*Fast Track For Action:  Program applications must meet the following criteria in order to be placed on the FTFA program approval request presented to the State Board of Community Colleges as part of the consent agenda:

- The curriculum program title currently exists within the System and does not require the creation of a new program title and new curriculum standard;
- The application is complete, requires no further analysis or documentation, and has the endorsement of Academic Programs;
- There are no negative impact assessments from other colleges; and
- The college does not go outside of its service area for planning purposes.

The State Board of Community Colleges is asked to approve the curriculum programs at the listed colleges on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of these program without any special allocation of funds.

**Cape Fear Community College**
- Automotive Customizing Technology (A60190)
- Nurse Aide (Certificate) (C45840)
- Veterinary Medical Technology (A45780)

**Central Carolina Community College**
- Building Construction Technology (A35140)
- Health and Fitness Science (A45630)
- Therapeutic Massage (A45750)

**Nash Community College**
- Emergency Medical Science (A45340)

**Western Piedmont Community College**
- Mechatronics Engineering Technology (A40350)

**Contact Person:**
Ms. Jennifer Frazelle
Director
I. Program Planning
Cape Fear Community College (CFCC) is seeking approval for the Automotive Customizing Technology (A60190) program to begin Fall 2016. The planning area is defined as the college’s service area of New Hanover and Pender counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at CFCC on November 18, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of CFCC have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Cape Fear Community College indicated the following:

- According to data provided by the U.S. Bureau of Labor Statistics, 13% growth is projected for automotive and collision technician jobs nationally.
- The NC Department of Commerce listed 52 job openings with average hourly wages of $18.12. There were many additional job openings for individuals possessing fabrication, welding, assembly, or auto insurance adjuster (collision) skill sets.
- The college conducted a survey of currently enrolled students at the beginning of the Fall 2015 semester to assess their interest in new vocational/technical programs. Of the 1,253 students who responded to this survey, 266 (21%) expressed interest in the Automotive Customizing program.
- This program will require minimal additional equipment and facilities as these resources are already in place for the automotive, collision, and welding technology programs.
• Three local automotive repair facilities expressed support for the program through an employer survey and forecasted positive growth for this industry in upcoming years.

• The college has had good success with their dual enrollment Career and College Promise programs due to their relationship with their local school system and believe that the customization program will be fit nicely into a robust transportation pathway.

III. Impact of the Proposed Program on Other Programs
One college is approved to offer the Automotive Customizing Technology program. This college is not located in a contiguous county to Cape Fear Community College, therefore, an impact assessment was not required.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field. Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen. Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

Automotive Customizing Technology: A program that prepares individuals to modify existing automotive vehicle components, fabrication techniques to create custom vehicle components, non-structural damage repair, custom painting and refinishing techniques, custom upholstery and glass removal/replacement/custom modifications, and other automotive technology related systems.

Contact Person:
Mr. Frank Scuiletti
Program Coordinator

SBCC
01/15/2016
I. Program Planning
Cape Fear Community College is seeking approval for the Nurse Aide (Certificate) (C45840) program to begin Fall 2016. The planning area is defined as the college’s service area of New Hanover and Pender counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Cape Fear Community College on November 18, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Cape Fear Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Cape Fear Community College (CFCC) indicates the following:

- Currently, CFCC offers Nurse Aide training through continuing education. The addition of the program in curriculum would only require one additional full-time faculty.
- Employment of nurse aides is expected to grow as the baby-boomer population ages. Between 2012 and 2022, the NC Commerce Occupational Outlook has projected a 33.5% increase in jobs for Nurse Aides, Psychiatric Aides and Home Health Aides.
- As of August 9, 2015, the Wilmington metropolitan statistical area advertised twenty-six job openings for nursing assistants. During this same time period, they also had seventy job openings advertised online for the related group of healthcare support occupations.
- CFCC surveyed their student body in August and September and identified that 361 students out of 1,252 students (29%) were supportive of the Nurse Aide program being offered in curriculum.
• CFCC is working with UNC Wilmington and their own nursing programs to award points for students who complete the Nurse Aide curriculum certificate program. This will enable them to develop a Career and College Promise pathway for high school students that includes the certificate with their articulated health science courses.

III. Impact of the Proposed Program on Other Programs
Forty-two community colleges are approved to offer the Nurse Aide program. This program contains a clinical component, therefore each college was provided with a program impact assessment from CFCC. Initially, Brunswick Community College did not concur with the impact assessment. This issue has been resolved. All colleges approved to offer the program are in agreement with the impact assessment.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages.

Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills.

Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

Contact Person:
Ms. Renee Batts
Associate Director
PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Cape Fear Community College
Veterinary Medical Technology (A45780)

I. Program Planning
Cape Fear Community College is seeking approval for the Veterinary Medical Technology (A45780) program to begin Fall 2017. The planning area is defined as the college’s service area of New Hanover and Pender counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Cape Fear Community College on November 18, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Cape Fear Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Cape Fear Community College (CFCC) indicates the following:

- The Veterinary Medical Technician (VMT) position is a highly skilled and invaluable part of the growing veterinary occupational field. VMT’s carry out a variety of essential duties as they work both independently and hand-in-hand with veterinarians in providing care for animals. Increasingly, veterinarians and animal service providers seek certified VMT’s to staff their practices.
- The U.S. Bureau of Labor Statistics projects the need for Veterinary Technologists and Technicians to grow by 30% between 2012 and 2022.
- In our state, VMT positions are projected to increase approximately 8.5%. However, it is projected that the Cape Fear region will have an increase of 25.2% between 2012 and 2022.
- Letters of support for the program were submitted to CFCC by the Wilmington Chamber of Commerce, Hampstead Animal Hospital and a former veterinarian in the Cape Fear region.
• The owner of Hampstead Animal Hospital stated the following: They are the only employees we can assign the veterinary duties of a hospital technician. Non-licensed personnel must be hired as assistants. Licensed technicians are legally able to give injections, including rabies vaccinations.

• The Wilmington Chamber of Commerce believes the business community would welcome the opportunity to be able to have a pool of skilled VTs to enhance services to address the needs of their customers.

• If approved, the VMT program will be housed in a new facility being constructed on the CFCC North Campus with New Hanover County bond funds.

III. Impact of the Proposed Program on Other Programs
Four community colleges are approved to offer the Veterinary Medical Technology program. This program contains a clinical component, therefore each college was provided with a program impact from Cape Fear CC. All colleges approved to offer the program are in agreement with the impact assessment.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
This curriculum is designed to prepare individuals to assist veterinarians in preparing animals, equipment, and medications for examination and surgery; collecting specimens; performing laboratory, radiographic, anesthetic, dental procedures; assisting in surgery; and providing proper husbandry of animals and their environment.

Course work includes instruction in veterinary anatomy, nutrition, parasitology, pathology, physiology, radiology, terminology, zoology, office practices, laboratory techniques, dentistry, and small and large animal clinical practices.

Graduates of accredited programs may be eligible to take state and national examinations administered by the North Carolina Veterinary Medical Board. Graduates may be employed in veterinary clinics; diagnostic, research, or pharmaceutical laboratories; zoos; academic institutions; or other areas associated with animal care.

Contact Person:
Ms. Renee Batts
Associate Director

SBCC
01/15/2016
I. Program Planning
Central Carolina Community College (CCCC) is seeking approval for the Building Construction Technology (A35140) program to begin Fall 2016. The planning area is defined as the college’s service area of Chatham, Harnett, and Lee counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at CCCC on October 21, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of CCCC have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Central Carolina Community College indicated the following:

- Nationally, employment in the construction sector is projected to grow 2.6% annually during 2012-2022. This growth is the third highest among all industry sectors and the highest among all goods-producing sectors (Bureau of Labor Statistics).
- Construction and Specialty Trade Contractors are in the top five projected growth sectors for the North Central Region of NC which includes Chatham, Lee, and Harnett counties (NC Dept. of Commerce). Statewide, construction of buildings is projected to grow 36.4% (NC Dept. of Commerce). During the period 2011-2012, 81% of students that had achieved an associate degree in construction technologies in the NC Community College System were employed one year post-graduation (NC Tower).
- Building permits have increased more than two-fold in Chatham County since 2010 and will continue to increase (U.S. Census Bureau). In Chatham County, Chatham Park, slated to develop in stages over the next 30 years, is a 7,000+ acre master-planned live, work, play, sustainable community under construction in Pittsboro, North Carolina. With zoning approval for 22-million square feet of commercial, office, and civic space and 22,000 residential units, it will be one of the largest master-planned communities in the country upon completion.
• A “Planning Survey for New Academic Programs” was conducted to potential applicants and students in late 2015 which identified approximately 105 students already interested in enrolling in the Building Construction Technology program at CCCC.

• CCCC currently offers several construction-related courses through their Sustainability Technologies program. Therefore, the college has much of the materials and equipment needed to teach coursework related to the proposed program, and has available classroom and laboratory space at the Pittsboro Campus in Chatham County.

• Equipment and supply funds have been budgeted during the current fiscal year to plan for the Fall 2016 implementation. A full-time, fully-credentialed instructor for building/sustainability courses began at CCCC in August 2015 to begin planning for curriculum implementation.

• UNC-C, ECU, NCSU, Western Carolina, NC A&T, and Appalachian State offer undergraduate degrees in Construction Management, providing interested students with multiple pathways to four-year degrees.

• Letters of support were received from Bold Construction and Newland Communities for the development of a Building Construction Technology program at CCCC.

III. Impact of the Proposed Program on Other Programs
Nine colleges are approved to offer the Building Construction Technology program. Two of these colleges are located in contiguous counties and were provided with a program impact assessment from Central Carolina CC. The colleges located in contiguous counties are in agreement with the impact assessment.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
These curriculums are designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions. Course work includes instruction in sustainable building and design, print reading, building codes, estimating, construction materials and methods, and other topics related to design and construction occupations. Graduates of this pathway should qualify for entry-level jobs in architectural, engineering, construction and trades professions as well as positions in industry and government.

Building Construction Technology: A program that prepares individuals to apply technical knowledge and skills to residential and commercial building construction and remodeling. Includes instruction in construction equipment and safety; site preparation and layout; construction estimating; print reading; building codes; framing; masonry; heating, ventilation, and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing.

Contact Person: Mr. Frank Scuiletti, Program Coordinator
I. Program Planning
Central Carolina Community College is seeking approval for the Health and Fitness Science (A45630) program to begin Fall 2016. The planning area is defined as the college’s service area of Lee, Harnett, and Chatham counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Central Carolina Community College on October 21, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Central Carolina Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Central Carolina Community College (CCCC) indicates the following:

- In Fall 2014, CCCC conducted a health sciences program planning survey with all hospital CEOs, Chief Nursing Officers, and hiring managers in their service area.
- According to the NC Department of Commerce, the local job demand in the Triangle South Workforce Development region in the state will experience an estimated 9.1% increase for Health and Fitness Science (Certified Personal Trainer/Fitness Specialist, Manager) until 2020.
- In July/August 2015 there were 391 statewide job openings for Health and Fitness Science personnel listed on NCWorks.gov.
- The Employment Security Commission of NC/NC Labor & Economic Analysis Commerce estimates a 10% increase with a projection of 150 annual job openings. National data indicates that the annual employment demand for Health and Fitness Science graduates will increase 13% or 6,500 job openings.
• North Carolina employment data indicated that 100% of Health and Fitness Science graduates from 2011-2012 were employed or enrolled in an advanced educational program within one year of graduation. (NCtower.com)

• In Fall 2015, CCCC completed a program planning survey that identified 164 potential Health and Fitness Science applicants.

• Dedicated classroom and gym space is planned on the Lee County Campus to allow for the implementation of the Health and Fitness Science program.

• Central Carolina Community College (CCCC) and North Carolina Central University (NCCU) are in the process of developing an articulation agreement that would allow graduates to receive articulated credit toward the following NCCU Physical Education and Recreation degrees: Fitness and Wellness Management, Exercise Sport Science, Physical Education: Teaching Major, Athletic Training and Recreation Administration.

• Letters of support for the program were submitted to CCCC by Directors at the Triangle-Lee County YMCA and the Harnett County Parks and Recreation.

III. Impact of the Proposed Program on Other Programs
Nine colleges are approved to offer the Health and Fitness Science program. Three of these colleges are located in contiguous counties and were provided with a program impact assessment from Central Carolina CC. The colleges located in contiguous counties are in agreement with the impact assessment.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
The Health and Fitness Science program is designed to provide students with the knowledge and skills necessary for employment in the fitness and exercise industry.

Students will be trained in exercise science and be able to administer basic fitness tests and health risk appraisals, teach specific exercise and fitness classes and provide instruction in the proper use of exercise equipment and facilities.

Graduates should qualify for employment opportunities in commercial fitness clubs, YMCA’s/YWCA’s, wellness programs in business and industry, Parks & Recreation Departments and other organizations implementing exercise & fitness programs.

Contact Person:
Ms. Renee Batts
Associate Director
I. Program Planning

Central Carolina Community College is seeking approval for the Therapeutic Massage (A45750) program to begin Spring 2017. The planning area is defined as the college’s service area of Lee, Harnett, and Chatham counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Central Carolina Community College on October 21, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Central Carolina Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale

Central Carolina Community College (CCCC) indicates the following:

- According to the NC Department of Commerce, the local job demand in the Triangle South Workforce Development region in the state will experience an estimated 11.1% increase for Therapeutic Massage until 2020.

- Therapeutic Massage has a strong current demand with 74 local and 132 state wide job openings advertised in October/November, 2015 (NCWorks.gov). O-Net Online lists Therapeutic Massage as a bright outlook occupation that is expected to grow much faster than average over the period 2012-2022.

- The Employment Security Commission of NC/NC Labor & Economic Analysis Commerce estimates a 21% increase with a projection of 140 annual job openings. National data indicates that the annual employment demand for Therapeutic Massage graduates will increase 23% or 4,410 job openings.
• North Carolina employment data indicated that 86% of Therapeutic Massage graduates from 2011-2012 were employed or enrolled in an advanced educational program within one year of graduation. (NClower.com)

• In Fall 2015, CCCC completed a program planning survey that identified 157 potential Therapeutic Massage applicants.

• Dedicated classroom and lab/clinical space is planned on the Lee County Campus to allow for the implementation of the Therapeutic Massage program.

• Letters of support for the program were submitted to CCCC by the owners of Massage to Heal and Real Body Therapy.

III. Impact of the Proposed Program on Other Programs
Sixteen community colleges are approved to offer the Therapeutic Massage program. This program contains a clinical component, therefore each college was provided with a program impact assessment from Central Carolina CC. All colleges approved to offer the program are in agreement with the impact assessment.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
The Therapeutic Massage curriculum prepares graduates to work in direct client care settings to provide manipulation, methodical pressure, friction and kneading of the body for maintaining wellness or treating alterations in wellness throughout the lifespan.

Courses will include content in normal human anatomy and physiology, therapeutic massage, ethical/legal issues, business practices, nutrition and psychology.

Employment opportunities include hospitals/rehabilitation centers, health departments, home health, medical offices, nursing homes, spas/health/sports clubs, and private practice. Graduates may be eligible to take the Massage and Bodywork Licensing Exam.

Contact Person:
Ms. Renee Batts
Associate Director
I. Program Planning
Nash Community College is seeking approval for the Emergency Medical Science (A45340) program to begin Fall 2016. The planning area is defined as the college’s service area of Nash County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Nash Community College on November 17, 2014. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Nash Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Nash Community College (NCC) indicates the following:

- NCC has been providing Emergency Medical Science (EMS) education through continuing education for approximately thirty years. The availability of the EMS program thorough curriculum would allow employment opportunities for new students and professional opportunities for EMS providers.
- The Bureau of Labor and Statistics (BLS) indicates the national demand for Emergency Medical Technicians and Paramedics is expected to increase by 23% between 2012 and 2022 or annually 12,060 job openings. BLS projects that North Carolina is expected to have a similar increase of 22% or 480 job openings on an annual basis.
- NCC has worked with Nash County EMS to ensure the target goals for a new program would meet both the needs of EMS employers and the communities they serve.
- Letters of support for the program were submitted to NCC by Nash County Emergency Services and the Nash-Rocky Mount Public School System.
- The Nash-Rocky Mount Public Schools are interested in the Emergency Medical Science program being available as a Career and College Promise pathway for their students.
III. Impact of the Proposed Program on Other Programs
Thirty-one community colleges are approved to offer the Emergency Medical Science program. This program contains a clinical component, therefore each college was provided with a program impact from Nash CC. Initially, Wake Technical Community College did not concur with the impact assessment. This issue has been resolved. All colleges approved to offer the program are in agreement with the impact assessment.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

Contact Person:
Ms. Renee Batts
Associate Director
PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Western Piedmont Community College
Mechatronics Engineering Technology (A40350)

I. Program Planning
Western Piedmont Community College (WPCC) is seeking approval for the Mechatronics Engineering Technology (A40350) program to begin Fall 2016. The planning area is defined as the college’s service area of Burke County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at WPCC on September 13, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of WPCC have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

II. Program Rationale
Western Piedmont Community College indicated the following:

- There are over 30 diverse manufacturers within the college’s service area specializing in textiles, furniture, chemicals, aerospace, heavy truck, automotive, food processing and consumer electronics, with approximately 25 positions available for skilled mechatronics technicians.
- The Burke Manufacturers Executive Council expressed the need to develop a mechatronics program supportive of modern manufacturing skills.
- The college has provided mechatronics training to over 90 workers in these industries over the past two years, yet companies require a more comprehensive training program containing additional automation competencies for their workforce to stay current with advanced manufacturing industry trends.
- Burke County Public Schools is in support of the mechatronics program. The college is currently delivering a mechatronics certificate program under Industrial Systems Technology to 38 students in four Burke County high schools. Based on the success of this program, they plan on expanding the program beyond the certificate level.
• Automotive parts manufacturer, Continental Teves, has worked with the college to establish six $3,500 mechatronics scholarships.

• The college has received letters of support from the Burke County Manager, Continental, Leviton, Caterpillar, Richelieu, Sypris Technologies, Valdese Weavers, Molded Fiberglass, and Burke County Schools.

• The college was recently awarded a Duke Energy grant for $185,000 to secure appropriate mechatronics training equipment as well as a $750,000 from Golden Leaf to fund a building expansion project for the Mechatronics program.

III. Impact of the Proposed Program on Other Programs
Sixteen colleges are approved to offer the Mechatronics Engineering Technology program. One of these colleges is located in a contiguous county and was provided with a program impact assessment from Western Piedmont Community College. The college located in a contiguous county is in agreement with the impact assessment.

IV. Implementation of Collaborative Plan
Not Applicable

V. Curriculum Design
The proposed program of study is in compliance with the State Board approved curriculum standard.

VI. Curriculum Description as Designated on Curriculum Standard
These curriculum are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, engineering technicians, industrial and technology managers, or research technicians.

Mechatronics Engineering Technology: A course of study that prepares the students to use basic engineering principles and technical skills in developing and testing automated, servomechanical, and other electromechanical systems. Includes instruction in prototype testing, manufacturing and operational testing, systems analysis and maintenance procedures. Graduates should be qualified for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for Packaging Machinery Manufacturers Institute (PMMI) mechatronics or similar industry examinations.

Contact Person:
Mr. Frank Scuiletti
Program Coordinator