Form 1: Presentation Checklist

Automotive Maintenance and Light Repair Certificate

Name: _Nick Recktenwald_   **Date**: _11/2/23_

Department: _Assessment and Curriculum_

COCC Contact Information: _nrecktenwald@cocc.edu_

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

PROPOSAL OVERVIEW

Faculty (Jared Green) from Automotive have proposed this new, short-term certificate in automotive maintenance and light repair. The concept for this program was approved by the appropriate instructional dean (Michael Fisher) and the VPAA. The formal proposal is ready for AA review before heading to Curriculum Committee.

*Note that the proposal currently lacks a signed advisory board letter, but the Auto PD is currently collecting signatures via DocuSign and the letter should be ready by the time this proposal goes before AA review.

TYPE OF AGENDA ITEM

☐ Information Item (requires approval of AA Chair)

☐ Action Item

     ☐ Information and committee feedback

     ☐ Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)

     ☐ Procedure—new

     Identify suggested location in *GPM*: _____

     ☐ Policy—revision (Attach current policy with proposed changes illustrated with track changes)

     ☐ Policy—new

     Identify suggested location in *GPM*:_____

     ☑ New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)

     ☐ Other:_____

BUDGET

This program proposal is built from existing courses and should not incur any new expenses to bring online.

INSTRUCTIONAL REQUIREMENTS

Detailed in Program Proposal, but no new courses or faculty hiring requested for either program.

OPERATIONAL NEEDS, CURRENT AND FUTURE

Detailed in Program Proposal

STUDENT IMPACT

Detailed in Program Proposal

ANTICIPATED IMPLEMENTATION TIMELINE

Fall 2024

CENTRAL OREGON
community college

Program Proposal: Automotive Maintenance and Light Repair (MLR) Certificate

Table of Contents

The Office of Assessment and Curriculum is available to consult and support faculty throughout the program development and approval process.

Accreditation

Is there an accreditation association that aligns with the program? If yes, answer the following:

1. What is the name of the accrediting body or bodies? National Institute for *Automotive Service Excellence* (ASE), area <u>G1 Automotive Maintenance and Light Repair</u>
2. Will this program seek accreditation? If yes, what is the cost (budget and time) to seek accreditation? Yes, but the COCC Automotive department is already accredited by the ASE so there will not be any additional money or time needed for this certificate.

Evidence of Need (Standard A)

In addition to the attached report from qualityinfo.org:

The Confederated Tribe of Warm Springs has requested COCC provide these skills to serve its community.

Advisory Board Collaboration (Standard B)

Please provide the names of your advisory board members, as well as the organizations they represent:

Margaret Ragan, Northwest Auto Trades Association (NATA)

Brittany Osterhout, Lithia Motors, Oregon

David Tulacz, Kendall Auto Group, Oregon

Nicholas Young, Subaru of America

Randy Shelton, Peterson CAT

Jacob Radomski, Peak Euro, Bend Oregon

Jeremy Herauf, Bridgemasters, Inc.

Provide advisory board letter of support and confirmation of program need. This should be a short letter of support with all advisory board members as signatories. If the advisory board has not yet been convened, please list all stakeholders that participated in program conception and development. **Note: the final advisory board list and letter of support must be provided before the program will be approved by Academic Affairs.**

Letter will be ready and signed by the Advisory Board by Academic Affairs review. - NR 11/2/23

Alignment (Standard C)

College Mission

This certificate will provide quality, accessible, lifelong educational opportunities.

Strategic

How does this program fit into important educational and/or workforce needs of the College, of the Central Oregon region, and of Oregon as a whole? Identify specific alignments between your proposed program and these needs. Potential sources of evidence to meet this approval standard (not an exhaustive list):

- COCC Strategic Plan
- State priorities (HECC/CCWD)
- Workforce initiatives
- Long-term grants and funding initiatives
- National workforce or educational initiatives
- Articulation agreements with local high schools, colleges, and/or universities.

Catalog Description(s) (Standard D)

Provides quality education and hands-on training to prepare students for successful entry into the Automotive Technology career field. The program prepares students to further their education, for those wishing to obtain a higher degree.

Design (Standard D)

Program Learning Outcomes

- Apply fundamentals of automotive service training, including the basics of automotive diagnostics and repair, pre-delivery inspection, and warranty procedure.
- Diagnose, service, and repair automotive internal combustion engines
- Diagnose, service, and repair automotive brakes
- Diagnose, service, and repair electronic engine controls and emission systems
- Diagnose, service, and repair automotive electrical systems
- Diagnose, service, and repair automotive drive trains
- Diagnose, service, and repair automotive climate control systems

Courses

Core Courses:

AUT 101   Basic Electric for Automotive (2)
AUT 106   Automotive Program Orientation (1)
AUT 107   Mechanical Systems I (3)
AUT 110   Small Gas Engines (3)
AUT 115   College Success(2)
AUT 206   Automotive Engines (2)
AUT 202   Drive Trains 1 (3)
AUT 203   Drive Trains 2 (3)
AUT 204   Steering & Suspension (3)
AUT 208   Automotive Brakes (3)
AUT 102   Automotive Electric 1 (5)
AUT 103   Automotive Electric 2 (2)
AUT 104   Automotive Electric 3 (2)

AUT 111   Computerized Engine Controls (5)
AUT 205   Engine Performance I (2)
AUT 253   Automotive Air Conditioning (3)
AUT 105   Diesel Performance 1 (2)
AUT 260   Diesel Performance 2 (4)

50 credits

Foundational Requirements / Related Instruction:

MTH 102   Applied Technical Mathematics(4)
OR
BA 104   Business Math (3)
WR 121   Academic Composition (4)
OR
BA 214   Business Communications (3)

Any HR Course (3-4)
9-12 credits

Total= 59 – 62 credits

List any new courses that will need approval to bring the program online:
None

Effective Year and Term (Standard D)

Fall 2024

Enrollment Options (Standard D)

☐ Rolling entry (students can begin any term)
☒ Rolling entry (students can begin any term except summer)
☐ Cohort program (a group of students have the same schedule throughout program)
☒ Part-time and full-time attendance options available
☐ Full time attendance in cohort or core courses required
☐ Program begins every fall term
☐ Program begins every other year in fall term
☐ Program begins in fall (daytime courses) and spring (evening courses)
☒ Program orientation course required in first term
☒ Courses must be sequenced carefully; work closely with an advisor

Program Entrance (Standard D)

☐ Selective admission
☐ Enforced prerequisites for first term

☐ Recommended preparation for first term
☐ No formal entrance requirement; course prerequisites in program
☒ No entrance requirement

Capacity (Standard E)

Program Director

Jared Green

Load

Increased enrollment may affect related instruction offerings

Budget (Standard E)

Expenses

Use the table below to identify current resources to be directed to the program and new resources needed. Ongoing expenses should be included in each year to display cumulative expenses. For guidance, contact the chair and/or dean.

EXPENSE	First Year Reallocation	First Year New	Second Year Reallocation	Second Year New	Third Year Reallocation	Third Year New
Personnel	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Hardware	0	0	0	0	0	0
Software	0	0	0	0	0	0
Materials	0	0	0	0	0	0
Curriculum	0	0	0	0	0	0
Other capital	0	0	0	0	0	0
Accreditation	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total	0	0	0	0	0	0

Revenue

Already established, all courses already exist, no new courses

Student Aid

Same as any current Automotive Certificate

Internal Impacts (Standard E)

Identify impacts to the following areas. If none, write "none." If you are unsure, the Director of Assessment and Curriculum can connect you to the appropriate person in the relevant unit to help faculty proposers understand potential impacts.

Admissions and Records: None

Advising: Informing students of the new certificate option

Bookstore: None

Campus Services: None

College Now: may increase articulation numbers.

College Relations: None

Financial Aid: None

Information Technology Services: None

Library: None

Policy: None

Risk Management: None

Tutoring and Testing: None

Is current faculty staffing adequate to meet (a) the likely enrollment needs of the program and (b) the content knowledge requirements to teach the curriculum?

Yes

If no, please explain the personnel needs:

External Impacts (Standard E)

Are adequate internship, work-based learning experience and/or Cooperative Work Experience sites available? Please list current or potential sites (or write "none" if not applicable):

None

Appendix

For reference, HECC/CCWD review program proposals against the five standards below. If the proposed program cannot show evidence of how it will align with these standards, the program will not be approved by HECC/CCWD (and should not be approved by Academic Affairs). The information collected in this form should show how the proposed program meets each of these standards:

Standard A: Need: The community college provides clear evidence of the need for the program.

See attached qualityinfo.org report.

Standard B: Collaboration: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Program Elements

- o The program has been developed through joint ventures and significant systemic working relationships with business, industry, labor communities, and/or workforce development partners, such as:
    - Advisory committees Apprenticeship committees/trusts
    - Business/industry associations or alliances
    - Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
    - Part-time faculty from industry
    - Customized training and development departments
    - Partners/co-applicants in college led grant activities
  - o The program has been developed through joint ventures and significant systemic working relationships with educational partners
  - o The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

Yes to all.

Standard C: Alignment: The program is aligned with appropriate education, workforce development, and economic development activities.

Alignment is the demonstrable outcome or produce of collaboration. Programs that are aligned share common outcomes and proficiencies for students and workforce providers. Students can transfer credit or get credit for proficiency. In PK 20 systems, students can move not only vertically but laterally between and among programs, building skills and credit as they go and transitioning to their next step.

Program Elements
- o Program is aligned with appropriate PK-20 educational programs and related activities.
- o Program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state appointed task forces, the Workforce Investment Board, business, and industry associations, and HECC priorities.
- o The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities identified.
- o The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

Standard D: Design: The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Design involves program admission procedures, instructional methodologies, student assessments, learning outcomes, student follow-up processes, performance indicators, program evaluation, and all other aspects of the program of study.

Program Elements

- The program has the curriculum, instruction, and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
- The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic, and career and technical exit proficiencies and clearly documented program and learner outcomes needed for success in the field of study for the occupational area.
- CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
- The program is designed or may be delivered in distinct segments that contribute to increase student completion and success.
- The college and program affirmatively provide access, accommodations, flexibility and additional/supplemental services for special population and protected classes of students, including students with disabilities, ELL/LEP students, and minoritized students.

Standard E: Capacity: The community college identifies and has the resources to develop, implement, and sustain the program.

The capacity needed will be largely determined by the need and design of the proposed program. The college must have the resources to offer the proposed program without negatively impacting existing approved programs. Capacity may also reflect financial and in-kind resources contributed by partners.

Program Elements
- The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
- There are sufficient and accessible facilities, instructional materials, and equipment for the program.
- Financial resources are adequate for the implementation and continued operation of the proposed program.
- Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
- Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.