

# Automotive Cooperative Vocational Education

## COURSE OUTLINE

**1. Course Title:** Automotive Cooperative Vocational Education

**2. CBEDS Title:**

**3. CBEDS Number:**

**4. Job Titles:**

Automotive Service Technicians & Mechanic

Diesel Service Technicians & Mechanic

Heavy Vehicle & Mobile Equipment Service Technicians & Mechanic

Industrial Machinery Installation, Repair and Maintenance Worker

Precision Instrument & Equipment Repairer

Rail Transportation Technician & Mechanic

Small Engine Mechanic

Stationary Engineer and Boiler Operator

**5. Course Description:**

This Cooperative Vocational Education (CVE) course provides students a combination of related classroom instruction and paid or unpaid instruction in automotive/industry setting. The importance of on-the-job training as a highly effective means of developing solid job skills has long been recognized. Students participate in CVE internships that take place at business/industry sites while they receive related instruction at school. The purpose of this course is to expand occupational training opportunities by utilizing existing sites and facilities other than those of the traditional classroom. Each student's vocational preparation is therefore, jointly planned and supervised with the educator and the business. This shared responsibility is facilitated through a written Individualized Training Plan (ITP). The ITP ensures that each intern experiences a progression of learning activities at the training sites.

**6. Objectives:**

By the end of this course the student will:

1. Demonstrate the process involved in planning a career.
2. Conduct a job search through career research creating a resume and cover letter, completing a job application and participating in mock interviews
3. Recognize and apply appropriate security and safety measures to create a safe work environment.
4. Demonstrate understanding of basic computer operations and industry software.
5. Demonstrate leadership and employability skills through effective written and oral communication; commitment to quality; interpersonal skills; work habits and attitudes; attendance and punctuality, professionalism and business ethics.
6. Recognize and act appropriately in response to different personality styles, body language, generational and cultural differences.
7. Demonstrate competency in preparing service documents and forms.
8. Describe interpersonal skills needed to develop effective customer relationships and overall impact on profitability.
9. Develop individual personal success tools.

### Pathway

Recommended Sequence	Courses
<b>Introductory</b>	Automotive 1, 2 or AutoBody 1, 2
<b>Skill Building</b>	Automotive 3, 4 or AutoBody 3, 4
<b>Advanced Skill</b>	<b>Automotive Co-Op</b>

**6. Hours:** *Students receive up to 90 hours of classroom instruction and up to 360 hours of work-based learning at community classroom/cooperative vocational education sites.*

**7. Prerequisites:** Automotive 1, 2 and Automotive 3, 4

**8. Date (of creation/revision):** June 2009

## 9. Course Outline

<b>COURSE OUTLINE</b>				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
<b>Instructional Units and Competencies</b>	<b>Course Hours</b>	<b>Model Curr. Standards</b>	<b>CA Academic Content Standards</b>	<b>CAHSEE</b>
<p><b>I. CAREER PREPARATION</b></p> <p><b>A. Career Planning and Management.</b></p> <ol style="list-style-type: none"> <li>1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.               <ol style="list-style-type: none"> <li>a. Students will identify skills needed for job success</li> <li>b. Students will identify the education and experience required for moving along a career ladder.</li> </ol> </li> <li>2. Understand the scope of career opportunities and know the requirements for education, training, and licensure.               <ol style="list-style-type: none"> <li>a. Students will describe how to find a job.</li> <li>b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements.</li> </ol> </li> <li>3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio.               <ol style="list-style-type: none"> <li>a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications.</li> <li>b. Students will participate in mock job interviews.</li> </ol> </li> <li>4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> <ol style="list-style-type: none"> <li>a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i></li> </ol> </li> <li>5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> <ol style="list-style-type: none"> <li>a. <i>Contact two professional organization and identify the steps to become a member.</i></li> </ol> </li> <li>6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> <ol style="list-style-type: none"> <li>a. <i>Students will describe careers in the business industry sector.</i></li> <li>b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i></li> </ol> </li> </ol> <p><b>B. Technology.</b></p> <ol style="list-style-type: none"> <li>1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy.</li> <li>2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</li> <li>3. Use appropriate technology in the chosen career pathway.</li> </ol> <p><b>C. Problem solving and Critical Thinking.</b></p> <ol style="list-style-type: none"> <li>1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks.</li> </ol>	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Transportation Industry Sector, Model Curriculum Standards</p> <p>3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0</p>	<p><u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5, LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</p>

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<p>2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.</p> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> <li>1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>2. Understand critical elements of health and safety practices related to a variety of business environments.</li> </ol> <p>E. Responsibility &amp; Flexibility.</p> <ol style="list-style-type: none"> <li>1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community.</li> <li>3. Understand the need to adapt to varied roles and responsibilities.</li> </ol> <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> <li>1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</li> </ol> <p>A. Understand the concept and application of ethical and legal behavior consistent with workplace standards.</p> <ol style="list-style-type: none"> <li>a. <i>Contact a business and obtain a copy of their rules for employment.</i></li> <li>b. <i>Role play difference ethical scenarios.</i></li> </ol> <p>B. Understand the role of personal integrity and ethical behavior in the workplace.</p> <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> <li>1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals.</li> <li>2. Understand the ways in which professional associations, such as Skills USA, ASE, NATEF and competitive career development activities enhance academic skills, career contribute to promote employability.</li> <li>3. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</li> </ol>				
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Instructional Units and Competencies	Class Hrs.	Work Hrs	Model Cur. Standards.	CA Academic Standards	CAHSEE
<b>A</b> Required Forms & Procedures <ol style="list-style-type: none"> <li>1. Work Permit</li> <li>2. Parent Consent</li> <li>3. Employment Contract</li> <li>4. Training Agreement</li> <li>5. Wage and Hour Report</li> <li>6. Performance Evaluation</li> </ol>	<b>2</b>	<b>5</b>			
<b>B.</b> Basic Computer Operations <ol style="list-style-type: none"> <li>1. Start-up/shut-down</li> <li>2. Mouse skills</li> <li>3. Open/close multiple applications simultaneously.</li> <li>4. Open/save/delete documents/files.</li> <li>5. Identify basic hardware and software components, system software components and printers on network.</li> <li>6. Test keyboarding skills and set mutually agreed upon goals.</li> </ol>	<b>4</b>	<b>10</b>	Finance & Business Industry Sector Foundation Standards 4.0, 4.2	ELA 9-10; R; 2.6 W: 1.8, 2.3d, 2.6 11-12; W; 1.8, 2.6 LS; 2.4	
<b>C.</b> Communication Skills <ol style="list-style-type: none"> <li>1. Basic forms of communications</li> <li>2. Organizational Structure               <ol style="list-style-type: none"> <li>a. Communicating through the chain of command</li> <li>b. Formal and Informal Communication conventions</li> <li>c. Communicating with customers</li> </ol> </li> <li>3. Telephone skills               <ol style="list-style-type: none"> <li>a. Proper answering conventions</li> <li>b. Taking messages</li> <li>c. Using modern phone systems and voice mail</li> </ol> </li> <li>4. E-mail               <ol style="list-style-type: none"> <li>a. Net etiquette</li> <li>b. File Management</li> </ol> </li> <li>5. Interpersonal skills and strategies for improvement               <ol style="list-style-type: none"> <li>a. Describe skills necessary for effective customer relations.</li> <li>b. Describe impact these skills can have on profitability.</li> </ol> </li> </ol>	<b>4</b>	<b>50</b>	Transportation Industry Sector Foundation Standards 2.0 2.5, 9.5 Vehicle Mtnc, Svc, & Repair Pathway C5.0, 5.5	ELA 9-10; R: 2.3-2.7 LS; 1.1-1.13, 2.3-2.6; 11-12; R; 2.3, W; 1.1-1.9, 2.5, 2.6; LS; 1.1-1.14, 2.1-2.4	ELA 8; R; 2.1; 9-10; R; 2.1, 2.8 W; 1.3-1.9, 2.3-2.6
<b>D.</b> Project Management <ol style="list-style-type: none"> <li>1. Setting goals</li> <li>2. Productivity</li> <li>3. Efficiency</li> <li>4. Work Flow</li> <li>5. Scheduling</li> <li>6. Working on a team</li> <li>7. Forms and service documents</li> <li>8. Recordkeeping</li> </ol>	<b>4</b>	<b>40</b>	Transportation Industry Sector Foundation Standards 9.0, 9.1, 9.3 Vehicle Mtnc, Svc, & Repair 5.3	ELA 9-10; LS; 2.6 11-12; W; 1.6-1.8 LS; 1.1  SS 11; USH; 11.2.5, 11.6.4 & 5, 11.9.1, 11.11.2 AD; 12.9	

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Instructional Units and Competencies	Class Hrs.	Wrk Hrs.	Model Curriculum Standards	CA Academic Standards	CAHSEE
<p>E. Conflict Management in the Workplace</p> <ol style="list-style-type: none"> <li>1. Getting along with co-workers and supervisors to avoid confrontations on the job</li> <li>2. Personal Conflicts</li> <li>3. Supervisory Conflicts</li> <li>4. Contractual Conflicts</li> <li>5. Harassment in the workplace</li> </ol>	<b>4</b>	<b>25</b>	Finance & Business Industry Sector Foundation Standards  Comm. 2.2 (2.6)  Leadership and Teamwork 9.4, 9.5	ELA 9-10; R: 2.3-2.7 LS; 1.1-1.13, 2.3-2.6; 11-12; R; 2.3, W; 1.1-1.9, 2.5, 2.6;	ELA 8; R; 2.1; 9-10; R; 2.1, 2.8 W; 1.3-1.9, 2.3-2.6
<p>F. Character Traits – define desirable traits and behaviors necessary in the workplace</p> <ol style="list-style-type: none"> <li>1. Ethics:             <ol style="list-style-type: none"> <li>a. Define work ethic</li> <li>b. Discuss ethics in the industrial age vs information age</li> <li>c. Review different personality types</li> </ol> </li> <li>2. Initiative:             <ol style="list-style-type: none"> <li>a. Evaluate one’s own initiative</li> <li>b. Use initiative in appropriate and productive ways</li> </ol> </li> <li>3. Punctuality &amp; Attendance             <ol style="list-style-type: none"> <li>a. Define</li> <li>b. Reporting</li> <li>c. Reasons for</li> </ol> </li> <li>4. Personal Appearance             <ol style="list-style-type: none"> <li>a. Standards</li> <li>b. Hygiene</li> </ol> </li> <li>5. Dependability             <ol style="list-style-type: none"> <li>a. Importance</li> <li>b. Identify areas for improvement</li> </ol> </li> </ol>	<b>4</b>	<b>25</b>	Finance & Business Industry Sector Foundation Standards 8.0, 8.2, 8.3	LS; 1.1-1.14, 2.1-2.4	
<p>G. Income Taxes and Paycheck Math</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of information on a paycheck.</li> <li>2. Complete a W-4 form.</li> <li>3. Transfer information from W-2 to 1040EZ tax return form.</li> </ol>	<b>4</b>	<b>3</b>		1.1 M (6.0)	M1.1 (1.2) M1.2
<p>H. Money Management</p> <ol style="list-style-type: none"> <li>1. Balance checkbooks</li> <li>2. Develop a budget</li> <li>3. Credit card use</li> </ol>	<b>4</b>	<b>2</b>	Finance & Business Industry Sector Foundation Standards 10.1 Business Financial Mgmt PW C1.1, 2.5		

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Instructional Units and Competencies	Class Hrs.	Wrk Hrs.	Model Curriculum Standards	CA Academic Standards	CAHSEE
<p>I. Security and Safety:</p> <ol style="list-style-type: none"> <li>1. Students use tools, equipment, and machinery safely and appropriately.</li> <li>2. Students understand workplace policies and procedures regarding health and safety and their own responsibility.</li> </ol>	<b>15</b>	<b>50</b>	Transportation Industry Sector 6.0, 6.2, 6.3	<b>2.1R (2.1)</b>	<b>R(8)R2.1 (10)R2.7</b>
<p>J. Industry Standards and Certifications:</p> <ol style="list-style-type: none"> <li>1. Students know the technical certifications significant to the industry.</li> <li>2. Students understand the need to obtain and maintain technical certifications.</li> </ol>	<b>5</b>	<b>50</b>	Transportation Industry Sector Fndtn. Stds. 10.9		
<p>K. Students understand the application, operation, maintenance, and diagnosis of engines</p> <p style="text-align: center;"><i>Or</i></p> <p>L. Students understand damage analysis and repair and the concepts, principles and practices of painting and refinishing.</p>	<b>25</b>	<b>50</b>	Vehicle Maintenance Svc. & Repair PW C6.1 Collision Repair & Refinishing PW B7.0	Alg. 1 24.2 1.2 Sci. (1.d) (3.a) (5.a)	
<p>M. Students will properly document maintenance procedures in accordance with applicable rules, laws, and regulations.</p>	<b>10</b>	<b>50</b>	Vehicle Maintenance Svc. & Repair PW C4.2	W(2.6) LS (1.5)	<b>WS (10)WS1.2</b>

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10. Additional recommended/optional items

a. Articulation: Formalized articulation agreements should be mentioned.

b. Academic credit: None

c. Instructional strategies:

Methods of Instruction:

1. Lecture
2. Audio Visual Materials
3. Research Readings and Written Presentations
4. Homework Assignments
5. Group & Individual Activities
6. Discussion & Group Dynamics
7. Quizzes, Tests & Final Exam
8. Guest Speakers
9. Internet Exploration

d. Instructional materials: Teacher Generated

e. Certificates: None