

AUTOMOTIVE COLLISION TECHNOLOGY TECHNICIAN

MASTER PLAN OF INSTRUCTION 2023 – 2024

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MISSION

The mission of Fort Myers Technical College is to provide high quality career and technical training, in order to prepare students for current and emerging industries, delivered by a professional and caring staff in a positive learning environment.

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Lack of English language skills will not be a barrier to admission and participation. The District may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.



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The Automotive Collision Technology Technician program offers the students a firm foundation of knowledge and skills in becoming a successful automotive collision repair and refinishing technician.

PROGRAM MISSION

The mission of the Automotive Collision Technology Technician program is to prepare students for employment in the automotive collision repair and refinishing field. It is also designed to assist those students who wish to update present skills and cross-train in other automotive areas. The program focuses on student and industry needs, and training is constantly updated by the instructor and program advisory committee to keep current with technological changes.

PROGRAM PHILOSOPHY

We believe that competent workers in the high-performance workplace need:

1. Skills in communications, mathematics, critical thinking, teamwork, and effective work habits.
2. Training in emerging concepts and technologies.
3. Relevant work-based learning experience.

We will provide a caring atmosphere that promotes a high degree of student-faculty interaction and fosters development of business and industry partnerships.

PROGRAM CONTENT

- Working knowledge of industry
- Business Management
- Shop Safety
- Prepare vehicles for repairs
- Repair and replace body parts
- Knowledge of math skills
- Demonstrate science skills
- Use oral and written communication
- Perform welding operations
- Prepare surface for refinishing
- Select and apply proper paints
- Solve problems with critical thinking
- Demonstrate vehicle and industry knowledge
- Working knowledge of shop equipment and tools
- Business ethics and legal responsibilities
- Personal money management
- Frame and unibody repair
- Measure frame and unibody repair
- Demonstrate positive work habits
- Entrepreneurship
- Learning finish defects cause and cure
- Prepare and apply body fillers
- Repair fiberglass and plastic components

ESSENTIAL TRAINING TASKS

Physical Requirements

Ability to:

- Reach
- Exhibit high degree of manual dexterity
- Stoop, crouch, and/or bend
- See (near acuity)
- Lift 50 pounds or less

- Communicate with others in verbal and/or written form

Cognitive Requirements

Ability to:

- Collaborate with others
- Make decisions
- Cope with anger/hostility of others in a calm manner
- Cope with moderate to high levels of stress
- Cope with confrontation
- Cope with frustration
- Assist with problem resolution
- Demonstrate a high degree of patience
- Plan and organize daily activities
- Apply common sense understanding to carry out instructions furnished in both written and oral form.
- Tolerate moderate noise level
- Measure accurately
- Work without close, direct supervision
- Perform and complete tasks and priorities
- Perform basic mathematical operations
- Demonstrate mechanical skills

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or post-secondary student's accommodations plan to meet individual needs to ensure equal access. Post-secondary students with disabilities must self-identify, present documentation, required accommodations if needed, and develop a plan with their post-secondary service provider. Accommodations received in post-secondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems. Documentation of the accommodations requested and services provided are maintained in a confidential file.

TUITION

Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due prior to the first day of each payment period. Current fee information is available from Student Services. Tuition is waived for eligible high school dual-enrolled students. Failure to pay all fees due at the time class begins will result in the student not being able to attend class and/or clinical.

CLASS SCHEDULE

Classes meet Monday through Friday from 8:00 A.M. until 2:30 P.M. This amounts to 30 hours of classroom instruction per week. Lunch breaks are 30 minutes in length.

ATTENDANCE POLICY

In an effort to develop appropriate employability skills, FMTC students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of the absence. The student attendance policy for each post-secondary program is consistent with industry standards.

Campus attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records for the actual number of hours and minutes attended.

All adult students are expected to be in attendance at least 90% of their scheduled hours during each payment period. Adult students failing to maintain the 90% attendance standard may not be permitted to continue in their program and may be

withdrawn.

Absences

A student who is absent for 6 consecutive class sessions, without prior approval and without contacting the instructor, will be withdrawn from enrollment in his/her program.

Students who are late for class, including returning late from lunch, must clock in. Students who leave school early must notify their instructor and clock out. This time out of class is recorded as time absent and is counted against the required 90% attendance.

Adult students who know they will be out of school for an extended period of time may apply for a Leave of Absence from their program. Students who exercise a Leave of Absence may have to extend their time in their program and pay additional fees.

Leaving Campus During School Hours

Students must notify their instructor when leaving campus early. This is for the safety of students, to accurately track time, and to allow the instructor to best utilize instructional resources.

PLAN OF INSTRUCTIONAL PRACTICES

Teaching Methods

Lecture, demonstration, discussion, group interaction, verbal and written quizzes, skill practice, individualized instruction, computerized tutorials, interactive learning, web-based learning, and online courses are among the teaching methods utilized.

Textbooks, workbooks, projects, journals, reports, simulations, hands-on computer experience, collaborative learning, guest speakers, board examples, field trips, customer service projects, program job shadowing, cooperative on-the-job training, computerized tutorials, computerized assessment, interactive learning, web-based learning, and online courses are used for instruction.

Among the provisions made to allow for individual differences are pre-testing to determine entry level, workbooks and study guides for progress at individual rate, progress grading, individualized instruction, individual project assignments, and referral for basic skills remediation. Curriculum may be adapted to meet the individual needs and individual goals of students.

Safety

A basic outline of safety standards and practices is covered the first week of class along with a continuous implementation of safety principles.

Evaluation

Class performance, quizzes, tests, attendance, portfolio assessments, completion of project assignments, decision-making, work habits, achievement of entry-level competencies, and other methods are used for evaluation.

Work-Based Activities

Work-based learning activities play an integral part of the curriculum of FMTC's career-technical training programs. These activities are planned with two objectives in mind. First, the activity provides students with the opportunity to develop and apply 'real world' experience using the knowledge and skills attained in the program. Second, the activity provides the instructor with objective input from potential employers or customers of program graduates. Each work-based activity has a written instructional plan outlining objectives, experiences, competencies, and evaluation required during the activity.

Work-based activities are program specific and may include:

- Unpaid in-school shop activities to provide customer service opportunities under the direct supervision of the program instructor.
- Unpaid job shadowing experiences that may include in-school or off-campus employer-based experiences under the supervision of a qualified employer representative who is working closely with the program instructor.

- Paid or unpaid cooperative training experiences conducted at the employer's work location under the supervision of a qualified employer representative and under the direction of the program instructor.

Cooperative Education

Cooperative training is available for students and coordinated by the instructor and career specialist. Cooperative training is for students who have shown competence in program training that indicates readiness for placement in an on-the-job program. High school students participating in the cooperative job placement program must be in the 12th grade. To be eligible for a cooperative education experience, students must have completed at least one-half of the required program hours and requirements.

Student may be returned to the program for additional training if they do not function satisfactorily on the job or when the cooperative agreement is terminated at the request of the student, parent, employer, or program instructor. Veterans will be accepted into the program in accordance with the Department of Veterans Affairs approved program.

Additional information regarding cooperative training opportunities may be obtained from the program instructor or career specialist.

GRADING POLICIES

Grading Categories:

Assessments	20%
Career Application (shop)	40%
Employability Skills	40%

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Each program has an employability skills rubric based on employee expectations in the industry.

Program Progress

Students are required to complete the program of training within the hours allotted by the state of Florida for completion. Progress must be at a rate that will allow completion of the program with the number of hours stated in the Curriculum Frameworks.

Work Habits

Effective work habits are the cornerstone to successful employment. Students are expected to demonstrate productive work habits during all phases of enrollment. Instructors will work with students who need assistance in this area to improve all overall possibility for successful employment.

Attendance: Attends class, arrives/leaves on time; begins and ends work as expected.

Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility; displays a high level of effort and commitment to performing and completing work.

Teamwork: Respects the right of others; respects confidentiality; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior; encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit.

Appearance: Displays appropriate dress, grooming, hygiene, and etiquette; wears full regulation uniform.

Attitude: Displays a willingness to cooperate and accept constructive criticism; sets realistic expectations; approaches assignments with interest.

Productivity: Is prepared for class by reading assignments and completing homework; contributes to class discussions; and involvement in lab activities (in other words, no sleeping or daydreaming). Follows safety practices; conserves and maintains equipment and supplies; keeps work area neat and clean; follows directions and procedures; makes up

assignments and tests punctually; notifies proper authorities of situations presenting potential safety hazards; does not use or knowingly permit others to use tools and equipment improperly; stays on task and utilizes time constructively.

Organization: Manifests skill in prioritizing and managing time and stress; demonstrates flexibility in adapting to changes.

Communication: Communicates accurate information to others in a professional and courteous manner; displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills; asks pertinent questions; listens attentively to others, notifies instructor in advance of absences or tardies.

SATISFACTORY ACADEMIC PROGRESS

In order to receive and continue to receive financial assistance of any type, a student must maintain satisfactory academic progress. The Financial Aid Administrator will require a progress report to be completed and submitted to the Financial Aid Office prior to each disbursement.

Students are considered to be making Satisfactory Academic Progress (SAP) if they successfully complete their scheduled clock hours, achieve a specific cumulative grade average (CGA), and do not exceed the maximum time limits to complete their course of study. Each student's academic progress will be checked at 450 clock hours (300 hours for CHCA) and prior to subsequent disbursements for students enrolled in programs one academic year or greater. Progress will be checked at the half-way point for programs less than one academic year.

No SAP is required prior to the first disbursement.

REQUIREMENTS FOR CERTIFICATE

Certification for FULL program completion is determined by (1) mastery of 85% of program competencies as determined by the instructor, (2) a final grade of 75% or better (80% Health Sciences) in each course, and (3) proof of state-mandated basic skills levels; (4) attendance of a minimum of 90% of scheduled program hours (95% of scheduled hours for some Health Science programs). Under unique circumstances, instructors in our competency-based programs have the discretion to graduate students who fall short of 90% as long as #1-3 above are met. Students meeting these requirements are awarded a full program certificate.

A record of the student's progress is kept up-to-date by the instructor and available to the student in the FOCUS Student Portal. High school grades are reported to the assigned high school.

DRESS CODE

Each program at FMTC has a designated uniform.

Uniform Required: Navy blue uniform work shirt, navy blue work pants, safety shoes, and visible FMTC student ID badge.

PROGRAM STRUCTURE

Below is a summary of the Automotive Collision Technology Technician program structure. For more detailed information for each course, visit the FLDOE Curriculum Framework website: <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2023-24-frameworks/transportation-distribution-logistics.stml>.

OCP A Automotive Collision Repair & Refinishing Helper/Assistant

Students will be able to do basic shop tasks such as cleaning the vehicle, preparing parts, and shop maintenance.

OCP B Automotive Collision Refinishing Technician

This person works from an estimate to repaint vehicles to match color and finish.

OCP C Non-Structural Damage Repair Technician

This person works from an estimate to repair cosmetic or 'non-structural' damage, such as dents or rust.

OCP D Damage Analysis and Estimating

This person acts as the first point of contact for the customer, assesses damage, and locates and orders parts.

OCP E Automotive Collision Welding, Cutting and Joining

This person works from the estimate to repair damage to vehicles that require welding skills.

OCP F Structural Damage Repair Technician

This person works from the estimate to repair damage to vehicles structurally.

The job of a collision repair technician is to repair damaged vehicles to a 'pre-accident' condition. This is done by replacing or repairing and realigning the exterior panels made of sheet metal, plastic, or fiberglass. In addition, the technician must replace/straighten and align the structural components to bring the vehicle back to factory specifications. To help the technician perform top quality repairs, most shops today are equipped with modern equipment, such as:

- Body and frame machines to hold the vehicle in place while pulling the damaged areas back to specifications.
- Measuring equipment to show the technician which part of the structure is bent and to verify when it is back to factory specifications.
- Special welding equipment to weld structural components made up of high strength, low alloy steel.
- Special equipment to weld plastic panels such as bumpers, interior panels and, on some newer vehicles, even fenders.

The job of the automotive refinishing technician is to restore the finish of the repaired vehicle back to the factory finish.

Automobiles of today come from the factory with glamour finishes, using layers of clear coats and pearl coats to give special effects and provide extra durability. The refinishing technician will be working with paint products far superior to those used a few years ago. The technician must prepare the repaired areas of the vehicle, mask off adjacent panels, prime, sand, and spray the final finish.

TEXTBOOKS

Required textbooks for the Automotive Collision Technology Technician program can be found on the disclosure fee sheet located on the program's page on the FMTC website: <https://fortmyerstech.edu/course/automotive-collision-technology-technician/>