

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Transportation, Distribution, and Logistics**

**Program Name: Automobile/Automotive Mechanics Technology/Technician CIP: 470604**

National Standard: National Automotive Technicians Education Foundation (NATEF)

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
<b>Understand the fundamentals of the automotive service industry</b>	1. Explain and examine the proper use of automotive chemicals and their effects. <b>AAI 8. Health, Safety, and Environment:</b> Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	2. Demonstrate the proper use and care of automotive tools and equipment. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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3. Demonstrate effective automotive shop management skills. <b>AAI 1. Planning:</b> Explain the key elements of a long-term plan for a successful company. <b>AAI 2. Management:</b> Discuss the different forms of management and ownership within this industry. <b>AAI 3. Finance:</b> Explain the key components of financial management of a company.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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	4. Demonstrate and practice personal and automotive shop safety. <b>AAI 9. Personal Work Habits:</b> Explain the work habits an employer looks for in an employee in this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
<b>Understand and be knowledgeable in analyzing, evaluating, and detecting/repairing brake systems</b>	5. Diagnose general brake systems. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	6. Diagnose and repair hydraulic brake systems.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
	0	1	2	3		
	7. Diagnose and repair drum brake systems.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
8. Diagnose and repair disc brake systems.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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9. Diagnose and repair power assist unit.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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<b>Understand the concepts of and procedures for investigating and analyzing electrical/electronic systems</b>	10. Diagnose and repair general electrical systems. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	11. Diagnose and repair starting systems.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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12. Diagnose and repair lighting systems.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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13. Diagnose and repair battery charging systems.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
0	1	2	3			
<b>Understand the concepts of and procedures for investigating and analyzing steering and suspension systems</b>	14. Diagnose general automotive suspension and steering systems. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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15. Diagnose and repair automotive steering systems.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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	16. Diagnose and repair automotive front suspension systems.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	17. Diagnose and repair automotive rear suspension systems.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	18. Diagnose and adjust automotive wheel alignment.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	19. Diagnose and repair automotive tires and wheels.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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<b>Understand the concepts and procedures in investigating and analyzing engine performance</b>	20. Perform general engine diagnosis and repair. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	21. Use scan tools to retrieve engine trouble codes and use diagnostic charts to determine cause of code.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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22. Perform maintenance and repair of ignition systems.	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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	23. Perform maintenance and repair of fuel, air and exhaust emissions systems.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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<b>Understand the concepts of and procedures for investigating and analyzing engine repair techniques</b>	24. Perform general engine mechanical diagnosis. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	25. Identify internal engine parts and systems and explain their operation.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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26. Perform engine diagnostic procedures including compression test, leak down test and determine engine mechanical condition.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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27. Perform cooling and lubrication disassembly.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3	
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<b>Understand the fundamental concepts of Entrepreneurship</b>	28. Discuss and assess venture creation possibilities and identify the steps in planning the venture.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	29. Identify the resources needed for venture startup and operation.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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	30. Discuss the options in planning the venture's future (growth, development, demise). <b>AAI 6. Labor Issues:</b> Explain the employees' and employers' rights and responsibilities in this industry. <b>AAI 7. Community Issues:</b> Discuss the ways a company can impact its community and the ways a community can impact a company.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
	31. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
0	1	2	3			
<b>Understand the importance of personal growth, leadership and career success</b>	32. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> Evidence: Student will:	0	1	2	3
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<p><b>Understand the key concepts associated with high performance/employability skills (SCANS)</b></p>	<p><b>33. Decision-Making &amp; Problem-Solving:</b>            Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.</p>	<table border="1" data-bbox="1089 414 1314 446"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: <b>For Example:</b>            Student will:</p> <ul style="list-style-type: none"> <li>- create an outline in diagnosing automotive repair problems</li> <li>- create a troubleshooting log</li> <li>- make class presentation</li> <li>- develop and test strategies or options that work</li> <li>- provide examples of the strategies or options tested or tried</li> <li>- compare and analyze pros and cons of identified strategies or options</li> <li>- through teamwork, arrive at a decision or determine a solution that is well suited to the task</li> <li>- independently arrive at a decision or determine a solution that is well suited to the task</li> <li>- communicate in a clear format how the solution was formed</li> <li>- justify or describe how and why a particular solution option was chosen</li> </ul>	0	1	2	3
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	<p><b>34. Self-Management:</b> Demonstrate and apply self-management skills by adhering to regulations, being responsible and following through on commitments.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: <b>For Example:</b> Student will:</p> <ul style="list-style-type: none"> <li>- have a written test on applicable policies and procedures</li> <li>- assess student orientation knowledge through instructor observations and written unit test</li> <li>- review student handbook</li> <li>- adhere to regulations in school, classroom, and everyday settings</li> <li>- build trust by being consistent, dependable, and verbally positive with others</li> <li>- ask questions and listen to others</li> <li>- keep track of assignments and/or responsibilities</li> <li>- have work done on time</li> <li>- respond positively to constructive feedback</li> <li>- show respect for others and their points of view</li> <li>- set individual goals and document progress toward achieving those goals</li> <li>- take initiative to pursue learning</li> <li>- adapt as necessary to create a positive outcome for self and others</li> <li>- advocate appropriately for himself/herself</li> </ul>	0	1	2	3
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	<p><b>35. Communication Skills:</b>            Demonstrate and apply effective communication skills: verbal, written, visual and listening</p>	<table border="1" data-bbox="1089 418 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: <b>For Example:</b>            Student will:</p> <ul style="list-style-type: none"> <li>- be given a work order that contains written instructions of a specific job and complete the work order</li> <li>- create a power point presentation</li> <li>- participate in a debate</li> <li>- perform mock interviews</li> <li>- develop a topic</li> <li>- include details to support a main point</li> <li>- use appropriate grammar and sentence structure</li> <li>- organize writing and/or presentation materials</li> <li>- use constructive feedback to improve skill</li> <li>- participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context</li> <li>- use varied vocabulary for clarity and effectiveness</li> <li>- support his/her ideas in a public forum using the appropriate visual/audio aides</li> <li>- select and use the appropriate media and method(s) to communicate the subject effectively</li> <li>- adapt writing, speaking, and/or visual presentations effectively to a particular audience</li> <li>- act on or respond appropriately to verbal and non-verbal cues from the audience</li> </ul>	0	1	2	3
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	<p><b>36. Ability to Work with Others:</b>            Demonstrate and apply the necessary skills in order to work effectively with others.</p>	<table border="1" data-bbox="1087 417 1318 451"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: <b>For Example:</b>            Student will:</p> <ul style="list-style-type: none"> <li>- role play a situation in which there is a conflict which must be resolved</li> <li>- compose a list of what she/he believes to be the most common problems within the automotive profession after reviewing appropriate work ethics standards</li> <li>- conduct an interview with an automotive manager and share report with classmates</li> <li>- demonstrate knowledge of individual strengths he/she brings to a group</li> <li>- demonstrate knowledge of and respect for cultural and individual differences</li> <li>- demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view</li> <li>- demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others</li> <li>- demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback</li> <li>- demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes</li> <li>- apply his/her individual strengths to enhance a group's performance</li> <li>- assume responsibilities within a group</li> <li>- demonstrate the use of group skills in a way that enhances a group's performance</li> <li>- demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome</li> </ul>	0	1	2	3
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	<p><b>37. Information Use - Research, Analysis, Technology:</b>            Demonstrate and apply the use of information through research, analysis, and technology.</p>	<table border="1" data-bbox="1087 417 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: <b>For Example:</b>            Student will:</p> <ul style="list-style-type: none"> <li>- do a research project and develop a presentation for the class</li> <li>- keep a daily notebook</li> <li>- show use of a plan for gathering information</li> <li>- gather information from a variety of sources, using a variety of technologies</li> <li>- use sources that are current and appropriate to the topic</li> <li>- evaluate sources for correct and trustworthy information</li> <li>- document sources of information appropriately</li> <li>- demonstrate and apply the skills in using software applications (MS Office)</li> <li>- use a filing/organization system for information, such as notebook, disk, etc.</li> <li>- justify the use of a particular organizational system for a particular product</li> <li>- demonstrate effective communication skills (written, oral, listening)</li> <li>- effectively present a thesis, supporting evidence, and a conclusion using a variety of media</li> </ul>	0	1	2	3
0	1	2	3			

**Key: Skill Level Rating Scale:** 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Transportation, Distribution, and Logistics**

**Program Name: Automobile/Automotive Mechanics Technology/Technician CIP: 470604**

**National Standard: National Automotive Technicians Education Foundation (NATEF)**

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p><b>38. Mathematical Concepts:</b>            Demonstrate mathematical and computation skills as applied to real world situations.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: <b>For Example:</b>            Student will:</p> <ul style="list-style-type: none"> <li>- keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite</li> <li>- compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals</li> <li>- collect, interpret, organize and display relevant data for solving a mathematics problem</li> <li>- translate real world problems into mathematical representations</li> <li>- express and present mathematical ideas clearly in everyday written and oral language</li> <li>- express in written and oral language how mathematics connects to other contexts outside the mathematics classroom</li> <li>- use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information</li> <li>- approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events</li> </ul>	0	1	2	3
0	1	2	3			

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## PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

### Career Cluster: Transportation, Distribution, and Logistics

**Program Name: Automobile/Automotive Mechanics Technology/Technician CIP: 470604**

**National Standard: National Automotive Technicians Education Foundation (NATEF)**

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p><b>39. General Safety:</b> Demonstrate and apply safe practices and procedures in the workplace.</p>	<table border="1" style="margin-bottom: 5px; width: 100%; text-align: center;"> <tr> <td style="width: 25px;">0</td> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> </tr> </table> <p>Evidence: <b>For Example:</b> Student will:</p> <ul style="list-style-type: none"> <li>- write a summary of an industry speaker presentation</li> <li>- develop scenarios of hazards and accidents using the publications and the Internet (include tools, spills, working around welding, improper use of barriers, ladders or scaffolds, use of MSDS information, fires, and electrical situations)</li> <li>- be observed by teacher</li> <li>- take written quizzes/written tests</li> <li>- demonstrate knowledge of safety and sanitation practices and procedures</li> <li>- identify and report hazardous conditions and safe working procedures</li> <li>- use personal protective equipment and clothing</li> <li>- participate in a game type situation where one team will read a scenario and the other teams will compete to be the first to provide the proper safety measures which should have been used to prevent the hazardous situation or accident (points will be awarded to the teams with the correct answers)</li> </ul>	0	1	2	3
0	1	2	3			

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**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**

**Career Cluster: Transportation, Distribution, and Logistics**

**Program Name: Automobile/Automotive Mechanics Technology/Technician CIP: 470604**

**National Standard: National Automotive Technicians Education Foundation (NATEF)**

Unit of Study	Competencies (what students need to know and be able to do and upon which they will be assessed)	Skill Level Rating and Assessment Evidence				
	<p><b>40. Career Development:</b> Demonstrate personal/career development skills by completing a career plan.</p>	<table border="1" data-bbox="1087 415 1318 448"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <p>Evidence: <b>For Example:</b> Student will:</p> <ul style="list-style-type: none"> <li>- complete a self-awareness inventory</li> <li>- develop a career portfolio</li> <li>- use a career software, such as Choices, to measure their aptitudes and abilities for particular careers</li> <li>- use available resources (college catalogs and websites) to research information about postsecondary educational opportunities</li> <li>- select a career in the field and outline educational and skill requirements, expected job growth, and salaries</li> <li>- review with teacher software printout to assess their aptitudes and abilities</li> <li>- make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work</li> <li>- plan a senior experiential project to review and evaluate a variety of career choices</li> </ul>	0	1	2	3
0	1	2	3			

**Key: Skill Level Rating Scale:** 0 = no exposure; 1 = not yet proficient: not able to demonstrate competency; additional supervision/training required; 2 = proficient: able to demonstrate competency; requires minimal supervision; 3 = surpasses proficiency: competency mastered