

## **The Auto Body Repair Program**

**CIP 47.0603**

Instructor: Steven P. Johnston

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Have Questions?

Contact: Mrs. Donna Henderson – School Counselor

Reading Muhlenberg Career & Technology Center

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# TABLE OF CONTENTS

	<b>Page</b>
Course Description	<b>4</b>
Program Guidelines	<b>6</b>
RMCTC Grading Policy	<b>10</b>
Progress Report Sample	<b>14</b>
Career Objective Form Sample	<b>15</b>
Task Check-Off List	<b>16</b>
Portfolio *	<b>17</b>
Work-Based Learning *	<b>18</b>
Articulation Agreements	<b>19</b>
Program Planning Tool	<b>21</b>
Scope and Sequence Sample	<b>23</b>
Career and Technical Student Organizations (CTSO)*	<b>24</b>
Certificate Sample	<b>25</b>

*Prices listed are subject to change.*

\* *Additional information about these items can be found in the Student Handbook*

It is the policy of Reading Muhlenberg CTC not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504, and Title VI.

# **READING MUHLENBERG CAREER & TECHNOLOGY CENTER**

## **MISSION STATEMENT**

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

## **VISION STATEMENT**

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

## **BELIEFS**

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles

# **AUTO BODY REPAIR – ABR**

- Accelerate your passion for the Automotive Industry by learning non-structural, refinishing, mechanical/electrical, structural, and safety.
- Expand your career options by obtaining industry skills and certifications as you develop as an individual.
- Graduate from RMCTC with confidence, knowing you have the work ethic and skill set to be a successful contributing member of society.
- Gain confidence and become innovative: Take your passion, certifications, work ethic, skill set, and confidence; now give yourself the opportunity to succeed.



## **Job Titles – Career Pathways**

- 13-1032 Insurance Appraisers, Auto Damage
- 41-2022 Parts Salespersons
- 49-3021 Automotive Body and Related Repairers
- 49-9042 Maintenance & Repair Workers, General
- 51-9122 Painters, Transportation Equipment

## **CTC knowledge transfers to college credits at:**

Lincoln Technical Institute  
Pennsylvania College of Technology  
Thaddeus Stevens College of Technology

## **Student Certifications**

NOCTI - National Occupational Competency Testing Institute Certification  
\* Collision Repair & Refinishing Technology  
Pennsylvania State Certified Safety Inspector, Cat I  
Pennsylvania State Certified Emissions Inspector  
EPA 6H Training Certification  
S/P2

## **Accreditations**

NATEF – National Automotive Technicians Education Foundation



## **INSTRUCTOR - Mr. Steven P. Johnston**

### **Biography**

The Automotive Industry became a passion of mine early in life. Graduating at the top of my class in Automotive Collision/Refinishing, I gained the confidence to enter the industry right out of high school. My action driven and analytical approach toward education and life drove me towards pursuing college and acquiring an Industrial Technology Degree. While in college I continued working at multiple collision facilities which gave me a well-balanced view of the industry and the skills to be a successful auto body technician. Playing competitive baseball and now coaching at a competitive level is also a passion of mine. As an instructor at RMCTC I continue to interact with my peers and the next generation of Collision/Refinishing Technicians.

### **Education**

Eastern Center for Arts and Technology – Automotive Collision/Refinishing  
Millersville University – B.S., Industrial Technology  
Temple University – VITAL, Vocational Certifications, Masters (in progress) i

### **Certifications & Awards**

ASE Certifications

### **Work Experience**

Old Forge Collision  
Vecihose Fleet Service  
Creative Customs  
Morano Brothers  
KB Customs

**Hire Date** 2013

Dear Parent/Guardian,

Welcome! My name is Steven P. Johnston, Reading Muhlenberg CTC's Auto Body Repair (ABR) instructor. I am happy to have your child enrolled in my program and would like to inform you of the expectations I have for the program, your child, and how we can all work together!

Each student receives a quarterly grade based on knowledge (60%) and work ethics (40%). The general grading scale is on page 7 for your review. The shop grade consists of 10 points a day, which the student receives when they attend class. Each student begins their day with a "B" or an "\*", allowing the students room to work up to their full potential each day. If a student is absent, they receive a "0" for the day' if their knowledge or skill is hindered, so shall their grade. Points can also be lost for reasons listed on page 7 but are not limited to that list.

Each student should have their notebook, which should be brought home to study for quizzes, tests, and on a daily basis to reinforce what was learned that day. The curriculum covers a wealth of knowledge over a three year period. RMCTC provided a detailed curriculum; it is important that your child stays focused. I will hold theory on a daily basis using various learning styles such as visual, audio, and kinesthetic. The students will always have the opportunity to ask questions and I support open discussion to problem solve. I will require written reports to be completed to assess personal development on an individual basis.

My dedication, knowledge, and experience will be used as a valuable asset when introducing and developing your child's interest in the automotive collision industry which will provide them with the necessary skills to obtain an entry-level position. A team approach will be used to develop a mentor program between first, second, and third year students; working together as individuals towards a common goal. I expect to take the Auto Body Repair program towards offering a college environment at a high school level. I expect your child to attend class each day with the anticipation to develop their skill set in the auto industry while also developing as a young adult. I will be teaching the subject matter and life lessons to guide your child towards success in the future. The success of your child in this program depends greatly on the dedication of your child and the support you show them.

I am looking for your support. If you would like to discuss your child's future success in the program or would like to schedule a time to come to the CTC to meet with me, please feel free to contact me via phone at 610-921-7300 or email [sjohnston@rmctc.org](mailto:sjohnston@rmctc.org). I may be in touch with you as the need arises to discuss your child's progress. You know your child better than I could ever; you play a major role in helping me with their individual needs as we work together to provide them with a great educational experience at Reading Muhlenberg CTC.

Sincerely,  
Steve Johnston

## **GENERAL GRADING SCALE**

A = 100 to 90

B = 89 to 80

C = 79 to 70

D = 69 to 65

F = 64 and UNDER

## **POINTS ARE DEDUCTED FOR THE FOLLOWING:**

- **ABSENT - NO POINTS FOR THE DAY**
- **INSUBORDINATION**
  - REFUSAL TO WORK
  - PRESENCE IN AN UNAUTHORIZED AREA
  - NOT FOLLOWING DIRECTIVES REGARDING WORK ACTIVITIES
  - LACK OF RESPECT
  - DISRUPTIVE
- **SAFETY VIOLATIONS**
  - HORSEPLAY/DISRUPTIVE BEHAVIOR
  - WORKING UNSAFELY
  - INADEQUATE WORK ATTIRE (boots, glasses, work pants/shirt)
- **PREPAREDNESS**
  - LACK OF PROPER WORK CLOTHING
  - LATENESS
- **UNACCEPTABLE LANGUAGE AND/OR ACTIONS**

In order to insure proper communication between the parents and myself I am asking that you complete this form, including a phone number where I can reach you during the day/evening. I will be contacting parents to discuss this information and answer any questions you might have about your child's progress.

Please complete this form and return it to school with your son/daughter.

Signature \_\_\_\_\_ Phone \_\_\_\_\_

Most convenient time to be reached \_\_\_\_\_

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

(Print)

Email \_\_\_\_\_



**AUTO BODY REPAIR**

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Dear Parent/Guardian,

In order to safeguard the physical well-being of our students, it is required to have appropriate personal protective equipment (PPE) and work clothing worn by all students while they attend their program area at RMCTC.

Most general safety equipment will be supplied by the school and the remaining must be supplied by the individual students.

**School provides:**

- Eye protection: 1 pair of safety glasses issued (personal purchase recommended)
- Ear protection: ear plugs (personal purchase recommended)
- Respiratory protection: Dust masks and respirators (personal purchase recommended)

Student work boots and clothing are **NOT** supplied by the school and must be purchased by the individual student for his/her personal safety. Recommended places to purchase this equipment would be 'Wal-Mart' & 'Super Shoes.'

**Student provided equipment:** (estimated cost for everything is \$100.00)

- 'Steel Tip' work boots (oil/slip resistant recommended)
- Auto related tee's are ok, 'Dickies' has short and long sleeve button-down shirts to match their pants.
- Black shop pants – The Students' entire leg must be covered for safety!
- 'Dickies' brand name is recommended because they are 'flame resistant.' You will NOT get this protection with blue jean material.
- Appropriate clothing is required for active participation in the program
- Clothing should be form fitting and **not** 'Baggy.' Baggy clothing is dangerous.
- Clothing must be cleaned on a weekly basis.

**Note:** If a student is not properly dressed for his/her instructional activity, the daily work ethic/performance grade will decrease. Eventually, a student may **FAIL** his/her course due to inappropriate dress. Please see the 'STUDENT HANDBOOK' under "Dress Code" section for additional information.

Thank you for your cooperation.  
Respectfully yours,

Mr. Steven P. Johnston  
Reading Muhlenberg Career and Technology Center  
Auto Body Repair Instructor  
[sjohnston@rmctc.org](mailto:sjohnston@rmctc.org)

## GRADE REPORTING

**Purpose:** The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress will be measured in the areas of work ethics, and knowledge. All activities and assessments that are required as the student progresses through their skills (learning guides) will be reflected within the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic 40%  
Knowledge 60%  
100%

Teachers must be able to justify grade percentages in the event of inquiries or concerns.

**Interpreting a Grade:** The two levels of evaluation are described below:

**Work Ethics Grade (40%):** Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

**NOTE: Impact of Absenteeism, Tardiness/Early Dismissals** - The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

**Knowledge Grade (60%):** Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

**Task tracking:** For the purpose of students earning a job title associated with their program are, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.

## GRADE REPORTING (continued)

### **CTC Letter Conversion Table Grade Letter**

100 – 97 A+  
96 – 93 A  
92 – 90 A-  
89 – 87 B+  
86 – 83 B  
82 – 80 B-  
79 – 77 C+  
76 – 73 C  
72 – 70 C-  
69 – 65 D  
64 – under F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

**Determination of Grades:** Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

#### **A = Excellent**

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

## **GRADE REPORTING (continued)**

### **B = Good**

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives.**
3. The good student is industrious and willing to follow directions.

### **C = Average**

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives.**
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

### **D = Passing**

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives.**
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

### **F = Failure**

1. This grade represents **unacceptable** quality achievements.
2. The failing student **has not reached necessary course objectives.**
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

**Incomplete Grades:** Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

**Failures:** Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

**Attendance and its Impact upon Grades:** The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

## **GRADE REPORTING (continued)**

**Make up Work for Absences:** Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. Four (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

**Report Cards (See Progress Reports):** Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology program. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. In addition, grades are available on the parent portal.

**Senior Recognition Night:** Reading Muhlenberg Career & Technology Center hosts an annual Senior Recognition Night, which honors our senior students. During this event, all senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

**PARENT PORTAL:** The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC District Portal on the School's web-site; [www.rmctc.org](http://www.rmctc.org). This will give you up to date information related to your child's attendance, grades (work ethic and knowledge), discipline referrals and schedule. In order to use this resource, you must provide the CTC with a current email address and register online.

Log onto [www.rmctc.org](http://www.rmctc.org), click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information. Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade.



**Reading Muhlenberg CTC**  
**2615 Warren Road**  
**Reading, PA 19604**  
**(610) 921-7300**

**Student Progress Report - MP 1**

**Student Name:**

Student Address

Reading, PA

Progress Report # : 1  
 Sending School:  
 Location: Reading Muhlenberg CTC  
 Enrollment Date:  
 Course:  
 Class:  
 Instructor:  
 Grade:

Questions regarding this report can be answered by calling your child's teacher at (610) 921-7300. If the teacher is not available when you call, please leave your name and telephone number and your call will be returned.

Your child's progress in this class is:

Grade to Date: As of

Knowledge:

**Knowledge Comments / Recommendations:**

**Skill Comments / Recommendations:**

**Work Ethic/PDP Comments/Recommendations**

<u>Attendance Report</u>	<u>Excused Absences</u>	<u>Unexcused Absences</u>	<u>Unexcused Tardy</u>
Year To Date Totals	0.00	0.00	0.00
Current marking period	0.00	0.00	0.00

Instructor's Signature: \_\_\_\_\_

Issue Date:

Student's Signature: \_\_\_\_\_

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

Parent's Signature: \_\_\_\_\_

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

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2615 Warren Road  
 Reading, PA 19604  
 (610) 921-7300

**School Year**

**ANNUAL EDUCATIONAL AND OCCUPATIONAL OBJECTIVES FOR STUDENTS ENROLLED IN A PDE-APPROVED CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM**

**INSTRUCTIONS:** This form is to be completed each year by students enrolled in a Pennsylvania Department of Education (PDE) approved CTE program with the intent to take further technical instruction offered by the program to achieve a related occupational objective. The scope and sequence for the PDE approved program serves as the educational plan.

**Form is to be completed by student and verified and signed by the instructor and guidance /career counselor:**

**STUDENT'S NAME:**

**Gender:** \_\_\_\_\_ **Birthdate:** \_\_\_\_\_ **Current Grade:** \_\_\_\_\_

**SECONDARY SCHOOL OFFERING APPROVED CTE PROGRAM:** Reading Muhlenberg CTC

**SENDING SCHOOL DISTRICT (for CTCs/AVTSs/Charter Schools):**

**This student is enrolled in technical instruction offered by the following approved CTE program and associated Classification of Instructional Program (CIP):**

**PROGRAM NAME:** Autobody/Collision & Repair Technology/Technician **CIP Code:** 470603

**1. Is student enrolled in approved Tech Prep/Program of Study (POS) program technical instruction?** Yes or No (Circle one)

**2. If yes, is student taking minimum academic coursework per approved Tech Prep/POS program scope and sequence?** Yes or No (Circle one)

**3. Student's plans following high school graduation include:** (Check all that apply) Yes or No (Circle one)

Employment or  Military service/training - Specify Branch

Postsecondary education:  College  Technical School / Proprietary School

**4. Student's program-related occupational objective:**

**Career Pathway**

As a student enrolled in this program, my career objective is to prepare for and explore the following career pathway(s).

- |  |   |
|--|---|
| <input type="checkbox"/> Automotive Body & Related Repairers   | <input type="checkbox"/> Insurance Appraisers, Auto Damage  |
| <input type="checkbox"/> Maintenance & Repair Workers, General | <input type="checkbox"/> Painters, Transportation Equipment |
| <input type="checkbox"/> Parts Salespersons                    | <input type="checkbox"/> Program of Study - SOAR            |

\*This information is not auditable by the Office of Auditor General. I understand that this information will become part of my permanent file with Reading Muhlenberg CTC, 2615 Warren Rd., Reading, PA 19604. I also understand that this information will be forwarded to my home school district counseling office.

\_\_\_\_\_  
**Student's Signature** **Date**

\_\_\_\_\_  
**Instructor's Signature** **Date**

\_\_\_\_\_  
**Counselor's Signature** **Date**

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Pennsylvania State Board of Education, Chapter 4 Section 4.31(e) states that a student's record shall include the student's educational and occupational objectives. This form (PDE-408) or similar, locally developed form must be completed and signed each school year by the student enrolled in planned technical courses/instruction offered by the program and must be maintained in school files. The Office of the Auditor General will review student records to determine if the technical courses/instruction taken by the student coincide with the planned courses/instruction documented for the approved CTE program.

## **47.0603 Autobody/Collision & Repair Technology/Technician**

### **Auto Body Repair**

#### ***Introduction to Automotive Collision***

Complete automotive collision orientation.  
Identify and describe safety.  
Demonstrate proper use of hand tools & equipment.  
Demonstrate proper use of power tools & equipment.  
Demonstrate proper use of measuring & mixing.

#### ***Nonstructural Damage Repair***

Complete introduction to Auto Body Construction.  
Perform outer body panel replacement.  
Perform metal refinishing and body filling.  
Perform metal welding and cutting.  
Perform metal bonding with adhesives.  
Perform plastic repair.  
Restore corrosion protection.  
Remove and reinstall mechanical components.

#### ***Repairing and Replacing Miscellaneous Components***

Work with interior, exterior trim and components.  
Diagnose and repair water leaks, dust leaks and wind noise.  
Demonstrate knowledge of glass service and replacement.

#### ***Painting and Refinishing***

Complete introduction and safety in refinishing.  
Sanding preparation for refinishing.  
Perform spray gun and related equipment operations.  
Demonstrate proper use of mixing and tinting of paint materials.  
Apply sealers, base, and clear coats.  
Demonstrate knowledge of custom painting and stripping application.  
Masking preparation for refinishing.  
Apply single stage and tricoats.  
Demonstrate proper blending techniques.  
Identify and solving contaminants and defects from paint refinishes.  
Demonstrate wet sanding and polishing techniques.

#### ***Estimating Damage Vehicles and Customer Relations***

Complete introduction to estimating damage vehicles.  
Perform damage estimate.  
Prepare and order a parts assessment.

#### ***Mechanical Components***

Complete introduction to mechanicals of a vehicle.  
Identify and interpret suspension, drivetrain and their operations.  
Identify and interpret steering & their operations.  
Diagnose and perform brake service.  
Identify and interpret fuel and exhaust systems.  
Perform general maintenance of mechanical components.  
Describe coolant system.  
Describe airconditioning system.

#### ***Electrical Components and Restraint System***

Perform an electrical diagnosis and repair.  
Describe the lighting system of a vehicle.  
Perform replacement of restraint components.

#### ***Structural Repair***

Complete introduction to structural repair.  
Perform setup and measure on the frame machine.  
Perform pulling and measuring operation on the frame machine.  
Perform replacement of structural panel.

#### ***Cleaning and Detailing***

Perform complete interior cleaning and detailing.  
Perform complete exterior cleaning and detailing.

#### ***Employability Skills***

Establish career goals and develop a plan to meet goals.  
Complete a job application.  
Compose a resume, reference list and cover letter.  
Prepare for a job interview.  
Compose various employment letters, i.e. thank you and resignation.  
Participate in online career search & develop online accounts.  
Create a career portfolio.



# PORTFOLIO

All students will be required to create a portfolio to showcase their accomplishments. A portfolio is a collection of work related to education, employment, and self-development.

## **The Portfolio will contain the following:**

- a. Title Page
- b. Table of Contents
- c. Resume with Reference List
- d. Achievements-
  - 1. Awards
  - 2. Certifications
  - 3. Transcripts
  - 4. CTSO information
  - 5. PSC certificates (NOCTI)
- e. Skill Set
  - 1. Task List
  - 2. Certificate of Competency
- f. Work Samples
  - 1. Pictures
  - 2. Writing Samples
  - 3. Videos
- g. Other Related Information
  - 1. Computer Applications
  - 2. Community Activities
  - 3. Talents
  - 4. Sports
  - 5. Clubs

# READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

## WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed before starting the job/internship, and any student less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
  - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
  - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
  - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off will result in removal from WBL.**
  - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled.
  - If you are suspended **out of school** you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
  - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month**, immediately upon arrival, report directly to **Student Services**, where you will sign in with Mrs. Baller. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Don't forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two Monday meetings, you will be removed from WBL.**
  - Any violations of these rules will result in the following **discipline action:**
    - 1<sup>ST</sup> violation – VERBAL WARNING**
    - 2<sup>nd</sup> violation – REMOVAL FROM WORK BASED LEARNING**
6. When at work you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee.
7. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
8. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
9. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE

# **Articulation Agreements**

The Reading Muhlenberg Career and Technology Center has agreements with the following:

Lincoln Technical Institute

Pennsylvania College of Technology

Thaddeus Stevens College of Technology

# STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



- *Earn college credits which will save you money on tuition*
  - *Shorten college attendance*
  - *Get on the right career path*
  - *Enter the job market prepared*
  - *Get a consistent education*
- *See your CTC School Counselor for More Information*

## **TO QUALIFY CTC STUDENTS MUST:**

1. Earn a high school diploma, achieve a minimum 2.5 GPA on a 4.0 scale in your CTC program and complete the PDE approved Program of Study.
2. Earn the industry certifications offered by your program (if applicable).
3. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
4. Achieve proficiency on ALL of the Program of Study Competency Task List.
5. Provide documentation to Postsecondary Institution that you have met all of the requirements!

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to [collegetransfer.net](http://collegetransfer.net), search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.



*\*To receive college credits, qualifying students have three years from their date of graduation to apply and matriculate into the related career and technical program at a partnering institution.*

## Program Planning Tool

Program Title: CIP 47.0603 AUTO BODY REPAIR

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

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

### **Program Completion Requirements**

#### ***A successful student will...***

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of -program exam) and score at the "competent" or "advanced" level. This end-of -program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include:1. PA Safety Inspection 2. PA Emissions Inspection 3. S/P2 4. EPA 6H Training
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

### **Instructional Process/Specifications**

#### ***A successful student will...***

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students progress by using learning guides in a self-directed manner. Working in the laboratory students will be required to use a wide range of hand and power tools that include: files, hammers, wrenches, paint spray guns, grinders, sanders, welding equipment, blow torches, hydraulic jacks, pneumatic tools, buffing tools, and workshop presses.
- Students will work with such chemicals and materials as paints, resins, solvents and fiberglass. Students will be required to properly handle and dispose of hazardous waste materials. Due to the amount of dust and fumes, students with allergies, asthma and/or other respiratory conditions should not consider this program of study or profession without consulting with a physician. Safety is a critical component of this program and students must be alert and aware of the surroundings at all times as vehicles move in and out of the laboratory. This program requires self-discipline and strict adherence to rules to ensure safety to self and others.
- Participate in classroom theory and laboratory applications for generally 3 hours each day; students will spend 30% of their time in classroom theory and 70% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Read and study textbooks and technical manuals. Most textbooks are written at a 10th to 11th grade level, most technical manuals are written at a higher level
- Participate in Career & Technical Student Organizations including SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
- Complete homework on time. Homework typically involves chapter or workbook assignments, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs:
  - UNIFORM: \$100 - Work pants, long sleeve shirt, steel toe boots, work gloves.

## Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
<p><b>Program Completion</b> – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p>		
<p><b>Reading and Language Arts Level</b>- Text and manuals written on a 10<sup>th</sup>-11<sup>th</sup> grade reading level. Proficient on end-of-course exam (Keystone). Ability to understand written sentences and paragraphs in work related documents. Good oral and written communications.</p>		
<p><b>Math Level</b> - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Use mathematics to solve problems. Ability to estimate and measure sizes, distances, and quantities; and determine time, costs, resources, and materials needed to perform a work activity.</p>		
<p><b>Aptitude</b> – Mechanical reasoning, oral comprehension and expression, problem solving, trouble shooting, critical thinking and deductive reasoning.</p>		
<p><b>Safety &amp; Physical</b> - Arm/hand steadiness, body flexibility; hand(s) body coordination; manual dexterity; concentration without distraction over a period of time; the ability to bend, stretch, twist or reach with body, arms and legs; trunk strength; near vision and color discrimination. Hand-eye coordination. A focus on safety around moving equipment, hand tools &amp; power tools. Ability to work with strong smelling chemicals in dusty environment. High degree of self-discipline and focus needed for safely using tools and equipment in the program. Able to lift 50lbs.</p>		
<p><b>Interpersonal/ Social</b> – Customer and personal service; developing constructive and cooperative working relationships with others and maintaining them over time. Ability to work independently and in a team. Self discipline a must due to safety issues.</p>		
<p><b>Other Occupational/Program Considerations</b> - Ability to work independently, read and follow directions; strong attention to detail. Any type of respiratory condition would be a concern. Stamina needed to stand for long periods of time. Excellent hand/eye coordination and attention to detail. Environment with several sensory inputs, including various chemical smells and dust, loud and sometime startling noises, ongoing background noise, moving people and vehicles.</p>		

# Scope and Sequence Auto Body Repair 47.0603

Academic Subjects – Career success and postsecondary education success require the same level of college prep coursework. The Pennsylvania Department of Education’s (PDE) focus is to ensure that every student is prepared for college and a career. Academic courses such as applied math or general science cannot be listed on the program’s scope and sequence. PDE’s goal is to have all students perform at the competent or advanced level on the PSSA, and earn the Pennsylvania Skills Certificate on the end-of-program assessment.

Subject (Hours)	Secondary School				Postsecondary Institution			
	Grade 9 (Hours)	Grade 10 (Hours)	Grade 11 (Hours)	Grade 12 (Hours)	First Semester	Second Semester	Third Semester	Fourth Semester
Technical		Fundamentals of the Automotive Field - Safety	Refinishing	Mechanical Components		ABC 120: Intro to Repair Procedures	ABC 119: Electrical/Electronics and Air Conditioning	ABC 226: Advanced Refinishing
		Tools and Equipment	Painting	Electrical Components	WEL 105: Collision Repair Welding	ABC 125: Basic Refinishing	ABC 124: Chassis Alignment Steering and Suspension	ABC 227: Advanced Refinishing Laboratory
		Nonstructural Damage Repair	Estimating Damage & Customer Relations	Restraints	ABC 100: Introduction to Non-Structural Collision	ABC 126: Basic Refinishing Laboratory	ABC 207: Structural Repair Procedures	ABC 206: Collision Related Mechanics
		Welding & Cutting	Mechanical Components	Structural Repair	ABC 101: Introduction to Non-Structural Collision R		ABC 208: Structural Repair Procedures Laboratory	ABC 334: Collision Repair Operations
		Repairs & Replacements	Job Seeking/Keeping Skills	Demonstrate Frame Machine	ABC 110: Collision Estimating			
		Cleaning & Detailing		Job Seeking/Keeping Skills				
		Job Seeking/Keeping Skills						
English	College Prep English 9	College Prep English 10	College Prep English 11	College Prep English 12		ENL 111: English Comp I	ENL 121: English Comp II	
							ENL 201: Technical & Professional Communication	
Math	Algebra I	Algebra II	Geometry	Trigonometry	MTH 124: Technical Algebra & Trig I			
					MTH 180: College Algebra and Trig I			
Science	Accl Integrated Science	Biology	Chemistry	Physics				SCI: Science Elective
Humanities	Citizenship	World Cultures	American History I	American Government				_HUM: Elective: HUM/SSE/ART/FOR /AAE
Other	Physical Education	Physical Education	Physical Education	Physical Education		FIT: Elective: Fitness	MGT 249: Small Business Management	
	Health	Health	Driver's Ed Theory					

## **CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

### **SkillsUSA**



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

### **National Technical Honor Society (NTHS)**



[www.nths.org](http://www.nths.org)

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace. NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.



*Certificate of Competence*

*Awarded  
May 26, 2015*

*This is to verify that*

*Has met the standards of competence in the*

*Curriculum by completing the following job title(s)*

*Herald P. Witmer Jr.*

Director

Teacher