

Course Outline

Transportation

REVISED: August/2017

Job Title:

Transmission Technician

Career Pathway:

Systems Diagnostics and Service

Industry Sector:

Transportation

O*NET-SOC CODE:

49-3023.02

CBEDS Title:

Advanced Automotive

CBEDS No.:

5669

79-90-51

Auto Tech: Automatic Transmission and Transaxle

Credits: 15

Hours: 180

Course Description:

This competency-based course is one in a sequence of courses designed to meet the Automotive Service Excellence (ASE) Program Certification Standards set by the National Automotive Technicians Education Foundation (NATEF). It provides students with technical instruction and practical experience in an automobile area incorporating sustainable and green vehicle technologies. Instruction includes classroom and workplace policies and procedures in accordance with federal, state, and local safety and environmental regulations. It covers the proper use, maintenance, and storage of auto repair tools and equipment as well as the effective use of service manuals and computer-based information systems. Emphasis is placed on the techniques in the following areas of automatic transmission and transaxle diagnosis and repair: general, in-vehicle, and off-vehicle. It also teaches trade mathematics, resource management, employability skills, and entrepreneurial skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires successful completion of the Auto Tech: Engine Repair (79-90-73) course.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

Meets NATEF Standards and identifies priority tasks in automatic transmission and transaxle. Check the NATEF Manual for explanation of priority 1, 2 or 3 tasks.

This course **cannot** be repeated once a student receives a Certificate of Completion.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.wearedace.org



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-13

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 15
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 7-13
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	p. 15
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

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ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Transportation Industry Sector Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Transportation academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Transportation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Transportation sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Transportation sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Transportation sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Transportation sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Transportation sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Transportation anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organization.

Transportation Pathway Standards

C. Systems Diagnostics and Service Pathway

The Systems Diagnostics and Service pathway prepares students for postsecondary education and employment in the transportation industry, which includes but is not limited to motor vehicles, rail systems, marine applications, and small-engine and specialty equipment.

Sample occupations associated with this pathway:

- ◆ Service Technician/Maintenance Worker/Shop Foreman
- ◆ Technical Writer
- ◆ Dispatcher
- ◆ Engineer
- ◆ Investigator/Inspector

- C1.0 Demonstrate the practice of personal and occupational safety and protecting the environment by using materials and processes in accordance with manufacturer and industry standards.
- C2.0 Practice the safe and appropriate use of tools, equipment, and work processes.
- C3.0 Use scientific principles in relation to chemical, mechanical, and physical functions for various engine and vehicle systems.
- C4.0 Perform and document maintenance procedures in accordance with the recommendations of the manufacturer.
- C5.0 Apply and understand appropriate business practices.
- C6.0 Demonstrate the application, operation, maintenance, and diagnosis of engines, including but not limited to two- and four-stroke and supporting subsystems.
- C7.0 Demonstrate the function, principles, and operation of electrical and electronic systems using manufacturer and industry standards.
- C8.0 Demonstrate the function and principles of automotive drivetrain, steering and suspension, brake, and tire and wheel components and systems in accordance with national industry standards.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Auto Tech: Automatic Transmission and Transaxle Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe classroom policies and procedures. 3. Identify classroom and workplace first aid and emergency procedures. 4. Describe the different occupations in the Transportation Industry Sector which have an impact on the role of the auto technician. 5. Describe the California Occupational Safety and Health Administration (Cal/OSHA) workplace requirements for auto technicians. 6. Explain the impact of Environmental Protection Agency (EPA) legislation on Transportation Industry Sector practices in protecting and preserving the environment. 7. Explain the impact of California Air Resources Board (ARB) legislation on Transportation Industry Sector practices in protecting and preserving the environment. 8. State the Bureau of Automotive Repair (BAR) standards for safety and environmental protection. 9. Describe and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to the automotive industry. 10. Identify the safety items required by federal, state, and local regulations. 11. Describe the role of the National Automotive Technicians Education Foundation (NATEF) in auto technician training. 12. Describe and demonstrate the NATEF standards regarding proper use of protective clothing and gloves in an auto shop. 13. Describe and demonstrate the NATEF standards regarding proper use of protective respiratory gear in an auto shop. 14. Describe and demonstrate the NATEF standards regarding proper use of protective eye gear in an auto shop. 15. Describe and demonstrate the NATEF standards regarding proper ventilation in an auto shop. 16. Describe and demonstrate NATEF standards regarding proper handling, storage, and disposal of chemicals and materials used in an auto shop. 17. Pass the safety exam with 100% accuracy. 	<p>Career Ready Practice: 3, 7, 8, 12</p> <p>CTE Anchor: Health and Safety: 6.1, 6.3, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2 Demonstration and Application: 11.2</p> <p>CTE Pathway: C1.1, C1.3, C1.4, C5.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the resource management principles and techniques in the auto repair and maintenance business.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the management of the following resources in the auto repair and maintenance business: <ol style="list-style-type: none"> a. time b. materials c. personnel 3. List specific examples of effective management of the following in the auto repair and maintenance business: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Describe the benefits of effective resource management in the auto repair and maintenance business: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way. 	<p>Career Ready Practice: 1, 2, 12</p> <p>CTE Anchor: Responsibility and Flexibility: 7.1, 7.4, 7.6</p> <p>CTE Pathway: C5.3</p>
<p>C. TRADE MATHEMATICS</p> <p>Understand, apply, and evaluate the mathematical requirements used in auto repair and maintenance.</p>	<ol style="list-style-type: none"> 1. Identify the practical applications of math in auto repair and maintenance. 2. Describe and demonstrate problem-solving techniques involving whole number problems, using addition, subtraction, multiplication, and division. 3. Describe and demonstrate problem-solving techniques involving various fraction problems, using arithmetic operations (addition, subtraction, multiplication, and division). 4. Describe and demonstrate problem-solving techniques involving various decimal problems, using arithmetic operations. 5. Describe and demonstrate techniques for changing fractions to decimals. 6. Describe and demonstrate techniques for changing decimals to fractions. 7. Describe the English system of measuring length. 8. Describe the English system of measuring weight. 9. Describe the English system of measuring volume or capacity. 10. Describe the relationships between various English system linear units of measurement, such as inches, feet, yards, and miles. 11. Describe the relationships between various English system units of volume or capacity, such as cups, pints, quarts, and gallons. 12. Describe and demonstrate problem-solving techniques for various English system measuring problems, using arithmetic operations. 13. Describe and demonstrate measuring techniques of various objects by using the English system measuring tools common to the trade. 	<p>Career Ready Practice: 1, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.2, 5.3</p> <p>CTE Pathway: C2.4, C2.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hour)	<ol style="list-style-type: none"> 14. Describe the metric system of measuring length. 15. Describe the metric system of measuring weight. 16. Describe the metric system of measuring volume or capacity. 17. Describe the relationships between various metric system linear units of measurement, such as millimeters, centimeters, and meters. 18. Describe the relationships between various metric system units of weight such as milligrams, grams, and kilograms. 19. Describe and demonstrate problem-solving techniques for various metric system measuring problems involving addition, subtraction, multiplication, and division. 20. Describe and demonstrate measuring techniques of objects using metric system measuring tools common to the trade. 21. Describe and demonstrate problem-solving techniques for geometric problems that apply to auto repair and maintenance. 22. Describe and demonstrate problem-solving techniques for algebraic problems that apply to auto repair and maintenance. 23. Describe and demonstrate problem-solving techniques using percentages. 24. Describe and demonstrate techniques for reading and interpreting graphs. 25. Describe and demonstrate techniques for using a calculator. 	
<p>D. TOOLS AND EQUIPMENT</p> <p>Understand, apply, and evaluate the policies and procedures for using drive train tools and equipment in accordance with federal, state, and local safety and environment regulations.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Identify and demonstrate the proper use, maintenance, and storage techniques for the general shop hand tools. 2. Identify and demonstrate the proper use, maintenance, and storage techniques for the general shop equipment. 3. Identify and demonstrate the proper use, maintenance, and storage techniques for the following specialty tools and equipment for automatic transmissions and transaxles: <ol style="list-style-type: none"> a. differential setup tools (appropriate for units being taught) b. hydraulic pressure gauge set c. front wheel drive engine support fixture d. transaxle removal and installation equipment e. transmission jack(s) f. transmission/transaxle flushing equipment (recommended) g. transmission/transaxle holding fixtures h. transmission/transaxle special tool sets (appropriate for units being utilized) 	<p>Career Ready Practice: 1, 4</p> <p>CTE Anchor: Communications: 2.3 Technology: 4.1, 4.2, 4.6</p> <p>CTE Pathway: C2.6, C4.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. SERVICE MANUALS AND COMPUTER-BASED INFORMATION SYSTEMS</p> <p>Understand, apply, and evaluate the contents of service manuals and computer-based information systems as important sources of reference to an auto technician.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify the different types of service manuals. 2. State the different types of information that can be found in service manuals such as specifications, troubleshooting charts, and repair information. 3. Describe and demonstrate the use of service manuals. 4. Describe and demonstrate the use of CD-ROM (compact disc) and web-based search engines in finding automotive technical information. 5. Explain the advantages of using CD-ROM and web-based search engines over service manuals in finding automotive technical information. 	<p>Career Ready Practice: 1, 4, 5, 11</p> <p>CTE Anchor: Health and Safety: 6.3</p> <p>CTE Pathway: C2.2, C2.3</p>
<p>F. GENERAL TRANSMISSION AND TRANSAXLE DIAGNOSIS</p> <p>Understand, apply, and evaluate the diagnostic and repair techniques for transmissions and transaxles according to the manufacturer's specifications.</p> <p>(45 hours)</p>	<ol style="list-style-type: none"> 1. Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction. P-1 2. Identify and interpret transmission/transaxle concern; differentiate between engine performance and transmission/transaxle concerns; determine necessary action. P-1 3. Research applicable vehicle and service information, such as transmission/transaxle system operation, fluid type, vehicle service history, service precautions, and technical service bulletins. P-1 4. Locate and interpret vehicle and major component identification numbers. P-1 5. Diagnose fluid loss and condition concerns; check fluid level in transmissions with and without dip-stick; determine necessary action. P-1 6. Perform pressure tests (including transmissions/transaxles equipped with electronic pressure control); determine necessary action. P-1 7. Perform stall test; determine necessary action. P-3 8. Perform lock-up converter system tests; determine necessary action. P-3 9. Diagnose noise and vibration concerns; determine necessary action. P-2 10. Diagnose transmission/transaxle gear reduction/multiplication concerns using driving, driven, and held member (power flow) principles. P-1 11. Define Pascal's Law. 12. Diagnose pressure concerns in a transmission using hydraulic principles (Pascal's Law). P-2 13. Diagnose electronic transmission/transaxle control systems using appropriate test equipment and service information. P-1 	<p>Career Ready Practice: 1, 4, 5, 11</p> <p>CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.3, 10.4 Demonstration and Application: 11.2</p> <p>CTE Pathway: C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C3.3, C3.7, C4.4, C8.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>G. IN-VEHICLE TRANSMISSION/ TRANSAXLE MAINTENANCE AND REPAIR</p> <p>Understand, apply, and evaluate the maintenance and repair techniques for in-vehicle transmissions and transaxles according to the manufacturer’s specifications.</p> <p>(35 hours)</p>	<ol style="list-style-type: none"> 1. Inspect, adjust, and replace manual valve shift linkage, transmission range sensor/switch, and park/neutral position switch. P-2 2. Inspect and replace external seals, gaskets, and bushings. P-2 3. Inspect, test, adjust, repair, or replace electrical/electronic components and circuits, including computers, solenoids, sensors, relays, terminals, connectors, switches, and harnesses. P-1 4. Diagnose electronic transmission control systems using a scan tool; determine necessary action. P-1 5. Inspect, replace, and align powertrain mounts. P-2 6. Service transmission; perform visual inspection; replace fluid and filters. P-1 	<p>Career Ready Practice: 1, 4, 5, 11</p> <p>CTE Anchor: Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.3, 10.4 Demonstration and Application: 11.2</p> <p>CTE Pathway: C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C3.3, C3.7, C4.1, C4.2, C4.3, C8.2</p>
<p>H. OFF-VEHICLE TRANSMISSION AND TRANSAXLE REPAIR</p> <p>Understand, apply, and evaluate the repair techniques for off-vehicle transmissions and transaxles according to the manufacturer’s specifications.</p>	<ol style="list-style-type: none"> 1. Diagnose poor stopping, noise, vibration, pulling, grabbing, dragging or pulsation concerns; determine necessary action. P1 2. Remove and reinstall transmission/transaxle and torque converter; inspect engine core plugs, rear crankshaft seal, dowel pins, dowel pin holes, and mating surfaces. P-1 3. Disassemble, clean, and inspect transmission/transaxle. P-1 4. Inspect, measure, clean, and replace valve body (includes surfaces, bores, springs, valves, sleeves, retainers, brackets, check valves/balls, screens, spacers, and gaskets). P-2 5. Inspect servo and accumulator bores, pistons, seals, pins, springs, and retainers; determine necessary action. P-2 6. Assemble transmission/transaxle. P-1 7. Inspect, leak test, and flush or replace transmission/transaxle oil cooler, lines, and fittings. P-1 8. Inspect converter flex (drive) plate, converter attaching bolts, converter pilot, converter pump drive surfaces, converter end play, and crankshaft pilot bore. P-2 	<p>Career Ready Practice: 1, 4, 5, 11</p> <p>CTE Anchor: Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(55 hours)	<ol style="list-style-type: none"> 9. Install and seat torque converter to engage drive/splines. P-1 10. Inspect, measure, and reseal oil pump assembly and components. P-1 11. Measure transmission/transaxle end play or preload; determine necessary action. P-1 12. Inspect, measure, and replace thrust washers and bearings. P-2 13. Inspect oil delivery circuits, including seal rings, ring grooves, and sealing surface areas, feed pipes, orifices, and check valves/balls. P-2 14. Inspect bushings; determine necessary action. P-2 15. Inspect and measure planetary gear assembly components; determine necessary action. P-2 16. Inspect case bores, passages, bushings, vents, and mating surfaces; determine necessary action. P-2 17. Inspect transaxle drive, link chains, sprockets, gears, bearings, and bushings; perform necessary action. P-2 18. Inspect, measure, repair, adjust or replace transaxle final drive components. P-2 19. Inspect clutch drum, piston, check-balls, springs, retainers, seals, and friction and pressure plates; determine necessary action. P-2 20. Measure clutch pack clearance; determine necessary action. P-1 21. Air test operation of clutch and servo assemblies. P-1 22. Inspect roller and sprag clutch, races, rollers, sprags, springs, cages, and retainers; determine necessary action. P-1 23. Inspect bands and drums; determine necessary action. P-2 24. Describe the operational characteristics of a continuously variable transmission (CVT). P3 25. Describe the operational characteristics of a hybrid vehicle drive train. P-3 	<p>Technical Knowledge and Skills: 10.3, 10.4 Demonstration and Application: 11.2</p> <p>CTE Pathway: C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C3.3, C3.7, C4.1, C4.2, C4.3, C8.2</p>
<p>I. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in auto repair and maintenance.</p>	<ol style="list-style-type: none"> 1. Summarize employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. responsibility g. timeliness h. communication skills 2. Explain the importance of the continuous upgrading of job skills through lifelong learning. 3. Identify preprofessional and professional industry organizations and discuss the employability benefits of belonging. 4. State the need to adapt to varied roles and responsibilities in the workplace. 5. Describe the importance of personal integrity and ethical behavior in the workplace. 	<p>Career Ready Practice: 1, 2, 3, 6, 7, 9</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.8, 3.9 Responsibility and Flexibility: 7.2, 7.7 Ethics and Legal Responsibilities: 8.4, 8.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ol style="list-style-type: none"> 6. Describe customer service as a method of building permanent relationships between the organization and the client. 7. Identify conflict resolution strategies for a variety of workplace situations. 8. Describe ways to demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 9. Identify potential employers through traditional and internet sources. 10. Describe the role of electronic social networking in job search. 11. Design sample résumés and cover letters. 12. Explain the importance of filling out a job application legibly, with accurate and complete information. 13. Describe the common mistakes that are made on job applications. 14. Complete sample job application forms correctly. 15. State the importance of enthusiasm in the interview and on a job. 16. State the importance of appropriate appearance in the interview and on a job. 17. Create a career plan that builds on existing interests, skills, and abilities. 18. Identify the informational materials, resources, and test knowledge needed to be successful in an interview. 19. Describe and demonstrate appropriate interviewing techniques. 	<p>Leadership and Teamwork: 9.3, 9.4, 9.6</p> <p>CTE Pathway: C5.4, C5.5</p>
<p>J. ENTREPRENEURIAL SKILLS</p> <p>Understand, apply, and evaluate the process involved in becoming an entrepreneur in the auto repair and maintenance industry.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Define entrepreneurship. 2. Identify the necessary characteristics of successful entrepreneurs. 3. Describe the contributions of entrepreneurs to the auto repair and maintenance industry. 4. Explain the purpose and components of a business plan. 5. Examine personal goals prior to starting a business. 6. Evaluate sources of monetary investment in a business opportunity. 7. Describe various licensing requirements in the auto repair and maintenance business. 8. Develop a scenario depicting the student as the auto repair and maintenance business owner. 9. Differentiate between sustainable and green business practices and standard business practices. 	<p>Career Ready Practice: 7, 8, 10, 11, 12</p> <p>CTE Anchor: Demonstration and Application: 11.2, 11.3, 11.4</p> <p>CTE Pathway: C1.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

EXTBOOKS

ASE Test Preparation – A2 Automatic Transmissions and Transaxles, 5th Edition. Delmar Learning, 2011

Birch, Tom and Charles Rockwood. Automatic Transmissions and Transaxles, 4th Edition. Prentice Hall, 2009.

Duffy, James E. Modern Automotive Technology, 7th Edition. Goodheart-Willcox Publishing, 2009.

Erjavec, Jack. Today's Technician: Automatic Transmissions and Transaxles. Cengage Learning, 2006.

Johanson, Chris. Automatic Transmissions and Transaxles. Goodheart-Willcox Publisher, 2005.

RESOURCES

Employer Advisory Board members

Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/transportation.pdf>

Automotive Retailing Today (ART) 8400 Westpark Dr., MS 2, McLean, VA 22102. Phone: (703) 556-8578.

Automotive Youth Educational Systems (AYES) 50 W. Big Beaver, Suite 145, Troy, MI 48084. Phone: (248) 526-1750. Fax: (248) 526-1751.

National Automobile Dealers Association (NADA) Public Relations Dept., 8400 Westpark Dr., McLean, VA 22102-3591. Phone: (703) 821-7000.

National Automotive Technicians Education Foundation (NATEF) 101 Blue Seal Dr. SE, Suite 101, Leesburg, VA 20175. Phone: (703) 669-6650. Fax: (703) 669-6125.

www.natef.org

http://www.ed-foundation.org/html_pages/products_programs_services/natef_tools/non-structural_analysis/non-structural_analysis.shtml

National Institute for Automotive Service Excellence (ASE) 101 Blue Seal Dr. SE, Suite 101, Leesburg, VA 20175. Phone: (703) 669-6600.

SkillsUSA P.O. Box 3000, Leesburg, VA 20177-0300. Phone: (703) 777-8810. Fax: (703) 777-8999.

www.skillsusa.org

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multimedia presentations
- C. Visual aids
- D. Projects
- E. Individualized Instruction

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with 100% accuracy.

SECTION B – Resource Management – Pass all assignments and exams on principles of resource management with a minimum score of 80% or higher.

SECTION C – Trade Mathematics – Pass all assignments and exams on trade mathematics with a minimum score of 80% or higher.

SECTION D – Tools and Equipment – Pass all assignments and exams on tools and equipment with a minimum score of 80% or higher.

SECTION E – Service Manuals and Computer-Based Information Systems – Pass all assignments and exams on service manuals and computer-based information systems with a minimum score of 80% or higher.

SECTION F – General Transmission and Transaxle Diagnosis – Pass all assignments and exams on general transmission and transaxle diagnosis with a minimum score of 80% or higher.

SECTION G – In-Vehicle Transmission / Transaxle Maintenance and Repair – Pass all assignments and exams on in-vehicle transmission / transaxle maintenance and repair with a minimum score of 80% or higher.

SECTION H – Off-Vehicle Transmission and Transaxle Repair – Pass all assignments and exams on off-vehicle transmission and transaxle repair with a minimum score of 80% or higher.

SECTION I – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION J – Entrepreneurial Skills – Pass all assignments and exams on entrepreneurial skills with a minimum score of 80% or higher.

NATEF TASK PRIORITY ITEM TOTALS (by area)

I. Engine Repair

P-1 = 26 95% = 25 tasks

P-2 = 22 80% = 18 tasks

P-3 = 9 50% = 5 tasks

II. Automatic Transmission and Transaxle

P-1 = 21 95% = 20 tasks

P-2 = 17 80% = 14 tasks

P-3 = 4 50% = 2 tasks

III. Manual Drive Train and Axles

P-1 = 24 95% = 23 tasks

P-2 = 24 80% = 19 tasks

P-3 = 17 50% = 9 tasks

IV. Suspension and Steering

P-1 = 25 95% = 24 tasks

P-2 = 25 80% = 20 tasks

P-3 = 11 50% = 6 tasks

V. Brakes

P-1 = 39 95% = 37 tasks

P-2 = 10 80% = 8 tasks

P-3 = 11 50% = 6 tasks

VI. Electrical/Electronic Systems

P-1 = 39 95% = 37 tasks

P-2 = 13 80% = 10 tasks

P-3 = 10 50% = 5 tasks

VII. Heating and Air Conditioning

P-1 = 26 95% = 25 tasks

P-2 = 14 80% = 11 tasks

P-3 = 7 50% = 4 tasks

VIII. Engine Performance

P-1 = 39 95% = 37 tasks

P-2 = 12 80% = 10 tasks

P-3 = 7 50% = 4 tasks

DEFINITIONS OF TECHNICAL TERMS

ADJUST - to bring components to specified operational settings.

ALIGN - to restore the proper position of components.

ANALYZE - to assess the condition of a component or system.

ASSEMBLE (REASSEMBLE) - to fit together the components of a device or system.

BALANCE - to establish correct linear, rotational or weight relationship.

BLEED - to remove air from a closed system.

CAN – Controller Area Network. CAN is a network protocol (SAE J2284/ISO 15765-4) used to interconnect a network of electronic control modules

CHARGE - to bring to a specified state, e.g., battery or air conditioning system.

CHECK - to verify condition by performing an operational or comparative examination.

CLEAN - to rid component of foreign matter for the purpose of reconditioning, repairing, measuring or reassembling.

DEGLAZE – to remove a smooth glossy surface.

DETERMINE - to establish the procedure to be used to perform the necessary repair.

DETERMINE NECESSARY ACTION – indicates that the diagnostic routine(s) is the primary emphasis of a task. The student is required to perform the diagnostic steps and communicate the diagnostic outcomes and corrective actions required addressing the concern or problem. The training program determines the communication method (worksheet, test, verbal communication, or other means deemed appropriate) and whether the corrective procedures for these tasks are actually performed.

DIAGNOSE - to identify the cause of a problem.

DISASSEMBLE - to separate a component's parts as a preparation for cleaning, inspection or service.

DISCHARGE - to empty a storage device or system.

EVACUATE - to remove air, fluid or vapor from a closed system by use of a vacuum pump.

FLUSH - to internally clean a component or system.

HIGH VOLTAGE – voltages of 50 volts and higher.

HONE - to restore or resize a bore by using rotating cutting stones.

JUMP START - to use an auxiliary power supply to assist a battery to crank an engine.

LOCATE – to determine or establish a specific spot or area.

MEASURE - to determine existing dimensions/values for comparison to specifications.

NETWORK - a system of interconnected electrical modules or devices.

ON-BOARD DIAGNOSTICS (OBD) - diagnostic protocol which monitors computer inputs and outputs for failures.

PARASITIC DRAW - electrical loads which are still present when the ignition circuit is OFF.

PERFORM - to accomplish a procedure in accordance with established methods and standards.

PERFORM NECESSARY ACTION – indicates that the student is to perform the diagnostic routine(s) and perform the corrective action item. Where various scenarios (conditions or situations) are presented in a single task, at least one of the scenarios must be accomplished.

PURGE - to remove air or fluid from a closed system.

REMOVE - to disconnect and separate a component from a system.

REPAIR - to restore a malfunctioning component or system to operating condition.

REPLACE - to exchange a component; to reinstall a component.

RESURFACE – to restore correct finish.

SERVICE - to perform a procedure as specified in the owner's or service manual.

TEST - to verify condition through the use of meters, gauges or instruments.

TORQUE - to tighten a fastener to specified degree or tightness (in a given order or pattern if multiple fasteners are involved on a single component).

VERIFY - to confirm that a problem exists after hearing the customer's concern; or, to confirm the effectiveness of a repair.

VOLTAGE DROP - a reduction in voltage (electrical pressure) caused by the resistance in a component or circuit.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
