JIMMY H. BAKER
Chancellor

Proposal for a New Degree Program

I. Information and Rationale

A. Primary Contact Information

Institution: Chattahoochee Valley Community College

Contact: Nicole Cameron

Title: Dean of Instruction

Email: Nicole.jackson@cv.edu

Telephone: 334-291-4945

B. Program Information

Date of Proposal Submission*: 3/25/2024*

Award Level: *Associate's Degree*

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

Field of Study/Program Title: *Electrical Technology*

CIP Code (6-digit): *46.0302*

C. Implementation Information

Proposed Program Implementation Date: *8/18/2025*

Anticipated Date of Approval from Institutional Governing Board: *6/3/2024*

Anticipated Date of ACHE Meeting to Vote on Proposal*: 9/13/2024*

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

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

D. Specific Rationale (Strengths) for the Program

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

In collaboration with Troy University, Columbus State University, Columbus Technical College, Auburn University, Tuskegee University, and other workforce development offices in Region Five, Chattahoochee Valley Community College (CVCC) is a co-applicant for a $50 million grant to enhance workforce training opportunities as part of the Chips for America initiative. This initiative, launched by the Biden-Harris Administration through the U.S. Department of Commerce's National Institute of Standards and Technology, aims to restore U.S. leadership in semiconductor and advanced manufacturing, support good-paying jobs across the semiconductor supply chain, and strengthen U.S. economic and national security. As part of this effort, CVCC has committed to offering an Electrical Technology program to complement its existing advanced manufacturing programs under the Applied Technology division. The Electrical Technology program opens pathways to diverse careers in the semiconductor and advanced manufacturing sector. Also, Micromize, a semiconductor manufacturer has agreed to house its headquarters in

the Phenix City-Columbus Georgia area and anticipates a need to hire qualified workers from this area. Importantly, CVCC received a Rural Postsecondary and Economic Development grant in the excess of 2 million dollars to help cover the cost for programs in the applied technology division of the College. Electrical Technology equipment upgrades and replacement along with personnel needs can be funded from said grant.

- *If CVCC does not receive the Chips grant funding, the College remains fully prepared to offer the program with financial support through the RPEDS grant. Our current facilities and instructors are well-equipped and ready to deliver the program. Additionally, it is the mission of the College to provide valuable credentials for entry-level workers and serve as a foundation for students who wish to transfer to four-year institutions for advanced degrees in their respective field of study.*

- *Skilled Workforce for Semiconductor Industry: Alabama's expanding semiconductor industry, driven by the Chips for Chips initiative, demands a skilled workforce proficient in electrical technology. By offering a specialized program, the initiative can cultivate a pool of graduates equipped with expertise in semiconductor fabrication, electronic circuit design, and equipment maintenance. Graduates of this program will be qualified to contribute to the development and enhancement of manufacturing processes essential for producing high-quality, reliable semiconductor devices on a large scale.*

- *Economic Growth and Job Creation: Investing in an electrical technology program can contribute to economic growth and job creation in Alabama. Graduates from the program can fill high-demand positions in the semiconductor industry, attracting new businesses, driving local innovation ecosystems, and enhancing the overall competitiveness of the state in the global semiconductor market.*

- *Partnerships and Collaborations: The program can establish partnerships and collaborations with semiconductor companies involved in the Chips for Chips initiative. This collaboration can lead to joint research projects, industry-sponsored apprenticeships, and opportunities for students to work on real-world challenges faced by the semiconductor industry.*

- *Research and Development Support: An electrical technology program can contribute to the research and development efforts of the semiconductor industry in Alabama. Students and faculty can collaborate on projects related to semiconductor materials, device design, and process optimization, fostering innovation and driving technological advancements within the industry.*

- *STEM: Adopting an Electrical Technology program significantly enhances STEM-based education and will provide CVCC students with a robust, interdisciplinary learning experience that integrates science, technology, engineering, and mathematics in a practical, hands-on environment. Electrical technology is at the heart of modern technological advancements, and incorporating this program into the curriculum strengthens the STEM foundation by offering students the opportunity to engage with real-world applications of these disciplines.*

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.

- *Smith and Gray Electric Company*
- *Alatrade*

II. Background with Context

A. Concise Program Description

The Electrical Technology program provides students with a comprehensive introduction to electronics, circuit design, digital circuitry, and circuit fabrication and testing through various instructional methods. By combining classroom instruction with hands-on training and an apprenticeship component, the program equips students with the skills and knowledge essential for success in advanced manufacturing and the semiconductor industries that require electrical technology expertise. Graduates are prepared to excel in high-demand roles, driving workforce opportunities in these innovative sectors.

B. Student Learning Outcomes

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

- *Students will be able to evaluate hazards associated with electrical systems*
- *Students will be able to differentiate between series, parallel, series parallel circuits, and RCL circuits*
- *Students will be able to distinguish units of measurements for voltage current, resistance, and power*
- *Students will define Ohm's Law*
- *Students will be able to analyze characteristics of conductors for different capacities*

C. Administration of the Program

Name of Dean and College: *Nicole Cameron, Chattahoochee Valley Community College*

Name of Department/Division: *Career and Technical Education and Workforce Training*

Name of Chairperson: *Clint Langley*

D. Similar Programs at Other Alabama Public Institutions

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

Schools in close proximity to CVCC's region with similar programs

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
47.0303	*Manufacturing Engineering Technology Technician*	*Southern Union State Community College*	*Not a duplicate; however, the College is implementing this program due to the Chips for Chips initiative.*
47.0105	*Industrial Electronics Technology Technician*	*Southern Union State Community College*	*Not a duplicate; however, the College is implementing this program due to the Chips for Chips initiative.*

E. Relationship to Existing Programs within the Institution

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

   (Note: Most new programs have some relationship to existing offerings, *e.g.*, through shared courses or resources). If yes, complete the following table. 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.

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
AAS.	*Applied Technology. Industrial Maintenance*	*Overall, the similarities between electrical technology and industrial maintenance highlight the interconnectedness of these fields in ensuring the efficient operation of electrical systems and equipment in industrial environments. The Electrical Technology program will share the same lab space and equipment with the existing Industrial Maintenance program. This program is not a competitor for the Electrical Technology program as the competencies are very different*

		and focus on electrical skills needed in the advanced manufacturing/semiconductor workforce.

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

   If yes, please explain.

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

   If yes, please explain.

F. Collaboration

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

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

Chattahoochee Valley Community College (CVCC) has actively pursued collaborations beyond our institution to enhance workforce training opportunities in support of the Chips for America initiative. As part of this effort, CVCC and Troy University have agreed to expand their existing articulation agreement to include the Electrical Technology program, enabling students to seamlessly transfer into Troy University's Bachelor's degree in Electronics Engineering Technology.

In addition, CVCC has an articulation agreement with Mississippi State University and plans to strengthen it by creating a transfer pathway for Electrical Technology graduates. This pathway will allow students to enroll in Mississippi State's Bachelor's degree in Industrial Technology Education, which prepares students for supervisory and management roles in production, automation, maintenance, and advanced manufacturing. These partnerships ensure that our students can advance their education and skills while contributing to the growing semiconductor industry.

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

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

G. Specialized Accreditation

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

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

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

   If yes, list the name(s) of the organization(s) and the purpose of the pursuit.

   If there are plans to pursue non-required external accreditation at a later date, list the name(s) and why the institution is not pursuing them at this time. (N/A)

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

H. Admissions

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

If yes, describe any other special admissions or curricular requirements, including any prior education or work experience required for acceptance into the program.

N/A

I. Mode of Delivery

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

- *This program will be offered in a traditional and hybrid format only due to the lab requirements and apprenticeship component.*

J. Projected Program Demand (Student Demand)

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

- *The primary method utilized to assess student demand for the Electrical Technology program involved analyzing enrollment and coursework patterns within the existing Industrial Maintenance program. The College monitored student enrollment in specific courses relevant to applied technology and industrial maintenance over time. For instance, from 2022 to 2025, the enrollment figures for related coursework were as follows:*

- *2022 Enrollment: 25 students*

- *2023 Enrollment: 26 students*

  By examining enrollment trends, the College gauges student interest and demand not only for Industrial Maintenance but also for programs such as Electrical Technology. This data-driven approach guides decisions regarding program offerings, resource allocation, and strategic planning, ensuring alignment with student needs and market demand. As indicated on the budget summary, ***CVCC anticipates enrolling 12-15 new students into the program each year over a seven-year period****.*

III. Program Resource Requirements

A. Proposed Program Faculty*

Current Faculty and Faculty to Be Hired

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

***Note**: Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal. **Current Faculty**			
1	**2**	**3**	**4**
CURRENT FACULTY NAME (FT, PT)	**COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)**	**ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed**	**OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)**
FT Langley, Clint	*ELT 241 National Electric Code (3) *ILT 160 DC Fundamentals (3) * ILT 161 AC Fundamentals (3) *ILT 162 Solid State Fundamentals (3) •ILT 166 Motors and Transformers I (3) * ELT 117 AC/DC Machines (3) • IL T 109 Electrical Blueprint Reading I (3) *ILT 165 Industrial Electronics Control I (3) •/LT 231 National Electric Code (3) •/LT 109 Motor Controls I (3) * ELT 115 Residential Wiring II (3) •ELT I 18 Commercial - Industrial Wiring (3) •ELT 114 Residential Wiring Methods (3) •ILT 108 Introduction to Instrumentation and Process Control (3) • INT 291 Cooperative Education (3)	*Masters-Education. Auburn University 2011 *B.S. Career Technical Education/Agricultural Science Education Auburn University 2007 *AAS Machine Shop Technology Southern Union State Community College 1998	17 years Industrial maintenance experience
Additional Faculty (To Be Hired)			
1	**2**	**3**	**4**

***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)**
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)**
PT To be hired	*ELT 241 National Electric Code (3) *ILT 160 DC Fundamentals (3) * ILT 161 AC Fundamentals (3) *ILT 162 Solid State Fundamentals (3) •ILT 166 Motors and Transformers I (3) * ELT 117 AC/DC Machines (3) • IL T 109 Electrical Blueprint Reading I (3) *ILT 165 Indu strial Electronics Control I (3) •/LT 231 National Electric Code (3) •/LT 109 Motor Controls I (3) * ELT 115 Residential Wiring II (3) •ELT I 18 Commercial - Industrial Wiring (3) •ELT 114 Residential Wiring Methods (3) •ILT 108 Introduction to Instrumentation and Process Control (3) • INT 291 Cooperative Education (3)	Requirements: Minimum of a Master's degree in in a related field. Two or more years of relatable work experience, and relevant certifications are preferred	Requirements: Minimum of a Master's degree in in a related field. Two or more years of relatable work experience, and relevant certifications are preferred

***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)**

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
Courses Taught/To be Taught – For a substantive change prospectus/application, list the courses *to be taught*, not historical teaching assignments.

All Proposed Program Personnel

Provide all personnel counts for the proposed program.

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

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

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 institution has an adequate number of faculty, comprising one full-time and one part-time faculty member, for the proposed program. This staffing plan ensures the quality, integrity, and thorough review of the curriculum and program. Additional faculty will be hired when enrollment increases by year two.*

B. Equipment

Will any special equipment be needed specifically for this program? **Yes ☐ No ☒**
If *yes*, list the special equipment. Special equipment cost should be included in the **New Academic Degree Program Business Plan Excel file.**

- *While the College does not require new equipment at the time of this application, we recognize the importance of staying ahead of industry trends, evolving standards, and employer expectations. Anticipating future needs, the College projects a budget of*

approximately $60,000 over a seven-year period to address these requirements. ***This budget includes $30,000 allocated in year three for the purchase of additional equipment to support enrollment growth and another $30,000 in year seven to replace equipment that may become outdated or inoperable due to normal wear and tear.***

C. Facilities

Will any new facilities be required specifically for the program? **Yes ☐ No ☒**

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

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

CVCC has recently opened a new Workforce Training Center in fall of 2023 equipped with state-of-the-art classroom and lab space.

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

D. Assistantships/Fellowships

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

If *yes*, how many assistantships will be offered?

The expenses associated with any *new* assistantships should be included in the **New Academic Degree Program Business Plan Excel file.**

E. Library

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

- *The library at Chattahoochee Valley Community College (CVCC) features a comprehensive collection of resources for the Electrical Technology program. As outlined below, our offerings include a rich selection of books, journals, and periodicals. Providing an abundance of information to elevate both study and research endeavors. With a focus on both traditional and digital resources. our library is well equipped to meet the diverse needs of those pursuing excellence in Electrical Technology.*

Electrical Technology Library Resources	
Books	10
Periodicals	Online through A VL 480 publications CVCC has access to.
Journals	Online through A VL 480 publications CVCC has access to.

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

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

F. Accreditation Expenses

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

If *yes*, briefly describe the estimated cost and funding source(s) and include cost in the **New Academic Degree Program Business Plan Excel file.**

G. Other Costs

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

H. Revenues for Program Support

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

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

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

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

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

IV. Employment Outcomes and Program Demand (Industry Need)

A. Standard Occupational Code System

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

- *49 -2093.00 Electrical and Electronics Installers and Repairers, Transportation Equipment*
- *49 -2094.00 Electrical and Electronics Repairers, Commercial and Industrial Equipment*
- *49-2096.00 Electronic Equipment Installers, and Repairs, Motor Vehicles*

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

SOC 2 47-3013 Helpers Electricians
SOC 3 49 9051 Electrical Power Line Installers and Repairers

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 Electrical Technology program will fulfill a specific industry need in Alabama by addressing the demand for skilled workers in electronic equipment installation, repair, and maintenance roles. This aligns with Alabama's Statewide and Regional Lists of In-Demand Occupations, particularly in the following categories:

- ***Electronic Equipment Installers and Repairers, Motor Vehicles:*** *The program aims to equip students with the knowledge and skills needed to install, troubleshoot. and repair electronic systems and components in motor vehicles. This directly supports the automotive industry in Alabama, where modern vehicles rely heavily on electronic systems for functionality and performance.*

- ***Electrical and Electronics Installers and Repairers, Transportation Equipment:*** *Students will learn how to install and maintain electrical and electronic systems in various transportation equipment, such as aircraft, trains, and marine vessels. This aligns with the transportation sector's need for technicians who can ensure the proper functioning and safety of electronic systems in these vehicle*

- ***Electrical and Electronics Repairers, Commercial and Industrial Equipment:*** *The program prepares students to work with commercial and industrial equipment, including machinery, control systems, and electronic components. This addresses the demand for skilled technicians in manufacturing, utilities, and other industries that rely on complex electrical systems for operations.*

- ***Equipment Maintenance and Repair:*** *Semiconductor manufacturing equipment is highly specialized and requires regular maintenance and repair. Graduates from an electrical technology program can work as technicians to ensure the efficient functioning of equipment, reducing downtime and optimizing production output.*

B. Employment Preparation

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

- *An electrical technology program with an apprenticeship component provides graduates with practical experience and hands-on skills that directly prepare them for employment in various occupations related to electronic equipment installation, repair, and maintenance. By participating in apprenticeships, graduates develop versatile maintenance and repair skills applicable to various equipment categories. They learn to assess equipment performance, troubleshoot issues, perform routine maintenance, and collaborate with teams to ensure equipment reliability and functionality.*

- *Overall, the combination of classroom instruction and hands-on learning experience in an electrical technology program prepares graduates to excel in occupations related to electronic equipment installation, repair, and maintenance across different industries.*

Electronic Equipment Installers and Repairers, Motor Vehicles (SOC Code: 49-2096):	During their apprenticeships, students gain experience working with electronic systems and components specific to motor vehicles. This includes diagnosing and repairing electrical issues in automotive systems, such as engine control modules, sensors, and entertainment systems.

Electrical and Electronics Installers and Repairers, Transportation Equipment (SOC Code: 49-2093):	Apprenticeships expose students to electrical and electronic systems found in transportation equipment, such as aircraft, trains, and marine vessels. They learn to install, maintain, and troubleshoot complex systems like navigation equipment, communication systems, and control panels.
Electrical and Electronics Repairers, Commercial and Industrial Equipment (SOC Code: 49-2094):	Apprenticeships provide students with exposure to commercial and industrial equipment, such as machinery, control systems, and electronic components used in manufacturing and other sectors. They learn to troubleshoot electrical issues, replace faulty components, and perform preventive maintenance tasks.
Equipment Maintenance and Repair (Various SOC Codes):	The apprenticeship component of the program focuses on equipment maintenance and repair across different industries, including automotive, transportation, commercial, and industrial sectors. Students gain exposure to a wide range of equipment types and systems.

C. Professional Licensure/Certification

Please explain if professional licensure or industry certification is required for graduates of the proposed program to gain entry-level employment in the occupations selected. Be sure to note which organization(s) grants licensure or certification.

- *There is no certification requirement; however, students will be highly encouraged to pursue industry recognized certifications aligned with their skills and abilities.*

D. Additional Education/Training

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

- *While no additional education or training is required for entry-level*

positions within this occupational field, students will be strongly encouraged to pursue industry- recognized certifications, such as a mechanical electrical license.

V. Curriculum Information for Proposed Degree Program

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

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	18
Credit hours required in **program courses**	48
Credit hours in **program electives/concentrations/tracks**	0
Credit hours in **free electives**	0
Credit hours in **required research/thesis**	0
Total Credit Hours Required for Completion	**69**

Note: The above credit hours **MUST** match the credit hours in the *Curriculum Components of Proposed Program* table in Section V.G.

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

- *In order to establish reciprocity, a student must complete a minimum of 25% of the coursework of their respective program at Chattahoochee Valley Community College (CVCC} in order for a credential to be awarded. As such, up to 75% of a program can be transferred in to CVCC provided the credit is evaluated and approved by the Registrar.*

C. Intended program duration in semesters for full-time students: 6 semesters

D. Intended program duration in semesters for part-time students: 7-8 semesters

E. 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? Yes ☒ **No** ☒

If yes, explain how these components fit with the required coursework.

Every student in this program is required to fulfill an apprenticeship as an integral component of their degree

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

If yes, provide an overview and identify these courses in the *Electives/Concentrations/Tracks* section in the Curriculum Components of Proposed Program Table in Section V.G.

- There are two embedded short certificates in the program as outlined below:

Short Certificate-Commercial and Industrial Wiring (18 Credit Hours)	
Course	Credit Hours
ELT 114 Residential Wiring Methods	3
ELT 118 Commercial-Industrial Wiring	3
ILT 231 National Electric Code	3
ILT 160 DC Fundamentals	3
ILT 161 AC Fundamentals	3
ILT 109 Electrical Blueprint Reading	3

Short Certificate-Industrial Instrumentation (15 Credit Hours)	
Course	Credit Hours
ILT 209 Motor Controls I	3
ILT 165 Industrial Electronics Control	3
ILT 108 Introduction to Instrumentation and Process Control	3
ILT 160 DC Fundamentals	3
ILT 161 AC Fundamentals	3

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

Program Name:	**Associate of Applied Science Electrical Technology**			
Program Level:				
Curriculum Components of Proposed Program				
Course Number	**Course Title**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses *(Undergraduate Only)*				
ENG 101	English and Composition	3	N	N
PSY 200	General Psychology	3	N	N
HUM 101	Humanities Elective	3	N	N
SPH 106 or SPH 107	Fundamentals of Oral Communications or Fundamentals of Public Speaking	3	N	N
MTH or BIO	Natural Science or Mathematics Elective	3	N	N
CIS 146	Micro Computer Applications	3	N	N
ORI 105	Orientation and Student Success	3	N	N
Program Courses				

ADM 100	Industrial Safety	3	N	N
ELT 241	National Electric Code	3	Y	N
ILT 160	DC Fundamentals	3	Y	N
ILT 161	AC Fundamentals	3	Y	N
ILT 162	Solid State Fundamentals	3	Y	N
ILT 166	Motors and Transformers	3	Y	N
ELT 117	AC/DC Machines	3	Y	N
ILT 109	Electrical Blueprint Reading I	3	Y	N
ILT 165	Industrial Electronics Control I	3	Y	N
ILT 231	National Electric Code	3	Y	`N
ILT 209	Motor Controls I	3	Y	N
ELT 115	Residential Wiring II	3	Y	N
ELT 118	Commercial Industrial Wiring	3	Y	N
ELT 114	Residential Wiring Methods	3	Y	N
ILT 108	Introduction to Instrumentation and Process Control	3	Y	N
INT 291	Cooperative Education	3	Y	Y
Program Electives/Concentrations/Tracks				
	Embedded Short Certificate: Commercial and Industrial Wiring (18 Credit Hours)			
	Embedded Short Certificate: Industrial Instrumentation (15 Credit Hours)			
Research/Thesis				
	Not Applicable			
	***Total Credit Hours Required for Completion**	**69**		

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

New Academic Degree Program Summary/Business Plan

Use the Excel form from for **New Academic Degree Program Business Plan**, to complete the New Academic Program Degree Proposal.

Steps for Submitting the New Academic Degree Proposal

1. Complete the **New Academic Degree Proposal** document.

2. Attach the letters of support from external entities listed in *Section I.D.* at the end of the **New Academic Degree Proposal** document.

3. Save the **New Academic Degree Proposal** document as a **.pdf file**.

4. Complete the **New Academic Degree Program Business Plan** and save as an **.xlsx file.**

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION:	**Chattahoochee Valley Community College**		
PROGRAM NAME:	**Electrical Technology**	**46.0302**	**CIP CODE:**
SELECT LEVEL:	**UNDERGRADUATE (ASSOCIATE)**		

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	$0	$31,698	$32,173	$32,655	$33,144	$33,641	$34,145	$197,456
ADMINISTRATION/STAFF	$0	$0	$0	$0	$0	$0	$0	$0
EQUIPMENT	$0	$0	$30,000	$0	$0	$0	$30,000	$60,000
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS/FELLOWSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
ACCREDITATION AND OTHER COSTS	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENSES	$0	$31,698	$62,173	$32,655	$33,144	$33,641	$64,145	**$257,456**

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTERNAL FUNDING	$0	$0	$0	$0	$0	$0	$0	$0
TUITION + FEES	$69,840	$139,680	$226,980	$343,380	$459,780	$576,180	$692,580	$2,508,420
TOTAL REVENUES	$69,840	$139,680	$226,980	$343,380	$459,780	$576,180	$692,580	**$2,508,420**

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	12	15	20	20	20	20	**17.83**
PART-TIME ENROLLMENT HEADCOUNT		0	0	0	0	0	0	**0.00**
TOTAL ENROLLMENT HEADCOUNT		12	15	20	20	20	20	**17.83**
***NEW* ENROLLMENT HEADCOUNT**		12	15	20	20	20	20	**17.83**
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	4	9	12	15	15	15	**11.67**