TASK FORCE FINDINGS, FINAL REPORT:
AUTO COLLISION REPAIR & REFINISHING ACADEMY
SPRING 2006

HILLSBOROUGH COMMUNITY COLLEGE
HILLSBOROUGH COUNTY, FLORIDA

TASK FORCE MEMBERS
Chair, John Bueno, Auto Collision Coordinator and Faculty, HCC
Jack Evans, Dean AS & Technical Programs, HCC
Judith Nolasco, English Faculty/Asst. to Dean, HCC
Ginger Clark, Assistant to Dean, Adjunct Faculty HCC
Olinda DeJuan, Facilities Manager, Ybor Campus, HCC
Alisa Zujovic, Research Analyst, HCC
Jim Gerhard, Filterworks USA
Marcus Wu, Former Student, Service Writer for National Collision
INTRODUCTION

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution’s strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.
2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.
3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic Review of all programs and services.

The review is conducted by a Task force composed primarily of individuals outside the unit under review. The chair is a full time employee of the unit under review.

The charge to the Task force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force is to develop recommendations for improvement to capitalize on strengths and redress weaknesses. The work of the Task Force is to be completed within a fall or spring semester culminating in a final report.

For academic areas, a judgment should also be rendered regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

Subsequently, two brief follow-up reports are to be drafted. The first follow-up report is due in the following semester. The second is due one year later at the conclusion of the semester in which the original review was conducted. Each consists of a listing of the final recommendations with a few statements indicating the status of their achievement.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning System of the College.
DESCRIPTION OF UNIT

The Auto Collision Repair and Refinishing Academy unit serves the needs of students who are interested in a career in auto collision repair and refinishing by providing them with both academic and practical hands-on experience in the field. Upon completion of an 18-month program which includes classroom training in estimating, cutting and welding, non-structural repair, plastic repair, structural repair, mechanical and electrical repair, and then a semester of on-the-job full-time work in a body shop, the students are qualified to work as body shop technicians, service advisors and writers, damage estimators, and some may go into management positions. Students are also eligible to articulate into an AAS Industrial Management Technology Degree.
UNIT PLANNING OBJECTIVES

2005-2007 Objectives for the Auto Collision Repair and Refinishing Academy are as follows:

• Obtain a new building that will better house and accommodate the needs of the Auto Collision Program.

• Expand the program and increase student enrollment.
STRENGTHS OF THE UNIT

1. The program responds to the needs of the community who voices a continual need for technicians.
   **Source:** Auto Body Advisory Committee
   See Appendix A

2. The quality of instruction, which promotes one-on-one and on-the-job training and practical experience is excellent. Instructor and program coordinator, John Bueno, has over thirty years experience auto body repair and refinishing.
   **Source:** Faculty evaluation by the administration and student evaluations.
   See Appendix B

3. Program graduates can expect to earn up to $16.75 per hour with an approximate 392 expected annual openings.
   **Source:** 2005-06 Regional Targeted Occupations List
   See Appendix C

4. The program attracts a diverse population of students: 2 females, 13 African Americans, 16 Hispanics, 67 White.
   **Source:** HCC 2004-2005 Program Review/Campus, Status, and Demographics
   See Appendix D

5. The program has shown a continuous increase in enrollment. Five-year enrollment from 2001-2005 was 13, 36, 41, 44, 46.
   **Source:** HCC 2004-2005 Program Review/ Five Year Enrollments & Completions
   See Appendix D

6. The program shows excellent completion and placement numbers. Since its inception in 2001, approximately 80 students have completed the program (includes 2005-2006 graduates)(2005 completers were not reported last year due to a clerical error, but will be added to this year’s data). Most of the students who completed have been hired by local shops where they did their on-the-job training or by members of the advisory board who sponsored them.
   **Source:** HCC 2004-2005 Program Review/ Completions
   **Source:** Task Force Members’ Knowledge of the program.
   See Appendix D

7. Students can articulate credits towards an AAS Degree in Industrial Management.
   **Source:** HCC Catalog 2005-2006
   See Appendix E
8. The program has excellent, up-to-date, state-of-the-art equipment which helps to attract more students than other schools and which accommodates all students including those with disabilities.  
**Source:** Jim Gerhard – Filterworks, HCC Auto Collision Inventory  
See Appendix F

9. The Ybor Campus is fortunate to have the Ybor land trust money to provide a new facility for the Auto Collision program.  
**Source:** Olinda DeJuan, Ybor Campus Facilities Supervisor  
Dean Jack Evans

10. The Auto Collision Program was ranked the #1 best program in the state of Florida by Skills USA and State Farm in Dealer World Magazine, July 2002.  
**Source:** See Appendix G

11. The decision to not require students to have a high school diploma was considered a strength by the advisory committee. The committee said they were more interested in the students having other qualities like a good work ethic, a desire to learn a trade and be able to get a job, honesty, and good communication skills. They felt that we would exclude too many potential students from the program if we required a high school diploma. The Dean and the program coordinator/instructor agreed with the understanding that all students would be encouraged to obtain their GED while attending the program and perhaps go on to the Industrial Management AAS degree.  
**Source:** Auto Body Advisory Committee

12. The HCC Auto Collision program will apply for NATEF Certification in four areas instead of only one (the minimum requirement). This certification in four areas of instruction far exceeds other accredited programs.  
**Source:** ASE Certification Requirements  
See Appendix H
WEAKNESSES OF THE UNIT

1. There are no courses in the curriculum that address communication skills, customer service, health issues, first aid, or basic computer skills.
   **Source:** Task Force members’ knowledge of the program
   HCC Catalog 2005-2006-Postsecondary Adult Vocational Programs, p. 169
   See Appendix J

2. There are not enough computers in the classroom to properly instruct students all at the same time on the industry’s use of computer technology.
   **Source:** Task Force members’ knowledge of the program

3. There is limited space around the building for student parking and no room to store vehicles that the students work on.
   **Source:** Task Force members’ knowledge of the program

4. The building’s classroom and work space is out of compliance with OSHA and educational specs for square footage: for example, the lack of a water filtering system and improper ventilation.
   **Source:** U.S. Department of Labor, Occupational Safety & Health Administration
   See Appendix I

5. There are serious concerns about safety issues due to lack of floor space for training.
   **Source:** Student and faculty in-class observations.

6. There is a need for more qualified full-time instructors which would allow for smaller class size and/or a lower teacher/student ratio.
   **Source:** Task Force members’ knowledge of the program

7. The overall program needs to acquire NATEF Certification by the year 2007.
   **Source:** ASE Certification for Collision Repair and Refinish, Technician Training Programs, Administered by National Automotive Technicians Education Foundation (NATEF)
   See Appendix H
RECOMMENDATIONS FOR IMPROVEMENT

1. It is recommended that the current curriculum be expanded to include coursework in communication skills, customer service, health, first aid, and basic computer skills.

2. It is recommended that more computers be added to the classroom to allow for collective instruction on the industry’s use of computer technology.

3. It is recommended that the College acquire a new building for the Auto Collision Program to better accommodate the vehicles, equipment, and classrooms that will promote a successful and safe learning environment and to provide more square footage per student.

4. It is recommended to create and implement an HCC safety manual specific to the HCC Auto Collision Program which follows OSHA and EPA standards.

5. It is recommended to hire more full-time instructors to help accommodate the existing waiting list of students.

6. It is recommended that the Auto Collision Program aggressively prepare for NATEF Certification by 2007 in at least four areas of instruction.

7. It is recommended that the Auto Collision Program partner with the new Auto Mechanics Program to better promote the two programs, to provide a larger base of community shops and sponsors for these parallel programs, and to promote a cohort of students with common interests.

8. It is recommended to expand and grow the program to continue to serve the community in its demand for quality auto collision technicians.
DISTRIBUTION LIST OF THE FINAL REPORT

The final report and all follow-ups will be distributed by the chair to the President’s Cabinet, appropriate deans and/or directors, unit head, unit members, task force members, and all campus libraries. It will be posted to Public folders and disseminated electronically to the HCC community.
APPENDIX A

Advisory Committee Minutes, List of Members, Agenda, Sign-In
Hillsborough Community College
Auto Collision Repair and Refinishing Academy

December 8, 2004 Advisory Committee Meeting Minutes

- Attendees were asked to sign in and fill out a biographical data form to update records.

- John Bueno welcomed everyone and thanked them for coming. Committee members introduced themselves.

- Jack Evans commented on how proud he was of the growth and success of the program since its inception. With 16 fourth semester students set to graduate this summer and 27 students currently enrolled in their first semester, there were more than 70 students interested last fall and 25 already interested in starting next fall.

- Jack Evans gave an overview of the role and responsibilities of an advisory committee.
  - Advisory committees are required by the board and give input on the needs of the industry, help with marketing the program, equipment donations.
  - The relationship between the program and shops benefit all parties involved.
    - no OJT baggage for shops, instead receive a dedicated, interested student
    - shops involvement ensures success of program
    - students receive valuable work experience
  - Also wanted to remind shops that the students are there for mentoring, not sweeping up; and we need to keep students pay consistent.
    - Dan McNeel commented on some of his past experiences with mentoring, saying it was a learning process for shops, too.

- John Bueno gave an overview of the program.
  - 2 year program with a 6 month internship
  - In July, 16 students will be graduating. Of these 16, 13 are presently working, with 8 of them having been sponsored from the start.
    - also mentioned that sponsors paid ½ of tuition, but have gotten away from reimbursing last ½ of tuition upon completion.
  - This class has 27 students, of which 3 were sponsored from the start.
    - now, [Mr. Bueno] delays internship until the end of semester
      - 1st semester-feel out students first, don’t send to shops yet
      - 2nd semester-may send out to shops
      - 2nd year-academic internship
  - Now, classes are more selective, screening more intense. This year’s class is of a higher caliber overall.

- Jack Evans gave an update on the plans for a new building.
  - We have been in current building 4 years of a 5 year lease, time is running short.
• We have looked at 8-10 buildings, mostly in the Ybor area because of the need for the location to be near dealerships.
• An offer of 1.2-1.3 m. has been made on the Diesel Driver Training building on Broadway and 47th. It is a 40,000 square foot building on a 4 acre lot with plenty of paved parking and room to grow.
  • Also prepared to invest 2 m. for remodeling upon entry.

• Jack Evans introduced plans for a new program in Automotive Service Technology.
  • The new Auto Mechanics program will share the building with the Auto Collision Repair program.
  • The program will be an 1800 hour certificate program.
  • A grant has been applied for in the amount of $350,000. Jack gave thanks to Ferman and the Tampa Chamber of Commerce, who wrote letters which helped with the grant proposal.

• The question was raised as to whether John Bueno would be heading the new program.
  • Jerry Silbert commented that John already has a heavy workload- will someone be hired to assist him.
  • Jack Evans said that John Bueno will be responsible for the new building, the Auto Collision Repair and Refinishing Program (a 1200 hour program), and will definitely be overseeing both programs. He will need a full-time assistant, as the new program is more (1800) hours.
  • Dan McNeel commented that he hopes John Bueno will be well compensated since the success of the program is mainly due to his dedication and outstanding abilities in teaching and mentoring these students.

• An open discussion began regarding estimating.
  • Jack mentioned estimating is a segment he wants to venture into more deeply.
    - USAA, Allstate
  • Ed Promise commented that the better tech’s can become adjusters, writers.

• Jack Evans reminded everyone that the ACRR certificate is worth 33 college credits. Students can come back to HCC for another 27 credits and receive an Associates Degree in Industrial Technology. Automotive Service Technology will also be a certificate program and those students with leadership and drive will come back to get their AS in Industrial Technology.

• Dan McNeel raised a question about I-Car Certification.
  • John announced that I-Car along with Allstate visited programs throughout the state and has selected HCC to receive an updated, complete I-Car curriculum as a donation. The curriculum has an $8,000 value.
  • The current class will receive credit for I-Car courses.
  • Dan McNeel wanted to know if former student Mark Hurley can receive 5 I-Car credits for past courses taken at HCC.
• John Bueno reviewed the following:
  - VICA/Skills USA
    - HCC compares very well with other programs and schools. HCC ranks #1 in number of graduates and success of students.
    - At the annual competition:
      1st year-Blair Lindsay placed 2nd in the region.
      2nd year-4th in the region
      3rd year-1st and 2nd in the region, 1st in the state, attending nationals with Alex Torres placing 22nd in the nation
  - NATEF Certification through ASE
    - By 2007, all schools must be NATEF certified. Full-time enrollment numbers = grants...
    - HCC’s plan is to be NATEF certified by 2006.
  - Every graduate that is working is a success.

• An open discussion began on computerized estimating. Why is there not so much done on computers?
  - Committee members asked if we should approach Pathways, ADP, CCC? Members also thought getting acquainted with Pathways software is a good idea.
  - John mentioned that Mitchell will give the software once we are NATEF certified. He also said that he approached ADP at the NACE Convention. They were interested but wanted to treat the program like a shop when it came to the money.
  - Block and night-time courses were discussed as an avenue for specialized training in insurance and estimating.

• An open discussion began regarding sponsorship guidelines.
  - Need to be similar, if not exactly the same, to be fairer to shops and students.
  - The idea was introduced to create a covenant for shops to sign defining the guidelines for:
    - Hourly pay
    - Co-pay of tuition
    - Reimbursable balance of tuition upon graduation as an option
  - Those shops who sign the agreement get first priority for the placement of the best students, and the best students will get the best benefits.

• An open discussion began concerning resistance spot welders.
  - The cost is about $12,000. Previously only $7,000 was approved so were not able to purchase.
  - The program is in need, should Filterworks be approached?

• John Bueno was commended on his overall performance with the program and students.

*A attendance list is attached.*
Hillsborough Community College  
Advisory Committee Meeting  
Auto Collision Repair and Refinishing Academy

December 8, 2004

In Attendance:

John Bueno  
Jack Evans  
Jim Gerhard  
Neil Gillette  
Todd Greene  
Blair Lindsay  
Kim Lively  
Dan McNeel  
Ed Promise  
Jim Sanderson  
Jerry Silbert  
Gregg Strandberg  
Bret Ullery  
Marcus Wu

HCC, ACR Program Coordinator  
HCC, Dean of Associate Science Programs  
Filterworks,  
Auto Body Express  
Wurth, USA  
Brother’s Paint and Body, ACR Program Graduate  
HCC, Staff Assistant (secretary for meeting)  
Bill Currie Ford, committee chairman  
Allstate Insurance, committee co-chair  
retired, Reeves Import  
National Auto Collision  
Filterworks  
Ed Morse Cadillac  
current ACR Program student
Hillsborough Community College
Auto Collision Repair and Refinishing Program
Advisory Committee Meeting

Agenda: December 8, 2004

1. Introduction of Members
   (Jack Evans)

2. Overview of Committee Role and Responsibilities
   (Jack Evans)

3. Overview of Auto Collision Repair and Refinishing Program
   (John Bueno)

4. Update on Status of New Building Plans
   (Jack Evans)

5. New Automotive Service Technology/Mechanics Program
   (Jack Evans)

6. Open Discussion
   (Jack Evans)

7. Future Meetings

8. Adjournment
APPENDIX B

Administrative Evaluations, Student Evaluations
**HILLSBOROUGH**  
Community College

Professional/Managerial Employee Evaluation  
Classified Employee Evaluation

To be completed by the employee's supervisor 

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>ID Num (Not SSN)</th>
<th>Department</th>
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<tbody>
<tr>
<td>John Bueno</td>
<td>417134</td>
<td>A.S. Degree/Technical Pro</td>
</tr>
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<th>Position Number</th>
<th>Position Title</th>
<th>Supervisor Name</th>
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<tbody>
<tr>
<td>EFCG0081</td>
<td>Public Service Program Coordinator</td>
<td>Dean Jack Evans</td>
</tr>
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<th>Employment Category</th>
<th>Eval Reason (cycle)</th>
<th>Assignment Anniversary</th>
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<th>Period covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: June 2004</td>
</tr>
</tbody>
</table>

Provide one of the following ratings and your rationale for each item.

- **OUTSTANDING**  
  Clearly exceptional performance in almost every respect

- **GOOD**  
  Above average fulfillment of job requirements

- **SATISFACTORY**  
  Fulfills normal job requirements

- **NEEDS IMPROVEMENT**  
  Needs to improve to reach acceptable standards of performance

- **UNACCEPTABLE**  
  Substandard level of performance

1. **ATTENDANCE.** Rate of absenteeism; conforming to work hours.  
   Rating: **Outstanding**
   
   Rationale: John conforms to the College’s work schedule.

2. **COOPERATION.** Ability/willingness to cooperate.  
   Rating: **Outstanding**
   
   Rationale: John coordinates the College’s Auto Collision repair program, and he cooperates completely with all departments within the College.

3. **INITIATIVE.** Self-motivation, self-reliance, suggestive ability.  
   Rating: **Outstanding**
   
   Rationale: John is completely self motivated and self-reliant in providing leadership for his program.

4. **ADAPTABILITY.** Flexibility; evaluates circumstances and adjusts behavior/performance accordingly.  
   Rating: **Outstanding**
   
   Rationale: John is adaptable and flexible in performing his duties.

Office of Human Resources will maintain this evaluation form.  
Original-OHR; Copy-Employee

2-1-087 Fill-in (4/03)
5. COMMUNICATION. Organization and expression of thoughts in a clear, logical and concise manner; notifying supervisor regarding pertinent matters.
Rating: Outstanding

Rationale: John is organized and clear in his communications.

6. JOB KNOWLEDGE. Knowledge of job, rules, work procedures, and skills.
Rating: Outstanding

Rationale: John is completely knowledgeable of his job and the specific procedures of his department.

7. WORK QUALITY. Amount, quality, competence, and thoroughness of work.
Rating: Outstanding

Rationale: John is very competent and thorough in his work.

8. OVERALL. Include additional comments.
Rating: Outstanding

Rationale: John is a great asset to our Auto Collision repair program, the Ybor campus, and Hillsborough Community College.

Supervisor’s signature: __________________________ Date: 7/6/05

Employee’s signature: __________________________ Date: ____________
(Signature does not imply agreement)

Administrator’s signature: __________________________ Date: ____________
**(employee Name)**
John Bueno

**Position Number**
EFCG-0081

**Position Title**
FT Coord

**Employment Category**
Classified

**Eval Reason (cycle)**
Probation

**ID Num (Not SSN)**
417134

**Department**
Auto Ctr

**Supervisor Name**
Dean Jack Evans

**Period covered**
From: June 2007 To: June 2007

Provide one of the following ratings and your rationale for each item.

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<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>OUTSTANDING</td>
<td>Clearly exceptional performance in almost every respect</td>
</tr>
<tr>
<td>GOOD</td>
<td>Above average fulfillment of job requirements</td>
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<tr>
<td>SATISFACTORY</td>
<td>Fulfills normal job requirements</td>
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<tr>
<td>NEEDS IMPROVEMENT</td>
<td>Needs to improve to reach acceptable standards of performance</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>Substandard level of performance</td>
</tr>
</tbody>
</table>

1. **ATTENDANCE.** Rate of absenteeism; conforming to work hours.
   Rating: Outstanding

   Rationale: John is reliable and consistent with his work hours.

2. **COOPERATION.** Ability/willingness to cooperate.
   Rating: Outstanding

   Rationale: John's willingness to cooperate is above and beyond the scope of his duties. He is available and willing to assist anyone on campus.

3. **INITIATIVE.** Self-motivation, self-reliance, suggestive ability.
   Rating: Outstanding

   Rationale: John is self-motivated and needs little supervision. He knows his job and the skills of his trade, which he is willing to share with his students.

4. **ADAPTABLEITY.** Flexibility; evaluates circumstances and adjusts behavior/performance accordingly.
   Rating: Outstanding

   Rationale: John is always adaptable to any change or circumstance.

Office of Human Resources will maintain this evaluation form.
Original-OHR: Copy-Employee

2-1-087 Fill-in (4/03)
4. COMMUNICATION. Organization and expression of thoughts in a clear, logical and concise manner; notifying supervisor regarding pertinent matters.
Rating: Outstanding

Rationale: John is outstanding in both verbal and written communication.

6. JOB KNOWLEDGE. Knowledge of job, rules, work procedures, and skills.
Rating: Outstanding

Rationale: John Bueno is the sole reason for the success of the auto collision program.

7. WORK QUALITY. Amount, quality, competence, and thoroughness of work.
Rating: Outstanding

Rationale: John is completely competent and thorough in his work.

8. OVERALL. Include additional comments.
Rating: Outstanding

Rationale: John is an asset to this campus and college, and I am privileged to have him in my division.

Supervisor’s signature: [Signature]
Date: 9/6/04

Employee’s signature:
Date: 9-21-04

Administrator’s signature: [Signature]
Date: __________
Select the one response that best expresses your opinion.

14. Motivated me to learn: ..............................................
15. Enthusiastic about the subject: ..............................
16. Increased my subject knowledge and/or skills: ......
17. Effectively stimulated critical or technical thinking: .
18. Available for conference outside of class: ..........
19. Provided full explanation of assignments: ..........
20. Punctual in starting and ending class: .................
21. Spoke clearly: .....................................................
22. Present course content clearly: .........................
23. Organized and well prepared: ............................
24. Syllabus clearly presented grading policies and procedures: ...
25. Exam results given within a reasonable time: .......
26. Graded reasonably and fairly according to the syllabus policies and procedures: ....
27. Used class time effectively: ...............................
28. Consistently followed the syllabus: ..................
29. I will recommend this instructor to other students: 
30. The textbook in this course was useful to me: ....
31. My educational experience at HCC, to date, has been satisfactory: ...........

Comments are welcomed and should be written in the space below.

This program was great. I learned a lot. And I recently got a job in a shop making good money. All the instructors were very good.

Thank you for completing this survey.

Office of External Affairs (Planning Research and Evaluation)
Revised 9/2003PREkbb
Select the one response that best expresses your opinion.

14. Motivated me to learn. ........................................... 1 2 3 4 5
15. Enthusiastic about the subject. .............................. 1 2 3 4 5
16. Increased my subject knowledge and/or skills. .......... 1 2 3 4 5
17. Effectively stimulated critical or technical thinking. .... 1 2 3 4 5
18. Available for conference outside of class. ................. 1 2 3 4 5
19. Provided full explanation of assignments................. 1 2 3 4 5
20. Punctual in starting and ending class. ..................... 1 2 3 4 5
21. Spoke clearly. .................................................. 1 2 3 4 5
22. Presented course content clearly......................... 1 2 3 4 5
23. Organized and well prepared............................ 1 2 3 4 5
24. Syllabus clearly presented grading policies and procedures. 1 2 3 4 5
25. Exam results given within a reasonable time............ 1 2 3 4 5
26. Graded reasonably and fairly according to the syllabus policies and procedures. 1 2 3 4 5
27. Used class time effectively................................ 1 2 3 4 5
28. Consistently followed the syllabus....................... 1 2 3 4 5
29. I will recommend this instructor to other students. ... 1 2 3 4 5
30. The textbook in this course was useful to me........... 1 2 3 4 5
31. My educational experience at HCC, to date, has been satisfactory......................... 1 2 3 4 5

Comments are welcomed and should be written in the space below.

I would recommend this class to anyone. I had a lot of fun and learned a lot.

Thank you for completing this survey.

Office of External Affairs (Planning Research and Evaluation)
Revised 9/2003PREkbb
APPENDIX C

2005-2006 Regional Targeted Occupations List
# 2005-06 Regional Targeted Occupations List

Sorted by Occupational Title

Workforce Region 15 - Hillsborough County

### Workforce Estimating Conference Region 15 Selection Criteria:
1. FLDOE Training Codes 3 (PSAV Certificate) and 4 (Community College Credit/Degree)
2. 25 annual openings and positive growth
3. Mean Wage of $10.97/hour and Entry Wage of $8.93/hour
4. High Skill/High Wage (HSHW) Occupations: Mean Wage of $17.21/hour and Entry Wage of $10.97/hour

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>HSHW</th>
<th>Occupational Title</th>
<th>Annual Percent</th>
<th>Annual Openings</th>
<th>Annual Hours Entry</th>
<th>FLDOE Training Code</th>
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<td>HSHW</td>
<td>Accountants and Auditors</td>
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<td>HSHW</td>
<td>Administrative Services Managers</td>
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<td>17.62</td>
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<td>413011</td>
<td>HSHW</td>
<td>Advertising Sales Agents</td>
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<td>26.11</td>
<td>12.29</td>
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<td>483011</td>
<td>HSHW</td>
<td>Aircraft Mechanics and Service Technicians</td>
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<td>392</td>
<td>16.75</td>
<td>9.47</td>
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<td>132021</td>
<td>HSHW</td>
<td>Appraisers and Assessors of Real Estate</td>
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<td>15.35</td>
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<td>173011</td>
<td>HSHW</td>
<td>Architectural and Civil Drafters</td>
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<td>3</td>
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<td>493021</td>
<td>HSHW</td>
<td>Automotive Body and Related Repairers</td>
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<td>16.75</td>
<td>9.47</td>
<td>3</td>
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<td>Automotive Service Technicians and Mechanics</td>
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<td>10.17</td>
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<td>10.62</td>
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<td>9.76</td>
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<td>Cement Masons and Concrete Finishers</td>
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<td>61</td>
<td>13.30</td>
<td>10.09</td>
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Source: Florida Agency for Workforce Innovation, Labor Market Statistics
APPENDIX D

HCC 2004-2005 Program Review / Five Year Enrollments & Completions
## Program View

### Industry (Includes Apprenticeship)

**Industry Programs:** 31  
**Primary Campus:** Dale Mabry  
**2004-05 Enrollment/Completions:** 1,387/174

### Table 4.11e: Industry

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>2004-05 Campus, Status &amp; Demographics</th>
<th>Five Year Enrollments &amp; Completions</th>
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<td>Radio TV &amp; Broadcast</td>
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<tr>
<td>ATC</td>
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<tr>
<td>Digi/Multif T</td>
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<td>PSAV</td>
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</table>

884 60 1722 159 1475 203 1380 177 1387 174
AS • HOSPITALITY AND TOURISM MANAGEMENT

AS.HFT.RESH (64 Credit Hours)

This program will prepare students for a supervisory job in the hospitality industry as a manager, a motel manager, a recreation establishment manager or a resort manager.

The Hospitality Management program coursework is accredited by American Culinary Federation, Education Services Committee, P.O. Box 3466, St. Augustine, Florida 32084.

NOTE: Beginning fall term 2000, all graduates of this program shall articulate into a Hospitality Administration/Management baccalaureate degree (in those programs not accredited by AACSB) in the designated university program under the provision of Rule 6A-10.024, Articulation Between Universities, Community Colleges, and School Districts.

General Education Requirements 18 cr.

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<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<td>ENC 1101</td>
<td>Freshman English I</td>
<td>3 cr.</td>
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<td>ENC 1102</td>
<td>Freshman English II</td>
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<td>Introductory Mathematics w/Applications (non-transfer) or Mathematics General Education (transfer)</td>
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<tr>
<td>PSY 2012</td>
<td>General Psychology</td>
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<tr>
<td>SYG 2000</td>
<td>Introduction to Sociology</td>
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<td>Humanities General Education</td>
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Program Required Courses 46 cr.

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<td>Maitre d’ and Dining Room Service</td>
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<td>Electives</td>
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AAS • INDUSTRIAL MANAGEMENT TECHNOLOGY

AAS.INDM.ARR/AAS.INDM.BCV/AAS.INDM.PMT/AAS.INDM.FORD/AAS.INDM.TECO
(60 Credit Hours)

This program will prepare students for a job as an industrial manager and for advancement in various technical fields. Students must be enrolled in the Ford ASSET program at Brewer Technical Center, successfully completed one of the various Tampa Electric Company training programs that have been articulated with the program (lineman, field engineering, substation electrician, plant electrician and controls analyst) or an HCC PSAV Auto Collision Repair or apprenticeship program.

Articulated Credit and Electives 33 cr.

General Education Requirements 15 cr.

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<td>MGF 1119</td>
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Program Required Courses 12 cr.

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<td>MAR 1011</td>
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<td>SBM 2000</td>
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APPENDIX F

HCC Auto Collision Inventory
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Wednesday, February 06, 2002
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Wednesday, February 06, 2002
APPENDIX G

“Lost Art”. Dealer World Magazine, July 2002
STUDENT T.J. JORDAN (right) feels a sense of loyalty to Bill Currie Ford and Body Shop Manager Dan McNeil for offering him an educational opportunity and a promising career path.
sor will reimburse him or her for the other half. And for participating in the program, students receive 33 credit hours, which can be applied toward an associate's degree.

In return, students sign a contract with their respective sponsors. The contract, which is also signed by the sponsor and a school representative, outlines the responsibilities of all parties. The student, for example, is required to promptly report to the training facility on the days and times indicated; write a weekly report specifying the type of work he or she conducted at the training facility; and supply a certain amount of his or her own tools. Each student also goes through an interview process before being accepted into the program.

According to student T.J. Jordan, who graduated and received his certification this spring, such investments are minimal compared with the return the program offers. Having worked in a number of different fields before spotting an ad for the Auto Body Collision Repair and Refinishing Program in a local newspaper, Jordan jumped at the opportunity to learn the auto body trade. "On the advice of my family and friends, I decided I needed a change and went after something in an area that I enjoy," he says. "I've always loved tinkering with old cars."

Although Jordan says he would eventually like to go into production management or insurance estimating, he plans to stay with his sponsor, Bill Currie Ford, for a while. He says he feels a certain loyalty toward not only the dealership, but also McNeel and his on-the-job mentor, Don Parker.

"This dealership has been very good to me, and I plan on working as a body shop technician for a length of time," says Jordan. "I'm paying my respect and gratitude to them—and continuing to learn as I go along."

**Keys to the Shop**

For his part, McNeel says that despite the costs to the sponsors, the program is a good way to fill the need for qualified auto body personnel. Instead of hiring somebody off the street who may have little or no experience, he and other body shop managers can be assured that program graduates are not only book smart, but skilled as well.

"In the first three months or so of the program, you're probably not going to get much billable work out of the students," he says. "But in the fifth month or later, there'll be a small advantage for their mentors, because the students will increase the mentors' productivity by maybe 10% or 15%. And then, when the students graduate and come to work for you, they can become productive almost immediately, and that's really one of the keys to the program."

For other dealerships that may be facing the same type of employee shortages, McNeel advises them to work with local shops, parts and paint distributors, and insurance companies to establish a coalition similar to the one he created, and then approach a community college. Dean Evans, who oversees other technical programs at HCC, agrees, saying, "All of our technical programs have to have advisory groups from the community. But by far, the strongest and largest is the auto body group, which indicated to us that these guys were really serious. That makes all the difference."

Even though Bill Currie Ford had remained somewhat immune to this problem, in 1998 McNeel decided to approach then state Sen. John Grant to discuss the issue on behalf of his I-CAR committee members and other local body shops. Much to McNeel’s delight, he caught the senator at exactly the right time: Grant, who was serving as chairman of the state’s employment committee, was about to meet with the committee to discuss the possibility of funneling more funds into community colleges. Happy to help in this crusade, McNeel provided Grant with mounds of information related to the auto body shop issue.

In another timely coincidence, McNeel attended a Rotary Club function that featured the new HCC president, Dr. Gwendolyn Stephenson, as one of its speakers. McNeel approached Stephenson with his ideas about adding an auto body curriculum to the college’s course offerings. With an open ear, she scheduled an appointment for him to meet with Jack Evans, HCCs academic dean for Associated Science and Technical Programs. “Dan explained the situation to us, and how he felt that raising the career to the community college level would help,” says Evans. “And with that, we kind of formed a partnership.”

Working with a steering committee made up of local industry leaders from other dealerships, body shops, and paint and tool distributors, as well as representatives from insurance companies, McNeel and HCC developed program guidelines and a curriculum. They also marketed the program via job fairs and newspaper ads and interviewed potential instructors. In addition, they appealed to the state government for a $200,000 grant that would allow the program to lease a building near the college’s Ybor City campus and to outfit it with all the latest equipment—everything we need to teach them how to take a car from start to finish,” says John Bueno, the program’s coordinator and an instructor.

With nine students, a full-time program coordinator, three part-time instructors, and the necessary equipment lined up and ready to go, Auto Body Collision Repair and Refinishing was launched in September 2000.

Hands-On Experience

Today there are 26 students in the program, which offers staggered start dates throughout the year. With the first nine original students having graduated in April of this year, the 18-month program has so far been an unqualified success, thanks in large part to the cooperation of Tampa’s auto body community, which sponsors the students as they work their way through the program.

The curriculum is divided into four semesters. The first covers estimating, cutting and welding, and nonstructural repair; the second deals with plastic repair, structural repair, and mechanical and electrical repair; the third teaches painting; and the fourth focuses on full-time work in a body shop. “Instead of going to school, the students go to a body shop, where they get individualized treatment and hands-on experience,” says Bueno, who graduated from a similar program at Daytona Beach Community College 21 years ago. “And that’s what sets us apart from other programs in the state, which consist of a lot of lectures but not a whole lot of hands-on experience.”

During the first three semesters, students attend classes Monday through Friday from 8 a.m. to noon and then go to their sponsoring body shop from 1 to 5 p.m., where they work with an assigned mentor. Students are paid at these jobs, with the rate starting at $7 per hour and increasing by 50 cents each semester. In addition, the sponsoring shop pays half of each student’s semester tuition. If the student stays at the shop for one year after graduating, the spon-

**In a Nutshell**

**THE DEALERSHIP:** Bill Currie Ford, Tampa, Florida **THE SUCCESS:** Is recruiting, training and retaining qualified body shop employees **THE STRATEGY:** Worked with other auto-related businesses and a community college to create a hands-on curriculum designed to train body shop experts
APPENDIX H

ASE Certification Requirements for Auto Body Collision Repair & Refinishing
EVALUATION TEAM LEADER (ETL) NOTEBOOK

ASE CERTIFICATION

FOR

COLLISION REPAIR & REFINISH
TECHNICIAN TRAINING PROGRAMS

Administered By:
National Automotive Technicians Education Foundation (NATEF)
13505 Dulles Technology Drive, Suite 2
Herndon, VA 20171-3421
(703) 713-0100
www.natef.org

©2000
POLICIES

COLLISION REPAIR & REFINISH
TECHNICIAN TRAINING CERTIFICATION PROGRAM

The Board of the National Institute for Automotive Service Excellence (ASE) is the body responsible for the Collision Repair and Refinish Technician Training Certification Program. ASE will grant certification to programs that comply with the evaluation procedure, meet established standards, and adhere to the policies in this document.

The Certification Program is under the direct supervision of the Board of Trustees of the National Automotive Technicians Education Foundation (NATEF) and such personnel designated or employed by the Foundation.

The purpose of the Collision Repair and Refinish Technician Training Certification Program is to improve the quality of training offered at the secondary and post-secondary levels. NATEF does not endorse specific curricular materials nor provide instruction to individuals, groups or institutions. It does, however, set standards for the content of instruction, which includes tasks, tools and equipment, hours, and instructor qualifications.

The Program is a certification program only and it is not associated with the accreditation role of other agencies.

The cost to each program for certification will be as reasonable as possible to encourage program participation. This cost will include self-evaluation materials, on-site team evaluation materials, and the honorarium and expenses of the Evaluation Team Leader (ETL).

The five collision repair and refinish areas that may be certified are:

1. Structural Analysis and Damage Repair
2. Non-Structural Analysis and Damage Repair
3. Mechanical and Electrical Components
4. Plastics and Adhesives
5. Painting and Refinishing
COLLISION REPAIR & REFINISH STANDARDS STATEMENTS

STANDARD 1 – PURPOSE

The collision repair and refinish technician training program should have clearly stated program goals, related to the needs of the students and employers served.

STANDARD 2 – ADMINISTRATION

Program administration should ensure that instructional activities support and promote the goals of the program.

STANDARD 3 – LEARNING RESOURCES

Support material, consistent with both program goals and performance objectives, should be available to staff and students.

STANDARD 4 – FINANCES

Funding should be provided to meet the program goals and performance objectives.

STANDARD 5 – STUDENT SERVICES

Systematic pre-admission testing, interviews, counseling services, placement, and follow-up procedures should be used.

STANDARD 6 – INSTRUCTION

Instruction must be systematic and reflect program goals. A task list and specific performance objectives with criterion referenced measures must be used.

STANDARD 7 – EQUIPMENT

Equipment and tools used must be of the type and quality found in the repair industry and must also be the type needed to provide training to meet the program goals and performance objectives.

STANDARD 8 – FACILITIES

The physical facilities must be adequate to permit achievement of the program goals and performance objectives.

STANDARD 9 – INSTRUCTIONAL STAFF

The instructional staff must have technical competency and meet all state and local requirements for certification.

STANDARD 10 – COOPERATIVE AGREEMENTS

Written policies and procedures must be used for cooperative and apprenticeship training programs.
4. The average rating on each of Standards 6, 7, 8, and 9 must be at least a four on a five-point scale. The program will not be approved for an on-site evaluation if the average is less than 4 on any of those standards. The program should make improvements before submitting the application to NATEF for review. A program will be denied certification if the on-site evaluation team average on Standards 6, 7, 8, or 9 is less than four.

5. A program may not be approved for an on-site evaluation if the average rating on Standards 1 - 5 and 10 is less than a four on the five-point scale. A program may be denied certification if the on-site evaluation team average on Standards 1 - 5 and 10 is less than four. Approval for on-site evaluation or certification will be made by NATEF, based on the number of standards rated at 4 or 5 as well as the individual rating on any standard rated below 4.

6. All instructors must hold current ASE certification in the collision repair and refinish area(s) they are teaching.

7. The program Advisory Committee must conduct at least two working meetings a year and have a minimum of 5 people on the committee. Minutes of the meetings must be provided for review by the on-site evaluation team.

8. The NATEF Standards recognize that program content requirements vary by program type and by regional employment needs. Therefore, flexibility has been built into the NATEF task list by assigning each task a priority type. Items on the Task List are broken down into two categories, High Priority - Individual (HP-I) and High Priority-Group (HP-G). HP-I is defined as a task where students must be able to demonstrate hands-on competency to the instructor on an individual basis. HP-G is defined as a task that can be taught through the use of video, demonstration, team training, etc., and where students should be tested on the information presented, but are not required to demonstrate hands-on competency on an individual basis. The following guidelines must be followed:

95% of HP-I items must be taught in the curriculum
90% of HP-G items must be taught in the curriculum

9. A program that does not meet the minimum hour requirements may be eligible for certification if both of the following conditions are met in the program areas requesting certification:

a. show evidence that all graduates from the previous academic year have taken the ASE certification examination, and
b. show documentation that 75% of those graduates passed the ASE certification tests.
APPENDIX I

U.S. Department of Labor, Occupational Safety & Health Administration
1910.107(a)

"Definitions applicable to this section" -

1910.107(a)(1)

"Aerated solid powders." Aerated powders shall mean any powdered material used as a coating material which shall be fluidized within a container by passing air uniformly from below. It is common practice to fluidize such materials to form a fluidized powder bed and then dip the part to be coated into the bed in a manner similar to that used in liquid dipping. Such beds are also used as sources for powder spray operations.

1910.107(a)(2)

"Spraying area." Any area in which dangerous quantities of flammable vapors or mists, or combustible residues, dusts, or deposits are present due to the operation of spraying processes.

1910.107(a)(3)

"Spray booth." A power-ventilated structure provided to enclose or accommodate a spraying operation to confine and limit the escape of spray, vapor, and residue, and to safely conduct or direct them to an exhaust system.

..1910.107(a)(4)

1910.107(a)(4)

"Waterwash spray booth." A spray booth equipped with a water washing system designed to minimize dusts or residues entering exhaust ducts and to permit the recovery of overspray finishing material.
Control of Paint Overspray in Autobody Repair Shops

Hazardous components of paint spray include metals such as lead and chromium, polyisocyanates, and liquid organic solvents. Autobody workers may develop nervous disorders, skin and eye irritation, respiratory sensitization, asthma and reduced lung function from exposure to paint.

Effective control of worker exposure to paint overspray requires the proper selection of spray painting equipment, a properly designed and ventilated spray painting booth, and personal protective equipment. Formal training and maintenance programs will help ensure that all equipment operates properly. Three types of control are recommended:

- **SPRAY PAINTING GUNS**

  HIGH VOLUME, LOW PRESSURE (HVLP) spray painting guns are recommended instead of conventional gravity or siphon-feed spray painting guns because HVLP guns cut paint overspray concentrations in half. HVLP guns transfer paint more efficiently and can reduce paint usage.

- **PAINT BOOTH VENTILATION**

  DOWNDRAFT VENTILATION spray painting booths are recommended instead of Crossdraft or Semi-Downdraft Ventilation spray painting booths. Properly operated DOWNDRAFT booths produce lower concentrations of paint overspray compared to the other two types of booths. DOWNDRAFT booths produce a cleaner paint job that requires less buffing. (See ILLUSTRATION)

- **RESPIRATORY PROTECTION**

  Properly used and maintained HVLP spray painting guns and downdraft booths will greatly reduce paint overspray concentrations, but they will not completely eliminate overspray from the air workers breathe. Therefore, PERSONAL RESPIRATORY PROTECTIVE EQUIPMENT is also recommended and a RESPIRATORY PROTECTION PROGRAM that contains all elements

http://www.cdc.gov/niosh/paintovr.html

3/2/2006
Control of Dusts From Sanding in Autobody Repair Shops

During autobody repair, sanding removes paint from surfaces and smoothes body panels repaired with body filling compounds. Airborne dusts produced during these operations may contain hazardous substances, such as lead and chromium from surface coatings and abrasives from sanding discs, that are harmful to the lungs and nervous system of workers. Dust concentrations may also exceed OSHA standards.

Effective control of worker exposure to dusts from sanding operations on autobody surfaces has been achieved by use of ventilated mechanical sanders.

- VENTILATED SANDERS

Rotary/orbital and straight line/reciprocating sanders, equipped with HIGH VELOCITY, LOW VOLUME (HVLV) local exhaust ventilation as part of the tool's design, are recommended because they have been shown to be effective in reducing total dust concentrations during the sanding of body filling compounds. HVLV ventilated sanders have cut total dust concentrations to one-tenth the levels produced using unventilated sanders. (See ILLUSTRATION)

Increased cost of sanders equipped with HVLV ventilation is minor compared with nonventilated sanders. The amount of air used in the ventilated systems is also relatively low. Use of ventilated sanders can be enhanced by making them convenient to use, for example by installing retractable, flexible hosing attached to a central vacuum system. Although initial costs for this system including an air mover, air cleaners, and duct work can be substantial, the system will help eliminate expensive repaits, shorten clean up time, and extend sandpaper life. Workers prefer using these HVLV sanders and also reported their use results in a cleaner shop.

http://www.cdc.gov/niosh/sanding.html
PSAV • Autobody Collision Repair and Refinishing
VOC.ARR.TECH (1400 Clock Hours)

If you complete HCC’s Automotive Collision Repair and Refinishing program, you will learn automotive painting, body repair, frame straightening, trim and custom painting, tinting, welding, and glass and sheet metal installation.

Program Requirements

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PSAV • Automotive Service Technology
VOC.AST (1800 Clock Hours)

This program is designed for high school graduates who are interested in automotive technology as a career option or who desire post-secondary vocational training as a means of expanding or enhancing their career opportunities.

Program Requirements

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<th>Clock hr.</th>
<th>Voc. cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AER 0010C</td>
<td>Introduction to Automotive Technology</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0110C</td>
<td>Engine Repair</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0250C</td>
<td>Automatic Transmissions and Transaxles</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0271C</td>
<td>Manual Transmissions and Drivelines</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0312C</td>
<td>Electrical/Electronic Systems II</td>
<td>150 hr.</td>
<td>5 cr.</td>
</tr>
<tr>
<td>AER 0310C</td>
<td>Electrical/Electronic Systems I</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0410C</td>
<td>Brake Systems</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0450C</td>
<td>Suspension and Steering Systems</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0501C</td>
<td>Engine Performance</td>
<td>150 hr.</td>
<td>5 cr.</td>
</tr>
<tr>
<td>AER 0502C</td>
<td>Engine Performance II</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0610C</td>
<td>Air Conditioning and Heating Systems</td>
<td>150 hr.</td>
<td>5 cr.</td>
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<tr>
<td>AER 0949C</td>
<td>Automotive Technology Co-op Work Experience</td>
<td>150 hr.</td>
<td>5 cr.</td>
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</table>

PSAV • Bail Bonding
VOC.BB (120 Clock Hours)

Students who graduate from this program will be eligible to become a bail bond agent for the State of Florida.

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Clock hr.</th>
<th>Voc. cr.</th>
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<tbody>
<tr>
<td>CJD 0800</td>
<td>Bail Bond</td>
<td>120 hr.</td>
<td>4 cr.</td>
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