Diesel Technology Program Curriculum Development Summary Points – January 24-25, 2019

Attendees:

Ed Boronkas, Southern Crescent; Charles Dawson, Athens; Evan Dover, Chattahoochee; John Stallings, Gwinnett; Brent Redfern, Oconee Fall Line; Anthony Gallman (note taker), TCSG; Saundra King (floater), TCSG; and Steve Conway (floater), TCSG.

Welcome and Overview:

Saundra King welcomed all attendees to the first afternoon of the curriculum development sessions. Saundra 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.

Diesel Technology Program Curriculum Development Summary:

Steve stated that the diesel program content edits had been minimal though a significant number of industry folks had reviewed the content. Steve then suggested the group first look at the final version of the curriculum content with Anthony and answer the question what does an entry level diesel repair tech have to know? Once that question is answered the course and program structures would probably come together pretty quickly.

During the breakout work sessions, the instructors were able to review all competencies and learning outcomes. In an effort to teach more efficiently moving forward, many existing competencies were combined to reduce redundancies. Further, obsolete and outdated competencies were purged.

Individualized topics relating to hydraulics were eliminated and competencies were established to create a "Basic Hydraulic Systems" category that will cover the main topics from all the hydraulic subcategories.

Courses relating to various types of transmissions were stricken as not every college teaches same. The majority of colleges do not have equipment and / or materials to teach these areas. A handful of colleges within the system may possibly have some of the equipment, but the majority does not. It is suggested that for the colleges that do, those colleges may want to institutionally develop elective transmission courses to meet their needs.

It was also suggested that all competencies reflect "diesel equipment" rather than "vehicles" as the training extends beyond vehicles to include many types of equipment.

Soft Skills were incorporated into the intro course to include topics of work ethic traits, interview skills, and resume building.

Conclusions and Next Steps:

At the end of the meeting each group was allowed to have a spokesperson report out on the groups' progress. John Stallings reported that the group was successful in reviewing all the content and paring down competencies and learning outcomes into entry level and elective levels. The group did not quite reach the point of organizing the edited content into courses and new programs but the instructors were prepared to work with Steve during the next week to make those suggestions as well. The proposed diesel equipment curriculum would go out to all diesel faculty for review by the beginning of February.