

STAGE 2: CONCEPT DEVELOPMENT FOR ACADEMIC AFFAIRS

The program developer should work closely with the curriculum coordinator, department chair, and instructional dean to assess program feasibility and complete the “[New Programs: Stage 2, Concept Development for Academic Affairs](#)” required documentation. *Depending on the internal expertise, the program developer may wish to convene the Program Planning Advisory Team (see step 3.1) as part of Stage 2 instead of Stage 3.*

- 2.1 Program Overview:** Include a copy of the information provided in Stage 1, noting that the program overview and strategic plan alignment may be expanded as needed; employment projections will expand to a labor market analysis as part of the communication process for Stage 3.

AAS of Automotive Technology in Electronics and Diagnostics (TED)

This degree is an addition to our current Master Automotive Technician Certificate, with emphasis on the electrical / electronic portions of the automotive industry. Three major areas are included in this proposal: electronic and hybrid power systems, clean diesel, and on-board vehicle networking. The title places emphasis on the ever-advancing electronics that are contained on all current vehicles, clearly stating the intent of the degree. Degree seeking students are still able to take short-term certificate courses from other certificate areas and receive a degree plus short-term certificates. The accrediting body of the COCC Automotive Technology Program is NATEF (National Automotive Technicians Education Foundation). Many of the electronic competencies in certifying areas, required by NATEF, are embedded into the current A1 through A9 NATEF Certifications. With the new degree, the Automotive Program will be very effective preparing graduates for the full range of vehicle technology.

- 2.2 Certificate or Degree Options** (work with the appropriate dean and curriculum coordinator to select the appropriate degree/certificate)

Associate of applied science (AAS): Generally two years of full-time coursework; includes some general education course requirements; remaining credits tailored towards career-related coursework; see AAS checklist in COCC catalog. Current examples include structural fire science and early childhood education.

- 2.3 Curriculum Planning:** Provide a course of study to include course titles, credits per course, prerequisites, and general education requirements, as well as the anticipated delivery method (in person, online, hybrid, self-paced) and the campus location in which the program will be offered.

Attachment A – catalog courses that includes course title, credits, prerequisites

The prerequisites are included in the current catalog for 2018-2019. The delivery method is – self-paced for the entry-level courses (all lab) and standard delivery for all other courses.

2.4 Enrollment Projections: Provide anticipated enrollment, including information on data source.

Included is a snapshot of enrollment for four full years- Automotive Technology

Attachment B * this attachment is delayed. IE will have this data by October 12.**

Attached is a three-year enrollment for all students who have taken one of the advanced courses in the TED option

Attachment C

2.5 Preliminary Budget: Describe anticipated revenue, including tuition and specialized fees; implementation budget, including whether a content expert is needed and/or load relief for existing faculty is recommended; operational budget; accreditation requirements affecting budgets, including program delivery, staffing, budget, or other factors. Additionally, the program developer should meet with the grants coordinator to determine if outside grant opportunities exist that may assist with implementation or on-going costs.

- a. **The NSF / ATE Mentor-Connect small grant helped the TED degree launch, with curriculum development, equipment, and beta testing.**
- b. **To supplement the Material and Supplies budget, the department manages a Industrial budget that is profit bearing. We do charge our customers a small fee to parts and shop fees.**
- c. **Students pay a lab fee that also goes into the Industrial Account.**
- d. **A separate account has been established to charge college employees to the use of out Hybrid fleet. This is a charge per mile – and helps to maintain our vehicles used for labs.**
- e. **I really appreciate that load relief is being considered in this application. It is not required at this stage.**
- f. **No additional staffing or budget is needed.**
- g. **We do require an Accreditation visit every five years. We have been supported by the VPI office on such occasions.**

2.6 Instructional Requirements: Describe the following, noting that this will be expanded upon in Stage 3:

- a. Describe the anticipated organizational structure, including staffing needs such as program director, full-time faculty, adjunct faculty, part-time instructor, support staff, specialized program staff, and other anticipated staffing needs. Include which existing department will have oversight for the program and minimum qualifications for new faculty.

No changes

- b. Recognizing that career and technical education programs often have requirements which apply only to that program, the program developer should include information on

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unique aspects of the program. Considerations include, but are not limited to, specialized instruction, support, or other staffing; disability considerations; student/faculty ratio; and specialized facilities or equipment; internships; unique or high cost students expenses such as certification exams.

The program has adapted to all requirements stipulated in the catalog. The five new classes that make up the advanced portion of this degree is held at the newer facility – Redmond Technical Center. Due to the space and safety considerations, the five classes have a limit of 12. Students in the advanced courses pay a \$200 per class lab fee to help purchase and maintain the equipment for that portion of the program. This fee was approved by College Affairs.

- c. After meeting with other academic departments who may provide needed support courses, describe instructional impacts to other academic departments. Examples include need for specialized courses or prerequisites.

Communication with the related departments occurred when the TED Degree option was proposed.

- 2.7 Faculty Position Requests:** Department chair begins discussion of position needs with ChairMoot (not required for Academic Affairs approval process).

No additional faculty support

- 2.8 Potential Policy Impacts:** Describe any new policies or changes to existing policies needed to support this program, working with the instructional dean to determine appropriate approval process.

No policy changes

- 2.9 Updated Implementation Timeline:** Review and update information provided in previous Stage.

The timeline plan is to start fall 2019

- 2.10 Additional Information:** Provide additional information that may be helpful in the decision process, including any extraordinary needs unique to the proposed program.

Approval for State 2: Concept Development

1. Department chair: Program developer submits the above information to the proposed department chair for review and approval. The Department Chair recommends the program to the Instructional Dean as is and with comments, or may return the proposal to the program developer for revision.
2. Instructional dean: Department chair submits the proposal to the instructional dean for review and approval. The Instructional Dean recommends the program to the VPI as is and with comments, or may return the proposal to the Department Chair for revision.

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3. VPI: Instructional dean submits the proposal to the VPI for review and approval. The VPI recommends the program to the Academic Affairs Committee as is and with comments, or may return the proposal to the Instructional Dean for revision.
4. Academic Affairs (AA): The VPI submits the program proposal to the Academic Affairs Committee for a first and second reading. If approved, AA forwards the recommendation to the president, with comments provided by AA.
5. President: AA submits the recommendation to the president, who will solicit feedback from his/her leadership team. The president either approves (noting that this includes tentative budget commitment) as is and move the proposal to Stage 3: Program Planning, return to the appropriate party for revisions, or deny the proposal. If not approved, the president (or designee) will provide a rationale for that decision and include whether the program facilitator may readdress specific questions.

If approved, the curriculum coordinator completes the [Stage 2: Concept Development Approval Form](#) and submits to the President for signature; form is filed with Curriculum Office.

Communication

1. President (or designee) posts an announcement to CommLines regarding programs approved for Stage 3: Program Planning.
2. VPI notifies Academic Affairs, Curriculum Committee, Deans and Directors, and all faculty as to which programs were approved.
3. VPI develops an information item for the Board of Directors to inform them of the potential new program.
4. VPI adds Stage 2 program as an agenda item for ChairMoot to review potential implications of proposed programs (new positions, impacts to other departments, etc.)
5. Program developer brings any policy changes to appropriate committees for review and approval.

STAGE 3: PROGRAM AND BUDGET PLANNING

The following serves as a guideline for program and budget planning steps, noting that while the items below are numbered, *they are not intended to take place in a chronological format*. As an example, while the program developer is working through the first several steps, s/he can also begin meetings with departments listed in the “resource planning” section.

- 1.1 **Content Expert:** Determine the proposed hiring process and timeline for the faculty/content expert identified in stage 4.1; note that depending on the nature of the program, the content expert could be a professional or association.

N/A

- 1.2 **Program Planning Team:** The program developer may wish to establish a program planning advisory committee, in addition to the implementation team. The Program Planning Advisory

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Team may include internal faculty or staff, experts from within the specific industry or discipline, or other sources needed to successfully develop program content and implement the program. Individuals are not guaranteed a position as part of the permanent advisory committee (see step 6.4) and/or faculty.

N/A

- 1.3 Program and Degree Outcomes:** Include the finalized program/degree outcomes; see examples of program outcomes as listed in the COCC Catalog.

AAS Automotive Technology in Electronics and Diagnostics – Program Outcomes

1. Communication - Demonstrate oral and written strategies for directing automotive employees to perform duties correctly and to communicate with managerial staff members clearly.
2. Diagnose and Analyze Specialized Areas - Demonstrate how to use defined procedures to accurately assess problem solving in vehicle application issues, in personnel behaviors, and in addressing clients concerns, in a manner that is most likely to lead to a successful outcome.
3. Professional - - Model professional practices of the automotive industry and the needs of a service environment, by demonstrating team attitude, displaying management behavior in regard to tasks, by behavior specific to management tasks related to the concern, and by keeping an orderly, task-based mindset of learned processes document.
4. Certification - Substantiate knowledge of up-to-date automotive and service industry practices by successfully completing NATEF, and Master Automotive Service Excellence Certification {levels A1-A8, from Engine Repair to Engine Performance}.
5. Advanced Vehicle Training – Demonstrate skills in electric drive vehicle systems, by building competency in hybrid and electric vehicles, reprogramming and custom programing vehicle control systems, and application of clean diesel practices.
6. Preparation – Students completing this degree will be well prepared to enter the field of safety systems diagnostics that are being rapidly deployed and introduced at multiple levels of the transportation industry that requires extensive computer network training. (examples: automatic highway braking; driverless vehicles in communication to everything; LAN radar; automatic parking)

- 1.4 Resource Planning and Communication:** The program developer should meet with campus departments affected by the startup of a new program to discuss any specialized requirements affecting administrative departments and give the department director an opportunity to be aware of new programs. Feedback from these discussions should be included in this step, noting that none of the departments have the ability to approve or deny a program proposal. Departments include, but are not limited to:

- a. Program Administrative Assistant
- b. Admissions and Records/Registrar

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- c. Bookstore
- d. Campus Services
- e. CAP Center
- f. College Now
- g. College Relations
- h. Disability Services
- i. Financial Aid
- j. Information Technology Services
- k. Instructional Technology (BlackBoard)
- l. Library
- m. Risk Management
- n. Tutoring and Testing

Communication and planning was done when this degree option was established.

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- 1.5 Detailed Program Budget:** When developing the program budget, the program developer should provide *both* a start-up and on-going operational budget. Considerations include:
- a. Tuition and fees: Using enrollment projections (step 1.3) as the foundation, work with the instructional dean and department chair to determine if fees above and beyond general student fees apply to this program. Any course or program fees must be approved by College Affairs separate from the course and program approval process.
 - b. Payroll expenses, to include salary, payroll assessments, and benefits for the content expert and future program faculty/staff.
 - c. Materials and supplies
 - d. Equipment
 - e. Budget impact to academic and administrative departments
 - f. Marketing or promotional costs (determine in partnership with College Relations and Admissions and Records)
 - g. Source of funding: General fund, self-support, grant-assisted, other

All budget and resources have been established. This annual budget is available.

- 1.6 Entry Options:** Identify how students will begin the program. Options include:

- a. Open entry: Students can begin program classes without any prerequisite courses or skills and may do so any term (current examples include forestry and CIS).

Entry-level automotive courses are designed to invite majors and non-majors. The selection of these courses. The entry level (self-paced) are offered every fall – winter-spring.

- 1.7 Updated Implementation Timeline:** Review and update information provided in previous Stage.

The timeline plan is to start fall 2019

- 3.8 Marketing, Promotion, and Website:** Meet with College Relations and Admissions and Records to begin initial concept and design discussions, including how, when, and where the program will be marketed.

Current marketing is in place. The COCC web site, Facebook, and dedicated outreach.

Approval for Stage 3: Program Planning

1. Department chair: Program developer submits the above information to the proposed department chair for review and approval. The department chair recommends the program to the Instructional Dean as is and with comments, or may return the proposal to the program developer for revision.

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2. Instructional dean: Department chair submits the proposal to the instructional dean for review and approval. The instructional dean recommends the program to the VPI as is and with comments, or may return the proposal to the Department Chair for revision.
3. VPI: Instructional dean submits the proposal to the VPI for review and approval. The VPI recommends the program to the Academic Affairs Committee as is and with comments, or may return the proposal to the Instructional Dean for revision.
4. President: AA submits the recommendation to the president, who will solicit feedback from his/her leadership team. The president either approves (noting that this includes tentative budget commitment) as is and moves the proposal to Stage 3: Program Planning, returns to the appropriate party for revisions, or denies the proposal.

If approved, the curriculum coordinator completes the [Stage 3: Program Planning for Academic Affairs Approval](#) form and submits to the president for signature; form is filed with Curriculum Office.

Communication

1. President (or designee) posts an announcement to Commlines regarding programs approved for Stage 4: Curriculum Planning.
2. VPI notifies Academic Affairs, Curriculum Committee, Deans and Directors, and all faculty as to which programs were approved.
3. VPI creates an information item for the Board of Directors.
4. Notice of Intent: The Department of Community Colleges and Workforce Development (CCWD) requires that institutions submit a Notice of Intent (NOI) prior to beginning a new academic program. The purpose of the NOI is to prevent duplication of academic programs. The NOI also provides official notification to CCWD and ODE and allows the College to receive guidance from the CCWD. Complete the NOI in consultation with the curriculum coordinator.
5. Labor Market Analysis: In support of this step, the program developer completes the [Labor Market Information](#) worksheet in partnership with the curriculum coordinator.

<https://www.nytimes.com/2017/04/27/automobiles/wheels/automobile-repair-jobs.html>

<https://www.moderntiredealer.com/news/726263/industry-needs-75-900-new-automotive-technicians>

<https://www.thezebra.com/insurance-news/3829/future-of-the-auto-mechanic/>

<https://www.caranddriver.com/features/automotive-service-departments-are-scrambling-for-technicians-feature>

The workforce data does show that this occupation, in all of its forms, is very much needed.

