

MASTER AUTOMOTIVE SERVICE TECHNOLOGY

MASTER PLAN OF INSTRUCTION 2026 – 2027

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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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The Master Automotive Service Technology program is an 1,800-hour program. It is a comprehensive training program for individuals with an entry-level status in the automotive industry. The program covers a wide range of instruction that will be found in the outline of this plan. The program teaches practical automotive theory as well as direct hands-on learning.

The program uses live work and real-world automotive repair scenarios to help the students gain the knowledge and skills needed for today's automotive technician. The systems in today's automobiles are rapidly changing; it is very important to know why a procedure is done as well as the proper way to do the repair. Understanding how every system functions has an important role to play in modern automotive repair.

Each student must successfully complete written tests on theory and related topics as well as successfully demonstrate the practical application in a laboratory environment, both individually and in a group setting.

Prerequisites for this program include a solid background in math and general science with emphasis on basic math, formulas, percentiles, fraction and decimal conversions, and the use of precision measuring equipment. These areas are taught as part of the program of study, but it would be beneficial to have these skills in advance.

Competencies in each area are earned after both written and performance testing are completed.

PROGRAM MISSION

The mission of the Master Automotive Service Technology program is to prepare students for employment in the automotive service technology field. It is also designed to assist those students who wish to update present skills and cross-train in other automotive areas.

PROGRAM STANDARDS

- Proficiently explain and apply required shop and personal safety tasks relating to the automotive industry.
- Explain and apply required tasks associated with the proper use and handling of tools and equipment relating to the automotive industry.
- Demonstrate proficiency in preparing vehicles for routine pre/post maintenance and customer services.
- Explain and apply proficiently the diagnosis, service and repair of engines, cylinder heads, valve train, engine block, lubrication and cooling systems.
- Explain and apply proficiently the diagnosis, service, repair and overhaul of automatic transmissions/transaxles.
- Explain and apply proficiently the operation, assembly, diagnosis, service and repair of manual drivetrains, clutches, transmissions/transaxles, drive and half-shaft universals, constant velocity joints, rear axle differential assembly, limited slip, four-wheel drive and all-wheel drive.
- Explain and apply proficiently the diagnosis, service and repair of front and rear suspensions systems, wheel alignment, and wheels and tires.
- Explain and apply proficiently the diagnosis, service and repair of drum\disc brake, hydraulics, power assist units, electronic brakes, traction control, stability control systems and miscellaneous (wheel bearings, parking brake, electrical, etc.) systems.
- Explain and apply proficiently the diagnosis, service and repair of electrical/electronic system components, battery, starting, charging, lighting, gauges, warning devices, driver information, horn, wiper/washer and accessory systems.
- Explain and apply proficiently the diagnosis, service and repair of heating and air conditioning, refrigeration, compressors, compressor clutches, evaporators, receiver driers, accumulators, condensers, heating and engine cooling, related control systems, refrigerant recovery, and recycling and handling.
- Explain and apply proficiently the diagnosis, service and repair of engines, ignition, fuel, air induction, exhaust, computer engine and emission control systems.
- Apply relevant technology to workplace scenarios to aid productivity.
- Interpret and express interpersonal communication.
- Interact with others to accomplish workplace goals.
- Manage personal behavior to maximize productivity and professional growth.
- Find, assess and apply to job opportunities.
- Communicate personal competence, character and fit for a job opportunity.

- Cultivate and leverage relationships to professionally advance.

ESSENTIAL TRAINING TASKS

Physical Requirements

Ability to:

- Maintain a high degree of manual dexterity
- Stoop
- Kneel
- Lift at least 50 pounds and walk with it
- Use voice, hearing, and sight effectively to perform jobs in the automotive field
- Crouch or bend
- High degree of finger dexterity
- Crawl
- Differentiate colors
- Handle and physically manipulate supplies
- Use depth perception
- Work in an atmosphere of loud noise
- Work in an atmosphere of changes in temperature
- Perform repetitive tasks
- Measure accurately
- Work without close, direct supervision
- Work on multiple tasks and priorities
- Perform and complete tasks of relative complexity

Cognitive Requirements

Ability to:

- Handle confrontation and frustration and assist in problem resolution
- Interpret a variety of instructions furnished in written, oral, and diagrammatic form
- Collaborate with others
- Cope with high levels of stress
- Perform mathematical computations at a level of tenth grade or higher
- Make fast decisions under pressure
- Demonstrate a high degree of patience
- Read and understand computer and related equipment
- Work in close or crowded areas

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 rate established by the Florida legislature; tuition is waived for eligible high school dual-enrolled students. Current tuition and fee information is available from Student Services and is due prior to the first day of each payment period. 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. Lunch breaks are 30 minutes in length. This amounts to 30 hours of classroom instruction per week.

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

Absences and Tardies

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 notify their instructor and clock in upon arrival. 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. 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. Students may leave campus for lunch provided they return in the time allotted.

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.

Safety

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

Evaluation

Class performance, quizzes, tests, employability skills, portfolio assessments, completion of project assignments, 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 (Co-Op)

Cooperative training is coordinated by the instructor and career specialist. Co-Op is for students who have shown competence in program training that indicates readiness for placement in an on-the-job program. To be eligible for a Co-Op experience, students must have completed at least 75% of the required program hours. Requirements may differ for those receiving VA Benefits. Veterans will be accepted into the program in accordance with the Department of Veterans Affairs’ approved program.

Students 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.

Additional information regarding cooperative training opportunities may be obtained from the program instructor or career specialist. The lack of a valid driver’s license may be a barrier to obtaining a Co-Op placement.

GRADING POLICIES

Grading Categories:

Assessments	25%
Career Application (shop)	30%
Employability Skills	45%

Grading Scale: Students must maintain a minimum of a 75% grade average to progress in the program (80% in health science programs). A record of the student’s progress is kept by the instructor and available to the student in the FOCUS Student Portal. High school grades for dual enrolled students are reported to the assigned high school.

90 – 100	A
80 – 89	B
75 – 79	C
< 75	Failing

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. The student’s rate of progress will be closely monitored by the instructor to ensure program completion in a timely manner.

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 department 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 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

Students meeting the following requirements are awarded a full program certificate:

- 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
- 3) Proof of state-mandated basic skills levels
- 4) Attendance of a minimum of 90% of scheduled hours each payment period (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.

DRESS CODE

Required Uniform: FMTC navy blue uniform work shirt (ordered at orientation), navy blue work pants (no jeans), work shoes (non-slip soles, composite toe preferred) and visible FMTC student ID badge.

PROGRAM STRUCTURE

Below is a summary of the Master Automotive Service Technology 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/2026-27-frameworks/transportation-distribution-logistics.stml>

OCP A Automobile Services Assistor

Lube tech, basic customer service.

OCP B Engine Repair Technician

Engine repair/engine overhaul technician.

OCP C Automatic Transmission and Transaxle Technician

Automatic transmission servicer/installer/rebuilder.

OCP D Manual Drivetrain and Axle Technician

Manual transmission, clutch installer and axle rebuilding technician.

OCP E Automobile Suspension and Steering Technician

Front end problem diagnostic and component replacement.

OCP F Automotive Brake System Technician

Brake problem diagnostic and replacement technician.

OCP G Automotive Electrical/Electronic System Technician

Automotive Electrical/Electronic System Technician

OCP H Automotive Heating and Air Conditioning Technician

Automotive HVAC, air-conditioning, heating, and powertrain cooling system diagnostic and component replacement technician.

OCP I Automotive Engine Performance Technician

Drivability technician responsible for powertrain problem diagnostic/repair/replacement.

TEXTBOOKS

Online curriculum is provided by the instructor. An optional physical textbook can be purchased by students.