pathway. The program will utilize existing facilities, enhanced with upgraded equipment, and the addition of electrical training systems. This proposed program builds upon and is closely aligned with current program offerings.

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

G. Collaboration

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

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

The proposed Mechatronics program will involve collaboration across multiple academic divisions, including Industrial Maintenance, Electrical Technology, and Workforce Development. These areas will work collectively to align curriculum, share instructional resources, and coordinate the use of facilities and equipment.

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

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

The program has explored and will continue to strengthen collaborations with local industries and workforce partners. These partnerships have supported advisory committee engagement, curriculum development, and alignment with current workforce needs. Industry partners have provided input on equipment selection, offer internship and work-based learning opportunities, and assist with job placement for graduates.

H. Programmatic Accreditation

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

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

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):
The full candidacy should be reached by Fall 2026 with just a notification letter.

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:

NC3 Industry Certification – Students will earn National Coalition of Certification Centers (NC3) certifications aligned with industrial maintenance, electrical technology, and advanced manufacturing competencies.

OSHA 10 Certification – Students will complete OSHA 10 training to develop workplace safety knowledge and awareness consistent with industry safety standards.

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.

No additional admission requirements are required beyond the institution's standard admissions process/policies for this degree level.

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 a competency-based assessment.

All classes will be In-Person.

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.

Wallace Community College-Selma
3000 Earl Goodwin PKWY
Selma Al. 36701
Will more than 50% of this program be offered at an off-campus site(s) **Yes ☒ No ☐**

If ***yes***, which sites?
Wallace Community College-Demopolis
1701 US-43
Demopolis, Al. 36732

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 SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17.

SOC 1 (49-9041):

SOC 2 (17-3024):

SOC 3 (51.2023):

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).

Industry Need Statement (Aligned with EDPA)

The proposed Mechatronic (CIP 51.0407) addresses a critical workforce in need in the State of Alabama by preparing students for high-demand occupations in industrial maintenance, automation, and electrical systems. According to the Economic Development Partnership of Alabama (EDPA), the state's economic growth is driven by advanced manufacturing, automotive production, and industrial operations, all of which require a highly skilled technical workforce capable of maintaining and supporting automated systems.

The program aligns directly with Alabama's Statewide and Regional Lists of In-Demand Occupations, particularly in areas related to industrial maintenance, electrical systems, and electromechanical technologies. These occupations are identified as high demand due to ongoing industry expansion, increased automation, and workforce shortages caused by retirements and evolving technology.

EDPA emphasizes the importance of aligning education with industry needs to ensure a workforce that is skilled and ready to meet both current and future demands. The proposed program supports this initiative by integrating mechanical, electrical, and automation training, including PLCs and industrial controls, to produce graduates with the multi-skilled competencies required by Alabama employers.

By providing a pipeline of work-ready graduates for occupations such as industrial maintenance technicians, electrical maintenance technicians, and mechatronics technicians, the program directly supports regional economic development in West Central Alabama and contributes to sustaining the state's competitiveness in advanced manufacturing and industrial sectors.

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 further education or training is required for graduates of the proposed program to gain 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 for the proposed Mechatronic program was based on institutional enrollment data from related technical programs. Current enrollment reflects strong student interest in these areas, with 25 students enrolled in Industrial Maintenance. These enrollment figures demonstrate a solid and existing pipeline of students interested in technical, hands-on training aligned with the proposed program.

Enrollment projections in the Business Plan (Lines 24–27) were developed using these programs as a baseline, applying a conservative estimate for initial enrollment with gradual growth over time. This approach ensures that projections are realistic, data-driven, and supported by existing student enrollment patterns in closely related disciplines.

Enrollment data from related technical courses at the college indicate sustained student interest in advanced manufacturing, industrial maintenance, and electrical systems. These courses serve as a strong pipeline for the proposed program and demonstrate increasing demand for hands-on technical training. Tracking enrollment trends over time is a common method used by institutions to evaluate program demand and workforce training needs.

Related Courses: INT101, INT102, INT113, INT118, INT121

2024 Enrollment 20

2025 Enrollment 22

2026 Enrollment 25

The college projects an initial cohort of 10 full-time students and 10 Part-time students in the first year of program implementation, with enrollment increasing to 22 students in Year 2, 24 students in Year 3, 26 students in Year 4, 27 students in Year 5, and 30 students in Year 6. These projections represent an average annual growth rate of approximately 6 percent per year and reflect the college's expectation that program awareness and recruitment efforts will expand over time.

New Program Proposal

I. 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	Col Dial Dave Davis	0	2
	Part-Time Faculty	0	0	0
	Administration	0	0	0
	Support Staff	0		
**Hired	Full-Time Faculty	0	0	0
	Part-Time Faculty	0	0	0
	Administration	0	0	0
		Personnel Total		

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:

Wallace Community College's Selma and Demopolis campuses have the faculty and instructional resources necessary to support the proposed Mechatronics program, maintain program quality, and ensure ongoing curriculum review. The program will be staffed by existing full-time faculty, who currently teach 66 credit hours within the existing Industrial Maintenance program. Since the proposed Mechatronics program requires 62 credit hours, faculty workloads will remain unchanged. To accommodate the new program, certain courses were removed from the existing INT curriculum and replaced with automation-focused courses aligned with the Mechatronics program.

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.

B. Proposed Faculty Roster*

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

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

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	**COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)**	**ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed**	**OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)**
Dave Davis (FT) Cole Dial (FT)	INT-101: DC Fundamentals—3 INT-103: AC Fundamentals—3 INT-104: Principles of Technology--3 INT-112: Industrial Maintenance Safety Procedures--3 INT-113: Industrial Motor Control I—3 INT-117: Principles of Industrial Mechanics--3 INT-118: Fundamentals of Industrial Hydraulic and Pneumatics—3 INT-119: Principles of Mechanical Measurement and Technical Drawing--3 INT-121: Industrial Hydraulics Troublingshooting—3 INT-126: Preventive Maintenance—3 INT-127: Principles of Industrial Pumps and Piping Systems—3 INT-134: Principles of Industrial Maintenance Welding and Metal Cutting Techniques—3 INT-158: Ind I--3 industrial Wiring INT-213: Industrial Motor Control II--3 INT-284: Applied Principles of Programmable Control—3 INT-288: Advanced Principles of Programmable Control--3	Associate of Applied Science (AAS) in Industrial Maintenance Technology (WCCS)	Over (add years) years of industry experience in industrial maintenance, electrical systems, and automation. Holds relevant industry certifications in industrial maintenance and safety. Demonstrates strong expertise in PLC programming, motor controls, and troubleshooting industrial systems. Instruction is delivered primarily in-person (IP) with hands-on lab components to support applied learning and workforce readiness.

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)**

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

C. Equipment

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

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

D. Facilities

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

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

E. Assistantships/Fellowships

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

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

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

F. Library

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

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

G. Accreditation Expenses

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

H. Other Costs

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

The Mechatronics Program requires a variety of instructional materials and consumable supplies to support laboratory activities and hands-on training. Annual expenditures for materials and supplies are estimated to range from $10,000 to $20,000, depending on enrollment levels and laboratory utilization.

Required materials and supplies include Ethernet and communication cables, I/O modules, Human-Machine Interface (HMI) accessories, industrial networking components, panel enclosures, and other automation-related hardware. Additional consumable items necessary for laboratory instruction include zip ties, labels and label makers, markers, cleaning supplies, shop towels, batteries, adhesives and epoxies, replacement blades, cutting tools, drill bits, and taps.
These materials and supplies are essential for providing students with practical experience in industrial automation, controls, networking, troubleshooting, installation, and maintenance activities that align with current industry standards and workforce expectations.

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:

II. 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 shown in the Business Plan, Line 17, was calculated using the tuition rate per credit hour, per semester, based on projected student enrollment and the total number of credit hours required within the program. The calculation was developed by multiplying the estimated number of enrolled students by the average number of credit hours taken each semester and the current in-state tuition rate.

All tuition revenue projections were based solely on Alabama resident tuition rates. Non-resident tuition rates were not included in the calculation because the projected enrollment is expected to primarily consist of Alabama residents within the college's service area.

The projected tuition revenue was aligned proportionally with the anticipated enrollment figures included in the Business Plan to ensure consistency and accuracy throughout the financial projections.

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.

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION:	**Wallace Community College Selma**		
PROGRAM NAME:	**Mechatronics**	**CIP CODE:**	**15-0407**
SELECT LEVEL:	**UNDERGRADUATE (BACHELOR'S)**		

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								$0
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION AND OTHER COSTS	$10,000							$10,000
TOTAL EXPENSES	$10,000	$0	$0	$0	$0	$0	$0	**$10,000**

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								$0
EXTERNAL FUNDING								$0
TUITION + FEES	$16,848	$28,080	$31,824	$35,568	$39,312	$41,184	$46,800	$239,616
TOTAL REVENUES	$16,848	$28,080	$31,824	$35,568	$39,312	$41,184	$46,800	**$239,616**

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	10	12	14	16	17	20	**14.83**
PART-TIME ENROLLMENT HEADCOUNT		10	10	10	10	10	10	**10.00**
TOTAL ENROLLMENT HEADCOUNT		20	22	24	26	27	30	**24.83**
***NEW* ENROLLMENT HEADCOUNT**		5	7	17	9	8	22	**11.33**
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	5	9	6	6	14	6	**7.67**

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

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

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 **General Education**	20
Credit hours required in **Program Courses & Required Electives**	42
Credit hours in **Program Options (concentrations/specializations/tracks)**	0
Credit hours in **Free Electives**	0
Credit hours in required **Capstone/Internship/Practicum**	0
Total Credit Hours Required for Completion:	**62**

Maximum number of credits that can be transferred in from another institution and applied to the program:	47
Intended program duration in semesters for full-time students:	5
Intended program duration in semesters for part-time students:	7

	X	No
Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an enployer partner, or alignment with nationally recognized industry standards?:	☐	☐

If **yes**, please explain (i.e., number of hours required, etc.):The program supports integration of industry-recognized credentials, NC3 certifications (electrical systems, motor controls, PLCs) and OSHA safety (often embedded or supplemental)
☞ These certifications are: Aligned with course competencies
Earned alongside instruction (not separate training)
Recognized by employers in manufacturing and industrial sectors

	YES	NO
Does the program inlcude any concentrations/ tracks/ options?	☐	☐

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

2. Undegraduate Components

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

Insert Additional Rows as Needed				
Institution:	Wallace State Community College - Selma			
Program Name:	Mechatronics			
Program Level:	UNDERGRADUATE (ASSOCIATE)			
Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**20**		
ORI 101	Orientation to College	2		
CIS 146	Microcomputer Application	3		
ENG 101	English Composition	3		
SPH 107	Public Speaking	3		
PSY 107	Human Growth and Development	3		
MTH 116	Mathematical Applications	3		
PYS 200	Social/Behavioral Science	3		
Program Courses and Required Electives		**42**		
INT 101	DC Fundamentals	3		
INT 103	AC Fundamentals	3		
INT 112	Industrial Maintenance Safty Procedure	3		
INT 113	Industrial Motor Control I	3		
INT 117	Principal of Industrial Mechanics	3		
INT 118	Fundamentels of Industrial Hydraulics & Pneumatics	3		
INT 119	Mechanical Measurement & Technical Drawing	3		
INT 126	Preventive Maintenance	3		
INT 127	Principles of Industrial Pumps and Piping Systems	3		
INT 139	Introduction to Robitic Programming	3		
INT 207	Industrial Automatic Controls	3		
INT 213	Industrial Motor Control II	3		
INT 284	Applied Principals of Programming Control	3		
INT 288	Advanced Principals of Programming Control	3		
Program Options (enter total credit hours from all options below)				
Free Electives				
Capstone/Internship/Practicum				
Total Credit Hours Required for Completion:		**62**		

To Whom It May Concern,

I am pleased to support the Mechatronics Program at Wallace Community College Selma.

This program provides students with essential training in automation, electrical systems, and industrial technology skills that are critical in today's workforce. Ensuring that students have access to up-to-date equipment will enhance their learning experience and better prepare them for employment.

As workforce demands continue to grow, employers are seeking individuals who are not only knowledgeable but also capable of applying their skills in real-world environments. The Mechatronics Program helps meet this need by preparing students for high-demand, high-wage careers through hands-on training that reflects current industry expectations. This type of preparation is essential for building a strong and reliable workforce.

In today's industrial settings, it is critical that new hires possess the practical skills necessary to perform job tasks safely and efficiently from day one. By aligning training with industry standards and incorporating modern equipment, this program ensures that graduates are job-ready and able to contribute immediately in areas such as automation, manufacturing, and industrial maintenance.

Efforts like this strengthen both workforce readiness and community development. I fully support the continued investment in this program.

Sincerely,

Clarke Burns
Production Manager
Henry Brick Company

SDAC | CONSTRUCTION & DEVELOPMENT
Zero Harm | Since 1985

To Whom It May Concern,

I would like to express my support for the Mechatronics Program at Wallace Community College Selma. Programs such as this play a vital role in connecting education with the needs of today's workforce, supporting high-demand and high-wage careers.

Students enrolled in this program gain valuable hands-on experience in areas such as automation, electrical systems, and industrial maintenance. These are critical skills that employers are actively seeking, and programs like this help bridge that gap.

As industries continue to evolve through automation, robotics, and advanced technologies, the need for a highly skilled workforce continues to increase. The Mechatronics Program is instrumental in preparing students with the technical knowledge and hands-on experience necessary to succeed in these in-demand fields. Incorporating modern, industry-aligned equipment into training ensures students are prepared to meet current workforce expectations and contribute effectively upon entering the field.

Continued investment in updated equipment will ensure that students are learning with tools and technologies that reflect current industry standards. This not only benefits the students but also strengthens the workforce pipeline in our region.

I fully support this initiative and appreciate the college's commitment to preparing students for real-world success.

Best Regards,

Fran and Mike Bruner

SDAC Construction & Development