

Auto Collision Program Curriculum Development Summary Points – January 24-25, 2019

Attendees:

Jason Strickland, Coastal Pines; Greg Thomas, Athens; Starlyn Sampson, South Georgia; Daniel Bell, Chattahoochee; Shelley Davis, Coastal Pines; Robert Hagen, Southern Crescent; Amy O'Dell (note taker), TCSG, Sandra King (floater), TCSG; and Steve Conway (floater), TCSG.

Welcome and Overview:

Sandra King welcomed all attendees to the first afternoon of the curriculum development sessions. Sandra stated that the charge for each work group would be to look closely at the content edits and feedback received for each area closely and then to work on creating new curriculum which would still maintain high quality content yet be more flexible and ensure students can get to market quicker than they can at present. Each attendee was able to introduce themselves to the others and then the groups broke out into their individual rooms to work.

Auto Collision Program Curriculum Development Summary:

Steve stated that most of the collision content edits had been supplied so far by Daniel Bell answering a request from the first meeting to update learning outcomes where possible to ICAR standards. Industry feedback from the past two months indicated the content edits were fine. Steve then suggested the group look at the final version of the curriculum content with Amy and answer the question what does an entry level auto collision repair tech have to know? Once that question is answered the course and program structures would probably come together pretty quickly.

In order to identify the necessary skills of the entry level auto collision repair and paint technician, the committee focused the Thursday meeting sessions on continuing to examine the edited program content document. Many learning outcomes were further edited and/or rearranged into two categories – entry level or advanced level. Some outcomes were also deleted upon more review, due to being outdated or unnecessary for the goals of the overall program. ICAR training standards were utilized when possible. Additional topics discussed during this process included:

- A stand-alone estimating class is needed
- The Intro course currently is too heavy in outcomes; the curriculum should be rearranged
- Should the Mechanical / Electrical classes serve as electives or specializations?
- Identify demographics and types of shops we are servicing to provide universal service, specializations where needed
 - Urban to rural, dealership to mom & pop shop
 - Safety considerations
- Based on the ICAR industry survey results – what do shops want as entry level technician?
- Aluminum repair and accident avoidance systems – what is the future for these topics?

This was a detailed and slow process, however the committee agreed that the result was a thoughtful and well-defined set of competencies and learning outcomes for TCSG students.

Friday morning the committee re-convened and assembled the revised and rearranged outcomes into proposed courses. Two new courses were developed: (1) ACRP 1016 Damage Analysis, Estimating and Customer Service (2) ACRP 1020 Mechanical and Electrical Systems III.

After the proposed courses were established, the committee identified credit hours and contact hours for each course. Finally, courses were grouped into a Diploma program as well as two Technical Certificates.

Conclusions and Next Steps:

At the end of the meeting each group was allowed to have a spokesperson report out on the groups' progress. Daniel Bell reported that the group was successful in reviewing all the content and then prioritizing competencies and learning outcomes in to entry level and more advanced levels. The group was able to propose some entry level course content as well as some elective and advanced content. The proposed curriculum would go into one diploma program with 45 credits and 2 embedded TCCs with 16 and 18 credits respectively. These curriculum suggestions would go out to all collision repair faculty for review by the beginning of February.