## COURSE OUTLINE

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>AUT 122, 123, 221, &amp; 222</td>
<td>Internship in Automotive Technology I-IV</td>
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### Hours: lecture/Lab/Other
- 0/ 320

### Co- or Pre-requisite
- AUT 122: AUT 211 & 212; AUT 123: AUT 114 & AUT 115; AUT 221: AUT 213 & AUT 224; AUT 222: AUT 225

### Implementation sem/year
- Spring 2019

### Catalog description (2018-2019 Catalog):
Application of knowledge acquired from lecture and lab instruction to gain relevant practical on-the-job experience to repair customer vehicles in an actual automotive service facility. The student/apprentice will be supervised by an experienced service employee within the business who will work with the automotive program coordinator in developing goals and evaluating performance. Internship is a requirement for the third through sixth semesters of the automotive technology degree program.

### Is course New, Revised, or Modified? Revised

### Required texts/other materials: None

### Revision date: January 2019

### Course coordinator: Jason Evans, ext. 3776, evansj@mccc.edu

### Information resources:
- Fiat/Chrysler Automobiles DealerConnect Web-site, Subaru of America resources, Program Service Manuals, Master Tech Technical Series, Web Based Online Self-Study Courses and AllData Service Information Database.

### Other learning resources:
- Assistance and guidance from service staff while working in the sponsoring repair facility.
Course Competencies/Goals: [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

The student will be able to:
1. Demonstrate the acquired skills to make the transition from the classroom and lab to an actual job in the automotive industry with little or no difficulty.
2. Produce and describe a master internship work log containing the various types and number of job tasks completed in an automotive service agency during the cooperative work experience.
3. Complement theoretical knowledge with practical industrial experience obtained through cooperative work.
4. Using the computers in the repair facility, obtain service repair information and procedures from the online service information database.
5. Develop a greater understanding of other people and enhance skills in human relations.
6. Develop and maintain a proper work attitude:
   A. Understand the importance of being a team player with fellow employees.
   B. Recognize attitudes that contribute to absenteeism and tardiness on the job.
   C. Respond positively to constructive criticism and understand the positive side of making mistakes.
   D. Be courteous while performing assigned duties.
   E. Respect the customer’s property.

Course-specific General Education Knowledge Goals and Core Skills. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 7. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 8. Ethical Reasoning and Action. Students will understand ethical issues and situations.
MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I: STUDENT OBLIGATIONS

Learning Objectives

The student will be able to…

• under the guidance of a mentor technician, learn the daily operations of the dealership/repair facility to properly perform his/her duties.
• perform repair procedures on live customer vehicles and return them to service.
• secure a position as a trainee technician in an approved service repair facility.

A. The minimum field experience requirement is 320 hours and this requirement must be met to receive a grade. Any student seeking an internship position will inform the automotive program coordinator, who will recommend possible facilities to contact. The student will arrange an interview with the owner/contact to discuss employment. Neither MCCC nor the coordinator is responsible for any student not being able to acquire an internship position.

B. Upon securing an internship position, or at the beginning of each semester, the student will submit a projected work schedule that will show that the 320 hours of minimum work will be achieved. To support this obligation, the student will sign a statement acknowledging his/her understanding of the course responsibilities.

C. Student is responsible for any required interviews with prospective employers.

D. Student must have a valid driver’s license.

E. Student will follow the policies and procedures of the facility in which he/she is employed, in accordance with any local, state and federal laws.

F. Student is required to notify the employer, based on its policies, if absence from work becomes necessary. Excess absences from the internship will affect the student’s final grade and possibly employment termination.

G. Student will maintain a weekly internship log, which he/she will submit to the program coordinator for review and grade on the first class day the following week. There will be a total of fifteen weeks submitted for the final grade.
H. Student will be withdrawn from the fieldwork site when documented evidence shows that he/she is unacceptable or undesirable for reasons of performance of duties, insubordination or disregarding any facility work rules.

**Evaluation of student learning:** [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

A. Site Visit, Level of Technical Work Activities
   and Employer Evaluation 10%

B. Internship Work Log 90%
  1. Weekly Log Submission each week of the term

Total: 100%

**Note:** This course is a required study activity that runs in conjunction with other automotive technology courses.

**Academic Integrity Statement**
A student who knowingly represents the work of others as his/her own, uses or obtains unauthorized assistance in the execution of any academic work, or gives fraudulent assistance to another student is guilty of cheating. (See Student Handbook). Any student who violates this policy is subject to receive a failing grade for the assignment and will be reported to the Office of Student Affairs for further disciplinary action. Possible dismissal from the course could result.

**Reasonable Accommodations for Students with Documented Disabilities**
Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609.570.3422 or urbanb@mccc.edu.
MERCER COUNTY COMMUNITY COLLEGE

AUTOMOTIVE TECHNOLOGY PROGRAM

INTERNSHIP IN AUTOMOTIVE TECHNOLOGY I, II, III IV

STATEMENT OF UNDERSTANDING FOR PROGRAM RESPONSIBILITIES

I, ________________________, understand my responsibilities for my internship experience as outlined in the course outline, which has been presented to me. The work schedule that I am submitting for approval reflects my goal of achieving the minimum 320 hours of work at my sponsoring repair facility this semester. The completed Internship Log will be submitted weekly as proof of actual working hours achieved.

Signed,

NAME:____________________________                    DATE:________________