

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Auto Body Repair Techniques

2015

Auto Body Repair Techniques Business Plan

Fanshawe College

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STAGE GATE 2

BUSINESS PLAN FOR NEW PROGRAMS

The Business Plan for new programs is developed using this template and in consultation with a Curriculum Consultant from the Centre for Academic Excellence (CAE). All sections of this template and all Appendices must be completed.

Completed Business Plans are submitted to CAE three weeks in advance of the next Senior Leadership Council (SLC) meeting. If endorsed at Stage Gate 2 by SLC, CAE will forward the required information to the Credential Validation Service, Board of Governors, and the Ontario Ministry of Training, College and Universities (MTCU).

1.0 Program Specifications

Proposed program title: Auto Body Repair Techniques
Proposed credential: <input type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Graduate Certificate <input checked="" type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Collaborative Degree <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Degree <input type="checkbox"/> Ontario College Advanced Diploma
MTCU program code (if it exists): 46401
MTCU program code comparables: NA
Proposed Classification of Instructional Program Codes, formatted as ##.####: 47.0603 Autobody/collision and repair technology/technician
Projected four-digit National Occupational Classification Codes (3 maximum), formatted as ####: 1. 7322 Motor vehicle body repairers
Identify all deliveries of this or a comparable program that have been or are currently offered at Fanshawe (including CE and/or Regional Campuses): NA Describe deliveries: NA

Proposed program launch date: September 2016	
Proposed intake(s):	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Other:
Number of students in first intake: 30	
Length of program:	
<ul style="list-style-type: none"> • Number of semesters: 2 • Semester length in weeks: 15 • Total program hours: 660 	
Program delivery (check as many as apply)	<input checked="" type="checkbox"/> Web-facilitated (face-to-face) <input type="checkbox"/> Blended <input type="checkbox"/> Online
	<input type="checkbox"/> Fast-track <input type="checkbox"/> Accelerated
	<input type="checkbox"/> Collaborative <input type="checkbox"/> Weekend
	<input type="checkbox"/> Other
Co-op program	<input checked="" type="checkbox"/> No
	<input type="checkbox"/> Yes
	<input type="checkbox"/> Experiential co-op (required to graduate)
	<input type="checkbox"/> Mandatory co-op (not required to graduate but fee is mandatory)
	<input type="checkbox"/> Optional co-op (not required and fee only charged if students opt in)

2.0 Executive Summary

<p>Program Overview</p> <p>Auto Body Repair Techniques is a one-year Ontario College Certificate that prepares graduates to pursue an auto body apprenticeship. The curriculum focuses on the practical skills used by entry-level auto body repairers: welding, refinishing, and body and frame repair. Students also learn how to assess vehicle damage and develop repair estimates. The program covers standard work practices, including those related to health and safety, and stresses essential employability skills in both trade-related communications and mathematics. The curriculum design also aligns with competencies outlined in the Ontario College of Trades (OCOT) Apprenticeship Training Standard for Auto Body (Branch 1) and Automotive Painter, primarily Level 1. Graduates are well prepared to enter the workforce as an auto body apprentice and may choose to write the Auto Body & Collision Damage Repairer Br. 1 & Br. 2 Exemption Exam – Level 1 to accelerate their apprenticeship.</p> <p>Strategic Alignment</p> <p>Auto Body Repair Techniques is within the field of transportation technology, an area of institutional strength identified in Fanshawe’s <i>Strategic Mandate Agreement</i>, and is identified in the current Master Academic Priorities as moving to Stage Gate 2 for 2016/17 delivery.</p> <p>Auto Body Repair Techniques will attract primarily direct-entry and direct-delayed applicants, and more</p>

specifically, a segment of that population that may not otherwise access post-secondary education and may experience barriers to labour market entry. Auto Body Repair Techniques will remove those barriers and provide a direct path to apprenticeship and employment.

NOTE: Auto Body Repair Techniques will replace the Auto Body Pre-Apprenticeship program currently offered at Fanshawe that is operated by the Ministry of Training, Colleges and Universities (MTCU).

Competition

No other colleges within Fanshawe’s region are approved to offer a program under MTCU 46401, and only one other college in Ontario, Centennial College in the Greater Toronto Area, offers this program. No private college offers a comparable program in Southwestern Ontario. Auto body programs are available at public and private institutions outside Ontario; however, those programs are not competitors as Fanshawe’s target populations would not travel out-of-province for this program.

Pathways

The intended pathway for graduates of Auto Body Repair Techniques is one of two auto body apprentice programs offered at Fanshawe College, most likely Auto Body and Collision Damage Repairer (Branch I). It is anticipated that the majority of graduates who pursue an apprenticeship will register at Fanshawe.

Student Demand

Enrolment in Auto Body Repair Techniques at Centennial College, the only direct comparator, indicates stable student demand over the past five years, ranging from a low of 66 students to a high of 79 students. Enrolment in Fanshawe comparators also indicates stable student demand for automotive programs in general and auto body programs in particular.

Labour Market Demand

Labour market information provided by Institutional Research for motor vehicle repairers indicates no growth through 2020 at the provincial and national levels and a decline in the London area. However, the data also indicates there will be more jobs than qualified candidates in the same period (i.e., 1.2 jobs for every applicant). Employers consulted through the program development process confirmed the local and regional labour market shortage, attributed to a lack of qualified candidates and poor retention.

Required Resources

Auto Body Repair Techniques has no major resource requirements other than staffing and modest operating costs. The program leverages the existing, under-utilized state-of-the-art auto body labs in Z Building.

3.0 Academic Programming and Quality Assurance

3.1 Program Vocational Learning Outcomes



See Appendix A: Form 1 – Program Vocational Learning Outcomes.

3.2 Essential Employability Skills Learning



See Appendix A: Form 2 - Essential Employability Skills Outcomes.

Outcomes

3.3 Program Description



See **Appendix B: Program Description.**

3.4 Course Descriptions



See **Appendix C: Program Curriculum.**

3.5 Relationship to Professional or Licensing Bodies



See **Appendix D: Regulatory Status Form.**

3.6 Curriculum Design and Delivery



See **Appendix E: Curriculum Map - Program VLOs and EESOs.**

Rationale for Design

The curriculum design aligns with the program vocational learning outcomes by 1) combining theory and practical application and 2) moving from foundational to more advanced content (see Appendix E). Level 1 introduces fundamental knowledge and skills (e.g., auto body work practices, painting fundamentals, basic mechanics), and Level 2 builds on those basic skills with more advanced content (e.g., advanced painting techniques, advanced trade techniques) and adds business-related skills (e.g., communications, customer service and estimating). The curriculum design also addresses essential employability skills outcomes to ensure appropriate depth of achievement for an Ontario College Certificate.

The curriculum design aligns with competencies outlined in the Ontario College of Trades (OCOT) Apprenticeship Training Standard for Auto Body (Branch 1) and Automotive Painter, primarily Level 1. Alignment with the OCOT Standard is imperative as the goal of the program is to prepare graduates to successfully challenge the Auto Body & Collision Damage Repairer Br. 1 & Br. 2 Exemption Exam – Level 1 and, after securing an apprentice position, register in Fanshawe’s Auto Body and Collision Damage Repairer (Branch 1) apprentice program.

The curriculum design allows for appropriate work-integrated learning through use of Fanshawe’s on-campus auto body labs, which replicate a workplace setting. In addition, tours of local auto body repair shops and presentations by guest speakers (e.g., employers, suppliers) will further the students’ understanding of the workplace environment and career opportunities. The length and purpose of this program do not support the addition of a field placement.

This curriculum design is suitable for the primary target populations: direct and direct-delayed students with little auto body repair experience. (Students with prior industry experience and employment opportunities would be more likely to secure an apprenticeship and register for the apprentice program.) Because of the relative inexperience of the target populations, the program builds from fundamental knowledge and skills within the framework of a two-semester Ontario College Certificate.

Inclusion of Existing Courses

No existing courses are included in the program; none are available due to the narrow scope of the program and the program length. For example, courses from the Motive Power Technician program are not specific to auto body repair, and courses from the Auto Body Pre-Apprenticeship program and the two Auto Body apprentice programs do not align with a 15-week semester.

Rationale for Delivery Methods

For the target populations and given the curriculum design, face-to-face delivery, incorporating the use of FanshaweOnline where possible, is most appropriate. The target populations will expect and prefer a learning environment with ample opportunity for hands-on application. The program will use Fanshawe's state-of-the-art auto body labs which facilitate teaching and evaluation of core vocational learning outcomes and align with industry expectations. This delivery method, which simulates the workplace environment, is also aligned with the teaching and evaluation of essential employability skills at the certificate level.

1.7 Research and Innovation

Research will not be a significant focus of this Ontario College Certificate program; however, students will be expected to complete appropriate research-related tasks related to auto body repair. For example, students will need to access online information using Mitchell RepairCentre TechAdvisor.

Innovations within the context of the auto body field will be embedded in several courses (e.g., Advanced Painting and Advanced Trade Techniques). In these courses, students will be exposed to innovation within their field and learn how to anticipate and respond to innovative practices (e.g., aluminum repair, new paint materials and processes).

4.0 Fit of Program

4.1 Gap Analysis

Relationship to Fanshawe Programs

Auto Body Repair Techniques is similar to three programs currently offered at Fanshawe College:

1. Auto Body Pre-Apprenticeship
2. Auto Body and Collision Damage Repairer (Branch 1) – Apprenticeship
3. Auto Body Repairer Apprentice (Branch 2) – Apprenticeship

Auto Body Repair Techniques is a “Fanshawe-owned” alternative to Auto Body Pre-Apprenticeship, which Fanshawe offers on behalf of the MTCU. Fanshawe applies to the MTCU to offer this program; MTCU determines which colleges offer the program and how many seats are allocated to each college. Currently 20 seats are available at Fanshawe. When Auto Body Repair Techniques is launched, Fanshawe will no longer apply to MTCU for the Auto Body Pre-Apprenticeship. The proposed program will effectively replace the MTCU program and contribute to the achievement of Fanshawe's enrolment target.

Unlike Auto Body and Collision Damage Repairer (Branch 1) and Auto Body Repairer Apprentice (Branch 2), Auto Body Repair Techniques is not an apprentice program; students are tuition-paying full-time students who, upon graduation, will be ideal auto body apprentice candidates. All graduates will be

eligible to write the Auto Body & Collision Damage Repairer Br. 1 & Br. 2 Exemption Exam – Level 1 to accelerate their apprenticeship.

Impact on Fanshawe Programs

Auto Body Repair Techniques adds depth to the cluster of automotive program offered in the School of Transportation Technology, which has been identified as an area of program strength in Fanshawe's Strategic Mandate Agreement.

Auto Body Repair Techniques will have a positive impact on enrolment in the auto body apprentice programs offered at Fanshawe. This preparatory program removes barriers to labour market entry by providing graduates with the skills they need to secure an apprenticeship. Historically, enrolment in Fanshawe's Branch 1 program (the more popular of the two apprentice programs) has ranged from 13 to 20; flow-through from the Auto Body Repair Techniques program will potentially double enrolment, resulting in the addition of a second section.

Key Competitors

In Ontario, only Centennial College offers a program under MTCU Code 46401, Auto Body Repair Techniques. The Centennial program was launched in 1996 and is still operating under the "program goals" outlined in the Program Description approved in 1996. Centennial's program totals 813 hours and currently runs three semesters (36 weeks) but may be moving to a two-semester delivery as a result of a curriculum review now underway. The Centennial Program Coordinator reports that students in the Centennial program do not use auto paint, but instead use a water-based solution tinted with food colouring. Centennial advertises that its program has been assessed and endorsed by the Canadian Automotive Repair and Service Council (CARS) as compliant with national industry standards; however, this endorsement is dated as CARS no longer endorses programs. The Centennial program is not currently serving as a pathway to apprenticeship; the Centennial Program Coordinator estimates that only 10 percent of graduates pursue an auto body apprenticeship.

With respect to private colleges, no private college offers a comparable auto body program in Southwestern Ontario. However, I-CAR, which is run by the Automotive Industries Association of Canada, offers the I-CAR Canada Industry Training Alliance program which includes auto body courses. Through this program business and individuals earn points toward the Gold Class Professionals and Platinum Individuals certificates and these designations are required by many insurance companies. Fanshawe has initiated a relationship with I-CAR and I-CAR has offered to provide curriculum for one of its courses, *Vehicle Technology and Trends 2015*. This content will be integrated into a Fanshawe course and I-CAR will award points to students upon successful completion of the course. I-CAR is also considering a review of the entire program curriculum with the possibility of additional I-CAR points for successful students.

Auto body programs are available at public and private institutions outside Ontario; however, those programs are not competitors as Fanshawe's target populations would not travel out-of-province for this program.

Industry Regulation and Training

Because the auto body field is regulated, labour market demand in Ontario can be met only through apprentice programs approved by the Ontario College of Trades (OCOT). Some auto body shops employ uncertified auto body technicians; however, this practice is disappearing as OCOT increases

enforcement.

Unique Program Proposition

Fanshawe’s Auto Body Repair Techniques is unique from the Centennial program in that it will function as a direct pathway to apprenticeship employment in the auto body field. To facilitate the transition to apprenticeship, the OCOT Auto Body & Collision Damage Repairer Br. 1 & Br. 2 Exemption Exam – Level 1 will be offered on site at Fanshawe annually at a discounted rate for full-time students.

Fanshawe’s proposed program, at 660 hours, will be offered in two semesters and will include two courses that are not currently included in the Centennial program: Advanced Painting Techniques and Advanced Trade Techniques. The curriculum will stress practical application by building skills through increasingly complex scenarios that combine theory and practice. The curriculum will also have a strong business and customer service focus in response to industry input.

The program will be offered in dedicated on-site auto body labs in Building Z that will simulate the workplace environment. The dedicated auto body shop (120’x50’), which accommodates 20 students, is augmented by one down-draft paint booth and four down-draft prep booths. Equipment ranges from essential auto body hand tools, power tools and metal shaping tools to large equipment such as a metal brake, an English wheel, sanders, a shrinker/stretcher, and spray guns. As a result of the quality curriculum, facilities and teaching, we expect student satisfaction results similar to those in the apprentice programs: 83.3% satisfaction rate with the delivery of knowledge and skills for their future career and 91.7% satisfaction rate with the quality of the program learning experiences.

External stakeholders felt the proposed curriculum, delivery and state-of-the-art equipment and facilities set Fanshawe’s program apart from Centennial’s program and will give Fanshawe graduates a distinct advantage in the labour market. For these reasons, this program will be unique in the Ontario College system.

4.2 Key Performance Indicators (KPIs)

Program		Academic Year Of Graduation	2013-2014	2012-2013	2011-2012
MTCU Title	MTCU Code				
Motive Power Technician (Automotive) – Apprentice CODA	56405	Graduate Count	17	20	NA
		Employment Rate**	83	82	NA
		Employment Rate in a Related Field***	50	65	NA
Motive Power Technician (Diesel) – Apprentice CODA	56405	Graduate Count	12	7	NA
		Employment Rate**	80	100	NA
		Employment Rate in a Related Field***	70	80	NA
Motive Power Technician (Diesel)	56405	Graduate Count	18	22	23
		Employment Rate**	88	89	100
		Employment Rate in a Related Field***	88	79	67

*KPIs are to be calculated in accordance with the methods prescribed by MTCU. KPIs are based on graduates of MTCU approved full-time postsecondary programs whose funding status is shown in the graduate record layout as MTCU operating grant, Co-op Diploma Apprenticeship or Second Career, and who were surveyed by telephone.

** Employment Rate = (number of survey respondents employed Full-time or part-time, related or unrelated) / (number of

survey respondents in labour force)

*** Employment Rate in a Related Field = (number of survey respondents employed Full-time or part-time, related) / (number of survey respondents in labour force)

The employment rates for Auto Body Repair Techniques are expected to be similar to the rates for both the Motive Power Technician CODA (Co-op Diploma Apprenticeship) programs and the diploma-only Motive Power Technician (Diesel) program (shown above). Graduates of Auto Body Repair Techniques, like graduates of these three Motive Power Technician programs, will be well-positioned to secure and complete an apprenticeship (see Section 5.2). The expected Level 1 enrolment in Auto Body Repair Techniques will be 30 students, generating 26 graduates from Level 2.

CODA Comparators – Fanshawe

Enrolment in the Motive Power Technician CODA programs has traditionally been capped at 20 by MTCU. Fanshawe achieves maximum enrolment for the Automotive stream but not for the Diesel stream despite high labour market demand. Graduates from the CODA programs are required to complete 6000 hours of work experience (less 4 months completed as part of the program) to complete their apprenticeship. Both Motive Power Technician CODA programs have the high employment rate typical of apprentice programs, and the Diesel stream also has a very high rate of related employment. The Automotive stream has a lower rate of related employment which can be attributed to graduates who do not consider themselves in related employment unless they are hired as an Automotive Services Technician.

Diploma Comparators – Comparators

Because of enrolment caps, enrolment in both Motive Power Technician diploma-only programs is higher than in the apprentice programs. Like the CODA students, these students will complete the in-school portion of the apprentice program, but they will not complete any hours towards the required 6000 hours of work experience. Graduates who want to remain in the field will seek an apprentice sponsor to complete the required work experience. On average, the employment rate for the Automotive stream (not shown) is comparable to the CODA program; however, the rate of related employment fluctuates as it is largely dependent upon the industry contacts, motivation and experience of the graduating class; these students do not have the same access to potential employers as students in the CODA program. The Diesel stream (shown above), given the specialization and high demand for diesel technicians relative to number of graduates, has on average a higher rate of both employment and related employment.

External Comparators

No other colleges within Fanshawe's region are approved for funding to offer a program under MTCU 46401. Only one other college in Ontario, Centennial College in the Greater Toronto Area, is approved for MTCU 46401 (see Section 5.1).

4.3 Partnerships Supporting New Program

A new partnership with I-CAR has already been initiated (see Section 4.1). Partnerships already in place for the apprentice programs will be strengthened (e.g., OCOT, employers, Collision Industry Information Assistance).

Support from several suppliers reduces operating costs for the existing auto body apprentice programs (see Section 6.7); this support will benefit Auto Body Repair Techniques as well. Collision

Industry Information Assistance is willing to market the new program on its website and to its mailing list.

External stakeholders are willing to support the program by serving on the Program Advisory Committee, presenting as guest speakers, and providing workplace tours.

4.4 Pathways to and from Proposed Program and Programs

The intended pathway for graduates of Auto Body Repair Techniques is one of two auto body apprentice programs offered at Fanshawe College, most commonly Auto Body and Collision Damage Repairer (Branch I). So, while the graduates would be considered “employed” as apprentices they would also be registered in an Ontario College of Trades (OCOT) program. This could be considered either an internal or external pathway depending on whether the student registered in the apprentice program at Fanshawe or another institution. It is anticipated that the majority of Auto Body Repair Techniques graduates who pursue an apprenticeship will register at Fanshawe.

An alternative pathway might be one of four motive power programs offered at Fanshawe; however, the narrow focus of the auto body curriculum precludes any internal credit transfer.

4.5 How will this program help support the College’s enrolment growth strategy?

Auto Body Repair Techniques is within the field of transportation technology, an area of institutional strength identified in Fanshawe’s Strategic Mandate Agreement. The Master Academic Priorities identifies Auto Body Repair Techniques as moving to Stage Gate 2 for 2016/17 delivery.

Although not expected to be a high-enrolment program with a target of 30 students, Auto Body Repair Techniques will attract students not otherwise accessing post-secondary education, so will represent a net increase in enrolment for Fanshawe. (Students in the Auto Body Pre-Apprenticeship currently offered at Fanshawe are not part of the College’s enrolment count.)

NOTE: The anticipated increase in enrolment in Auto Body and Collision Damage Repairer (Branch 1) as a result of flow-through from Auto Body Repair Techniques will not be reflected in Fanshawe’s enrolment and therefore does not directly support the College’s enrolment growth strategy.

5.0 Demand for Program

5.1 Student Demand

Enrolment in Auto Body Repair Techniques at Centennial College, the only direct comparator, indicates stable student demand (see below). While applications have decreased by 12% over the last five years, enrolment has remained strong, showing a 10% increase over the same period. There is little international interest in the program (2-5% of program enrolment).

**CENTENNIAL ENROLMENT
(MTCU 46401)**

	2009	2010	2011	2012	2013
Applications	243	250	245	241	215
Enrolment	72	66	67	68	79

Enrolment in internal comparators also indicates stable student demand for automotive programs in general and auto body programs in particular:

- Enrolment in Fanshawe’s **Motive Power Technician** programs (both diploma-only and CODA programs) has remained stable over the past five years. Enrolment in the diploma-only Automotive stream has remained above the College benchmark, at approximately 45 students. Enrolment in the Diesel stream, a specialization, is below the College benchmark but stable at 25. Enrolment in the two CODA programs is approximately half the enrolment of the non-apprentice programs (capped at 20 seats).
- Enrolment in Fanshawe’s **Auto Body and Collision Damage Repairer** (Branch 1) apprentice program has ranged from a low of 13 to a high of 20 over the past five years (typically capped at 20 seats). (Data was not provided for Branch 2.)
- Enrolment in Fanshawe’s MTCU-funded **Auto Body Pre-Apprenticeship** program has ranged from 20-25 students over the past five years (typically capped 20-25 seats).

Auto Body Repair Techniques will attract primarily direct-entry and direct-delayed applicants, and more specifically, a segment of that population that may not otherwise access post-secondary education and might experience barriers to labour market entry. Auto Body Repair Techniques will remove those barriers and provide a direct path to apprenticeship and employment. (The non-direct student population would be more inclined to move directly into employment and apprenticeship.)

Impact on Fanshawe Programs

Auto Body Repair Techniques will complement existing automotive programs by providing a pool of qualified candidates for the auto body apprentice programs. For students lacking experience and industry contacts, Auto Body Repair Techniques, as a non-apprentice option, represents an alternative path to apprenticeship and employment. As a result, it is anticipated that enrolment in the OCOT auto body apprentice programs will increase.

NOTE: Auto Body Repair Techniques will replace the pre-apprenticeship program currently offered at Fanshawe that is operated by the Ministry of Training, Colleges and Universities (MTCU).

5.2 Labour Market Demand

Institutional Research Data

Labour market information provided by Institutional Research for motor vehicle repairers (NOC-S H422) indicates no growth through 2020 at the provincial and national levels. Locally, the London Census Metropolitan Aggregate (CMA) is projected to experience a 30% decline in motor vehicle repair jobs by 2020, largely due to a “competitive effect,” meaning workers are leaving for similar jobs located elsewhere or for non-similar jobs in the area. However, the data also indicates there will be more jobs than qualified candidates in the same period (i.e., 1.2 jobs for every applicant). Institutional Research

analysis also suggests that the “increased complexity of repair tasks from new ways of working with improved materials will require repairers to have a higher level of skills,” which supports the completion of a preparatory program prior to apprenticeship. It is anticipated that, consistent with recent employment trends in the trades, graduates will be willing to relocate within Ontario and across Canada to secure an apprenticeship.

External Stakeholder Feedback

While there is no Program Advisory Committee in place for the auto body apprentice programs, the employers consulted through the program development process validated both local and regional labour market demand. Employers expressed concern about the aging demographic within the sector and the well-documented challenge of attracting students to the trades despite good employment prospects. According to the external stakeholders, the difficulty in meeting labour market demand is due to the absence of qualified candidates and high turnover, a validation of the labour market data provided by Institutional Research. In fact, the Higher Education Quality Council of Ontario just released a report that revealed that “less than half of Ontario’s registered apprentices are competing the requirements of their programs within two years of their expected completion date” (HEQCO, January 2015).

Employers consulted through the program development process confirmed that they will actively recruit Fanshawe graduates as apprentices. For employers, these graduates are ideal apprentice candidates, having invested both time and money in their chosen trade and having demonstrated academic success. The most attractive candidates will be graduates who have successfully completed the Auto Body & Collision Damage Repairer Br. 1 & Br. 2 Exemption Exam – Level 1. Auto Body Repair Techniques will increase the pool of qualified candidates for apprenticeship, with the expected result being improved employee retention.

6.0 Feasibility of Program

6.1 Multi-Year Enrolment Projections (headcount)

	2016/17	2017/18	2018/19	2019/20	Ongoing
Year One	30	30	30	30	30
Number of Graduates	26	26	26	26	26
Total Enrolment	30	30	30	30	30

6.2 Human Resources

No additional staffing will be required during Stage Gate 3 to complete curriculum development. The faculty currently assigned to Auto Body and Collision Damage Repairer (i.e., one full-time faculty member and two part-time faculty members) have the necessary knowledge and experience to complete the required curriculum development. No additional costs are associated with the remaining curriculum development.

For program launch, however, one of the two part-time faculty members teaching in the apprentice programs will move to sessional status for the Fall and Winter semesters; this will represent a change to current staffing arrangements in both status and scheduling as the apprentice programs do not follow the standard academic calendar. The current Coordinator of the Auto Body and Collision Damage Repairer program will also serve as Coordinator of the new program. Therefore, additional faculty for Auto Body Repair Techniques totals one sessional and one part-time faculty member. No additional or specialized training is required for program faculty.

No Learner/Student Success Services are required beyond what is presently provided for students in the School of Transportation Technology.

6.3 Ministry Funding



See **Appendix F: Program Delivery Information (PDI) Form to Calculate Program Funding Parameters.**

6.4 Tuition Fees

Approved Postsecondary (APS) Program MTCU Table

- **Wt** - Program Weight for funding purposes: 1.30
- **FU** - Program Funding Units for funding purposes: 1.20
- Proposed annual tuition fee: \$2766.32 (2015) *To be updated for 2016*
- Fees: Regular Yes X No
 High Demand Yes No X
- What tuition and ancillary fees are being charged by other colleges for similar programs?
Auto Body Repair Techniques at Centennial College
(based on 2014/15 Fee Schedule; not specific to Auto Body)
 \$ 2686.50 tuition (First Year)
 \$ 950.00 Incidental and other fees

6.5 Program Resources

a) **Capital requirements**

Startup for Auto Body Repair Techniques has no capital requirements. The existing program resources for Auto Body and Collision Damage Repairer will serve both programs.

For delivery of years 1-5, the capital requirements for this program will total approximately \$10,000 annually. Currently, the Apprenticeship Enhancement Fund (AEF) provides \$26,000 annually to upgrade Fanshawe equipment and facilities and to support apprenticeship placements.

No capital investment beyond the existing capital allotment is required.

No additional equipment or infrastructure enhancements are required.

No special lab amenities/attributes are required.

b) Space requirements



See *Appendix G: Detailed Course Delivery*

Auto Body Repair Techniques will not require renovations to existing space, nor will it will require additional space. The auto body labs currently designated for Auto Body and Collision Damage Repairer will now also be designated for Auto Body Repair Techniques, optimizing the use of these facilities.

c) Computing requirements

Auto Body Repair Techniques has no additional hardware, connectivity, data storage, or software requirements that require funding. The seven existing computers in the auto body labs will meet the needs of the program, and the planned expansion of wireless service in Z Building will benefit the program. Therefore, there are no costs associated with computing requirements for program startup or ongoing delivery.

There are no implications for existing IT architecture, as the existing architecture is adequate.

Three software programs, already used by Auto Body and Collision Damage Repairer, will be used by Auto Body Repair Techniques: Audatex, Mitchell RepairCentre TechAdvisor, and ALLDATA. Audatex is provided to Fanshawe by the supplier at no cost and the annual licensing fees for enterprise versions of the full Mitchell package and ALLDATA (\$1200 each) are attributed to the School of Transportation Technology.

No enabling technologies are required, and required hardware and software are already running run on the College's networks.

Auto Body Repair Techniques has no online or e-learning requirements, and FOL requirements are consistent with the College standard.

Existing IT staff support will be sufficient to meet program computing needs.

d) Learning Resources

The learning resources currently provided by Library and Media Services for Auto Body and Collision Damage Repairer and Motive Power Technician are adequate for Auto Body Repair Techniques. However, the Program Coordinator will submit suggestions for additional resources to Library and Media Services.

e) **Marketing Plan**

Marketing and recruitment activities for Auto Body Repair Techniques will align with the full recruitment cycle for the direct and direct-delayed market, the program's primary target populations. Reputation and Brand Management (RBM) will require additional human resources to execute the following marketing and recruitment activities.

Ongoing Marketing and Recruitment Activities

Auto Body Repair Techniques will be included in ongoing marketing and recruitment activities (funded by RBM):

- recruiter training (information session and tour for recruiters)
- viewbook (goes to print June 2015)
- Fanshawe website Summer 2015
- OCAS by Fall 2015
- conversion e-mail initiative

New Program Marketing

New program marketing (funded by RBM) for target populations and employers will be initiated when funding approval is received. Given the demographics and preferences of the target populations, marketing efforts will focus on the traditional Fanshawe catchment area, with some outreach south to Essex County and north to Huron, Perth, Bruce and Grey counties.

1. Secondary schools with *Specialist High Skills Majors – Transportation* (e.g., South Huron District High School and Stratford Northwestern Secondary School) and secondary schools in the Thames Valley District School Board and London District Catholic School Board offering automotive courses and a high concentration of prospects (e.g., Beal, Saunders)
 - Audience: students, automotive teachers, guidance counsellors
 - Strategies: Z Building tours, targeted mailings, stories/testimonial (text and video) for website/print materials (e.g., “highlight” flyer)
 - Messages: pathway to employment/apprenticeship; no need for employer/sponsor to enrol in program
2. Auto body shops in traditional catchment area
 - Audience: shop owners/employers
 - Strategies: information night, targeted mailings, advertising in trade publications (e.g., advertorials)
 - Messages: pool of qualified apprenticeship candidates will improve retention

6.6 Budget for Program - (multi-year)



See **Appendix H: Multi-Year Budget Projections with Net Present Value (NPV)**.

The net present value (NPV) for Auto Body Repair Techniques is calculated to be \$933,837, which meets the College threshold for financial return.

The budget for the Auto Body Repair Techniques program is presented in Appendix H. Key budgetary assumptions are listed below:

- Grant based on existing Electrical Techniques program
- Tuition based on standard program rates
- Level 1 enrolment total of 30, Level 2 at 26, with 2 sections
- 100%/0% domestic/international enrolment
- Annual operating expense of \$7500 to be partially offset by program-specific fee
- One sessional and one part-time faculty member

Labour market trends will be closely monitored to determine if enrolment caps are advisable; as shown in Appendix H, the program can withstand reduced enrolment and maintain financial viability.

6.7 Alternative Sources of Funding

Alternative sources of funding are already in place for Auto Body and Collision Damage Repairer:

- BASF – three years into a five-year agreement for discounted auto paint; agreement negotiated with assistance of Advancement and Alumni office; \$1500/monthly bodyshopmall.com purchasing credit
- 3M – discounted equipment (e.g., 20 palm sanders purchased for \$100 each in 2013; regular price \$150.00; approximate savings of \$1000)
- SATA – discounted spray guns (e.g., 4 guns purchased at \$600 each in 2013; regular price approximately \$1200; approximate savings of \$2400)
- Iwata – discounted spray guns (e.g., 10 guns purchased at \$150 each in 2014; regular price \$900; approximate savings of \$7500)

Once the new program is approved, the Program Coordinator will contact each donor to ensure continued support. Some donors are recognized through the Fanshawe College Foundation.

W. Colgan Jan 21/15



ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE
APPLICATION FOR PROGRAM VALIDATION

This proposal will be sent to MTCU for Approval for Funding ___X___ Yes ___ No

1. College: Fanshawe College
2. College contact person responsible for this proposal: Name: Tracy Gedies, Title: Director, Centre for Academic Excellence, Telephone: 452-4430, ext. 5040, Electronic mail: tgedies@fanshawec.ca
3. Proposed Program Title: Auto Body Repair Techniques
4. Proposed Credential: (please indicate below) Local Board Approved Certificate [], Ontario College Certificate [x], Ontario College Diploma [], Ontario College Advanced Diploma [], Ontario College Graduate Certificate []
5. Proposed Program Outcomes: Please complete and attach the two Program Maps (Appendix A - Form 1 and Form 2)
6. Proposed Program Description: Please complete and attach the Program Description Form (Appendix B)
7. Proposed Program Curriculum: Please complete and attach the Program Curriculum Form (Appendix C)
8. Proposed Program Certification/Accreditation: Please complete and attach the Regulatory Status Form (Appendix D)
9. Date of Submission: TBD
10. Date of CVS Response:
11. Validation Decision: [] Proposal Validated (APS Number:) [] Proposal not Validated. Reason:
Signed on behalf of CVS:

Send the completed form and required appendices to: belfer@ocqas.org. For detailed information on how to complete the Application for Program Validation, please refer to the Application Instructions document. For any additional information contact: The Ontario College Quality Assurance Service, 20 Bay Street, Suite 1600, Toronto, ON M5J 2N8; or by telephone at (647) 258-7682.



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**ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE
APPENDIX A - PROGRAM MAPS
(Vocational Program Outcomes & Essential Employability Skills Outcomes)**

Vocational Program Learning Outcomes:

Form 1 (attached) is provided to assist you in mapping your proposed program vocational learning outcomes against existing vocational outcomes found in either Provincial Program Standards or in Provincial Program Descriptions. When completing this form, please be sure to include the MTCU code (where applicable) for the program category being referenced.

Where there is a relevant Provincial Program Standard, the approved Vocational Learning Outcomes must appear in the first column, followed by your proposed program vocational learning outcomes.

Where there are no Provincial Program Standards, the first column will contain program outcomes from the Provincial Program Description. Again, your proposed program vocational learning outcomes will be added in the middle column.

NOTE: *Both these types of documents can be obtained from staff at the CVS or at the Colleges Unit, MTCU. Electronic copies of the Program Descriptions can be found at <http://caat.edu.gov.on.ca/HTMLpages/Programs> while electronic copies of the Provincial Program Standards can be found at <http://www.edu.gov.on.ca/eng/general/proqstan/index>*

If there are no such programs in the province, this information will be provided in the left column. The proposed vocational program outcomes must be written in the middle column.

The last column will contain a list of the relevant curriculum proposed in your program to address the outcome in a manner that ensures the graduate will have reliably demonstrated the required skill or ability. Course numbers or course codes, corresponding to those provided in your list of courses (Appendix C), are sufficient in this column.

Essential Employability Skills Outcomes:

A mapping of the Essential Employability Skills (EES) will be done on Form 2 (attached).

The instructions / requirements for this map are the same as for the Vocational Program Map. The first three columns contain the approved skill categories, the defining skills, and the EES learning outcomes. The last column will contain the proposed curriculum (as listed in Appendix C) that will ensure the meeting of these outcomes.



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**ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE
APPENDIX A - PROGRAM MAPS
Form 1 - Vocational Program Outcomes**

PROVINCIAL PROGRAM STANDARD VOCATIONAL LEARNING OUTCOMES / PROVINCIAL PROGRAM DESCRIPTION OUTCOMES (MTCU code 46401)	PROPOSED PROGRAM VOCATIONAL LEARNING OUTCOMES	COURSE TITLE / COURSE CODE (From Appendix C)
1. Demonstrate the skills and knowledge necessary for effective performance in entry-level apprenticeship positions in the auto body service repair trade.		
2. Assess and provide written estimates to repair damage to automotive vehicles.	1. Assess vehicle damage and provide repair estimates.	ATBR-1XXX, Collision Repair Estimating
3. Repair damages to automotive body and frame under appropriate supervision, and apply diagnostic equipment and basic repair techniques involved in the servicing of fuel and electrical systems, power train, and heating/cooling and air conditioning systems.	2. Under appropriate supervision, repair and refinish damage to automotive bodies and frames, and inspect and repair vehicle safety devices.	ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques
	3. Under appropriate supervision, use diagnostic equipment and basic repair techniques to service automotive power train, tires and rims, fuel and electrical	ATBR-1XXX, Auto Body Basic Mechanical ATBR-2XXX, Auto Body Mechanical



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	systems, and heating, air conditioning and cooling systems.	
4. Install tires and rims, and inspect, maintain and repair all vehicle safety devices.	<i>See #3 above</i>	
5. Discuss the elements of appraisal in business mathematics.	4. Perform basic auto body business accounting.	MATH-1XXX, Auto Body Mathematics
6. Demonstrate effective oral and written communication skills, and appropriate interpersonal skills in support of client relationships.	5. Communicate effectively to build and maintain client relationships.	COMM-1XXX, Auto Body Trade Communications
7. Appreciate the importance of business ethics in sales and service occupations involving direct interaction with clients.	6. Make ethical business decisions when conducting sales and interacting with clients.	ATBR-1XXX, Auto Body Work Practices COMM-1XXX, Auto Body Trade Communications
	7. Repair rust on vehicles and apply corrosion protection where appropriate.	ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Non-Structural Panel Repairs
	8. Access information to remain current with advanced trade techniques in auto body repair.	ATBR-1XXX, Auto Body Work Practices ATBR-2XXX, Advanced Trade Techniques



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ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
CREDENTIALS VALIDATION SERVICE

APPENDIX A - PROGRAM MAPS

Form 2 - Essential Employability Skills Outcomes

SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
COMMUNICATION	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual Literacy 	<ul style="list-style-type: none"> ➤ communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience 	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications
		<ul style="list-style-type: none"> ➤ respond to written, spoken, or visual messages in a manner that ensures effective communication 	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals



SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
			ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications
NUMERACY	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analysing and using numerical data • Conceptualizing 	<ul style="list-style-type: none"> ➤ execute mathematical operations accurately 	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade



SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
			Communications
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> • Analysing • Synthesizing • Evaluating • Decision-making • Creative and innovative thinking 	<ul style="list-style-type: none"> ➤ apply a systematic approach to solve problems 	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications
		<ul style="list-style-type: none"> ➤ use a variety of thinking skills to anticipate and solve problems 	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical



SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
			ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<ul style="list-style-type: none"> ➤ locate, select, organize, and document information using appropriate technology and information systems 	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications
		<ul style="list-style-type: none"> ➤ analyse, evaluate, and apply relevant information 	ATBR-1XXX, Auto Body Work Practices



SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
		from a variety of sources	ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications
INTER-PERSONAL	<ul style="list-style-type: none"> • Team work • Relationship management • Conflict resolution • Leadership • Networking 	➤ show respect for the diverse opinions, values, belief systems, and contributions of others	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating



SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
		<ul style="list-style-type: none"> ➤ interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals 	ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications
PERSONAL	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and 	<ul style="list-style-type: none"> ➤ manage the use of time and other resources to complete projects 	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure



SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
	<ul style="list-style-type: none"> • adaptable • Engaging in reflective practices • Demonstrating personal responsibility 		ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques COMM-1XXX, Auto Body Trade Communications
		<ul style="list-style-type: none"> ➤ take responsibility for one's own actions, decisions, and consequences 	ATBR-1XXX, Auto Body Work Practices ATBR-1XXX, Automotive Welding ATBR-1XXX, Auto Body Frame and Structure ATBR-1XXX, Painting Fundamentals ATBR-1XXX, Auto Body Basic Mechanical MATH-1XXX, Auto Body Mathematics ATBR-2XXX, Auto Body Mechanical ATBR-1XXX, Automotive Plastic Repair ATBR-1XXX, Non-Structural Panel Repairs ATBR-1XXX, Collision Repair Estimating ATBR-2XXX, Advanced Painting Techniques ATBR-2XXX, Advanced Trade Techniques



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SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	COURSE TITLE / COURSE CODE (From Appendix C)
			COMM-1XXX, Auto Body Trade Communications



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APPENDIX B - PROGRAM DESCRIPTION**

PROGRAM DESCRIPTION: (including occupational areas where it is anticipated graduates will find employment)

Auto Body Repair Techniques is a one-year Ontario College Certificate that prepares graduates to enter the auto body repair field. The curriculum focuses on the practical skills used by entry-level auto body repairers: welding, refinishing, and body and frame repair. Students also learn how to assess vehicle damage and develop repair estimates. The program also covers standard work practices, including those related to health and safety, and stresses essential employability skills in both trade-related communications and mathematics. Graduates are well prepared to enter the workforce as an auto body apprentice and may choose to write the exam for Ontario College of Trades Apprentice Training Standard for Auto Body (Branch 1) to accelerate their apprenticeship.

VOCATIONAL PROGRAM LEARNING OUTCOMES: (vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential)

The graduate has reliably demonstrated the ability to:

1. Under appropriate supervision, repair and refinish damage to automotive bodies and frames, and inspect and repair vehicle safety devices.
2. Under appropriate supervision, use diagnostic equipment and basic repair techniques to service automotive power train, tires and rims, fuel and electrical systems, and heating, air conditioning and cooling systems.
3. Repair rust on vehicles and apply corrosion protection where appropriate.
4. Access information to remain current with advanced trade techniques in auto body repair.
5. Assess vehicle damage and provide repair estimates.
6. Perform basic auto body business accounting.
7. Make ethical business decisions when conducting sales and interacting with clients.
8. Communicate effectively to build and maintain client relationships.

ADMISSION REQUIREMENTS:

OSSD with courses from the College (C), University (U),
University/College (M), or Open (O) stream

OR

Academic and Career Entrance Certificate (ACE)

OR

Pre-Technology Ontario College Certificate

OR

Ontario High School Equivalency Certificate (GED)



OR

Mature Applicant with appropriate preparation

Note:

- Admission to the Auto Body Repair Techniques program does not guarantee admission in a subsequent year to any College program.

English Language Requirements

Applicants whose first language is not English will be required to demonstrate proficiency in English by one of the following methods:

- A Grade 12 College Stream or University Stream English credit from an Ontario Secondary School, or equivalent, depending on the program's Admission Requirements
- Test of English as a Foreign Language (TOEFL) test with a minimum score of 550 for the paper-based test (PBT), or 79 for the Internet-based test (iBT), with test results within the last two years
- International English Language Testing System (IELTS) test with an overall score of 6.0 with no score less than 5.5 in any of the four bands, with test results within the last two years
- Canadian Academic English Language (CAEL) test with an overall score of 60 with no score less than 50 in any of the four bands, with test results within the last two years
- An English Language Evaluation (ELE) at Fanshawe College with a minimum score of 70% in all sections of the test, with test results within the last two years



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APPENDIX C - PROGRAM CURRICULUM

Semester	Course Code	Course Title (and brief course description)
1	ATBR-1XXX	Auto Body Work Practices This course will introduce students to the everyday work practices of the auto body industry. Upon completion, the student will be able to practice safe workplace procedures, apply WHMIS (Workplace Hazardous Materials Information System), identify causes of accidents and develop preventive measures. Students will be familiar with the acts and laws pertaining to auto body and collision damage repair. Students will also gain a working knowledge of the hand tools and equipment, including different fastening hardware and materials, used within the auto body industry.
1	ATBR-1XXX	Automotive Welding This course will prepare students to use welding equipment common to auto body and collision damage repair. Students will learn safe handling and set-up procedures and identify common workplace welding and cutting hazards. Students will weld automotive steel in a variety of joint setups, including overlap and butt joints. Students will become familiar with common auto body procedures of welding and cutting using plasma cutters, oxy-acetylene torches, aluminum and steel MIG (MAG) welders, and TIG welders.
1	ATBR-1XXX	Auto Body Frame and Structure An understanding of auto body frame and structure design is foundational knowledge for auto body repairers. This course will enable students to identify various cosmetic and structural vehicle design concepts and manufacturing processes. The students will learn the logic behind various styles of body and frame design and use this knowledge to fabricate and replicate auto body designs. Students will also apply non-structural repair principles and procedures to common collision damage. Students will use various types of corrosion protection to maintain vehicle structural integrity and will work with vehicle safety systems.
1	ATBR-1XXX	Painting Fundamentals This course will enable students to perform basic refinishing procedures on automotive panels. Students will spray using a 3D



		virtual reality painting simulator. The students will service and use equipment required in refinishing, including spray guns, airlines, paint dryers, computerized paint mixing systems, sanders, fresh-air-supplied respirators and associated safety equipment. Students will work with various substrates in preparing the panel surface for different types of primers, colour coats and clear coats and refinish to industry standards. Students will learn industry techniques to block sand, dry sand, wet sand, and refine surfaces for various painting scenarios.
1	ATBR-1XXX	Auto Body Basic Mechanical In this course students will learn the fundamentals of automotive electrical systems and mechanical systems. Students will work with electrical systems and gain an understanding of power sources and components as well as various testing devices. Students will service basic mechanical devices such as batteries and tires and rims, and identify various air conditioning system components and their functions.
1	MATH-1XXX	Auto Body Mathematics This course provides students with the trade-related math skills used in common auto body shop operations. Students will learn basic formulas, calculations, and units of measuring used for auto body accounting, mixing paints, measuring vehicles, welder calibrations, and metal fabrication. The students will also apply these basic math skills to typical office tasks such as job costing, calculating overhead costs, and processing payroll.
2	ATBR-2XXX	Auto Body Mechanical This course will prepare the learners to service individual mechanical systems common to vehicles. Students will use diagnostic equipment and basic repair techniques to service automotive power train, tires and rims, and fuel, air conditioning and heating systems. Students will be working with various electrical circuits (e.g., series, parallel and series parallel circuits), and identify and service the system's protection devices.
2	ATBR-1XXX	Automotive Plastic Repair This course will enable the students to identify the various types of plastics used in the automotive industry and use appropriate repair equipment and procedures. Students will repair both flexible and rigid plastics using common epoxy repairs. Students will perform various types of plastic welding in a variety of repair scenarios. Students will identify which types of plastics and what type of



		damage would require replacement versus repair.
2	ATBR-1XXX	Non-Structural Panel Repairs This course will enable students to identify and perform non-structural replacement and repair of automotive panels. Students will assess panel damage and use appropriate procedures and tools to repair and replace panels. Students will use pneumatic, hydraulic and electric equipment to repair various types of cosmetic damage on vehicles. Students will fabricate a rust repair patch and weld it to the vehicle using common trade welding techniques. Students will also fit and adjust removable panels back to OEM (original equipment manufacturer) standards of fit and finish.
2	ATBR-1XXX	Collision Repair Estimating This course will enable students to identify various types of damage and assess the extent of damage for the purpose of estimating repair costs. Students will locate and diagnose damage patterns using common blueprinting processes. Students will apply repair estimate logic to prepare handwritten estimates, and use auto body estimating software to prepare computerized estimates. Students will also learn how to build and maintain positive customer relations during the estimating process.
2	ATBR-2XXX	Advanced Painting Techniques This course will provide students with enhanced skills related to paint technology and application. In this course students will tint and mix complicated colours, prepare vehicles for multi-layered paint jobs, and use advanced blending and spot repair techniques. Students will apply custom painting techniques to automotive panels and will troubleshoot and correct common paint problems in a variety of painting projects.
2	ATBR-2XXX	Advanced Trade Techniques In this course students learn about new auto body repair techniques and associated procedures and equipment. Examples include repair of aluminum vehicles and paintless dent removal (PDR). Students will conduct research on emerging repair technologies and learn how to access the resources required to stay current with vehicle repair trends.
2	COMM-1XXX	Auto Body Trade Communications This course will provide students with the trade-related communication skills used to foster customer relations as well as



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		<p>the communication skills using to find, obtain and retain a job. Students will learn basic job search strategies and skills such as networking, résumé writing and interviewing. The curriculum will also address essential employability skills (e.g., time management, workplace ethics, professionalism) to ensure graduates meet employer expectations.</p>
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ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY
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APPENDIX D – REGULATORY STATUS FORM
MANDATORY REGULATORY REQUIREMENTS

Where licensing or certification is *required by legislation* for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.

- There is a legislative requirement that program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation.

Name of regulatory authority: Ontario College of Trades

- (A*) The program has been accredited or approved by the regulatory authority or its identified third party?

OR

- (B*) The college is working toward accreditation with the regulatory authority.

Status of application and expected date of achievement_____

- (C*) If the regulatory authority does not accredit educational programs directly or by an identified third party, has it formally acknowledged (e.g. in its published or legislated registration requirements) that the program graduates will be eligible to write any required certifying or registration exam or that the program is otherwise recognized for the purposes of certifying or registering a graduate?

*Please submit an acknowledgement and/or evidence from the regulatory authority to support (a) or (b) or (c) above.



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VOLUNTARY REQUIREMENTS

Colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is *not a requirement* for program funding approval by the Ministry of Training, Colleges and Universities.

Recognition of the program by a voluntary professional body:

Is being sought: Name of professional body: _____

The college is working toward recognition.

Status of application and expected date of achievement: _____

Recognition has been received.

Type of recognition (e.g. accreditation, graduates eligible to write membership exams, etc.): _____

★ Please submit an acknowledgement and/or evidence from the voluntary association that recognition has been received.

Recognition is not being sought (*please note there may be titling implications for programs that are not compliant in an area where other existing programs are*).

NOTE: While the auto body trade is regulated, Auto Body Repair Techniques is a preparatory program that prepares graduates to enter the Ontario College of Trades Auto Body Apprenticeship program which is regulated entry to practice. Therefore, this preparatory program does not require recognition.

APPENDIX E – Program Outcomes – Curriculum Map

PROGRAM MAPPING: Auto Body Repair Techniques		LEVEL ONE						LEVEL TWO						# OF COURSES EVALUATING THE OUTCOME	
PROGRAM VOCATIONAL LEARNING OUTCOMES		ATBR-1XXX Auto Body Work Practices	ATBR-1XXX Automotive Welding	ATBR-1XXX Auto Body Frame and Structure	ATBR-1XXX Painting Fundamentals	ATBR-1XXX Auto Body Basic Mechanical	MATH-1XXX Auto Body Mathematics	ATBR-2XXX Auto Body Mechanical	ATBR-1XXX Automotive Plastic Repair	ATBR-1XXX Non-Structural Panel Repairs	ATBR-1XXX Collision Repair Estimating	ATBR-2XXX Advanced Painting Techniques	ATBR-2XXX Advanced Trade Techniques		COMM-1XXX Auto Body Trade Communications
1 - Introductory	2 - Intermediate													3 - Advanced	
The graduate has reliably demonstrated the ability to (MTCU Code 46401):															
1. Under appropriate supervision, repair and refinish damage to automotive bodies, frames and inspect and repair vehicle safety devices.			1	1	1				2	2	3	3			7
2. Under appropriate supervision, use diagnostic equipment and basic repair techniques to service automotive power train, tires and rims, fuel and electrical systems, heating, air conditioning and cooling systems.						1		3							2
3. Repair rust on vehicles and apply corrosion protection where appropriate.				1						3					2
4. Access information to remain current with advanced trade techniques in auto body repair.		1											3		2
5. Assess vehicle damage and provide repair estimates.											3				1
6. Perform basic auto body business accounting.							3								1
7. Make ethical business decisions when conducting sales and interacting with clients.		1									1			3	3
8. Communicate effectively to build and maintain client relationships.														3	1
TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE		2	1	2	1	1	1	1	1	2	3	1	1	2	
GM = General Education (mandatory) G = General Education (elective)															

NB - Only indicate the outcomes that are Taught & Evaluated (TE or TRE) in a course

PROGRAM COORDINATOR: Mike Kennelly
 ACADEMIC CHAIR: Rob Gorrie
 Date Completed: January 12, 2015

Analysis of Mapping Results:
 All vocational learning outcomes are met through the two-semester curriculum at the appropriate level for an Ontario College Certificate.
 All essential employability skills outcomes are met.

APPENDIX E – Program Outcomes – Curriculum Map

PROGRAM MAPPING: Auto Body Repair Techniques	LEVEL ONE							LEVEL TWO							# OF COURSES SUPPORTING THE OUTCOME
PROGRAM ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES	ATBR-1XXX Auto Body Work Practices	ATBR-1XXX Automotive Welding	ATBR-1XXX - Auto Body Frame and Structure	ATBR-1XXX Painting Fundamentals	ATBR-1XXX Auto Body Basic Mechanical	MATH-1XXX Auto Body Mathematics	ATBR-2XXX Auto Body Mechanical	ATBR-1XXX Automotive Plastic Repair	ATBR-1XXX Non-Structural Panel Repairs	ATBR-1XXX - Collision Repair Estimating	ATBR-2XXX Advanced Painting Techniques	ATBR-2XXX Advanced Trade Techniques	COMM-1XXX Auto Body Trade Communications		
4 = R 5 = RE 6 = TE 7 = TRE															
T = Taught R = Reinforced E = Evaluated															
The graduate has reliably demonstrated the ability to (MTCU Code 46401):															
1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.	4	4	4	4	4	4	4	4	4	4	4	4	7	13	
2. respond to written, spoken, or visual messages in a manner that ensures effective communication.	5	5	5	5	5	5	5	5	5	5	5	5	7	13	
3. execute mathematical operations accurately.	4	4	7	7	4	7	4	4	4	7	4	4	4	13	
4. apply a systematic approach to solve problems.	5	5	6	6	5	7	6	7	7	7	6	7	5	13	
5. use a variety of thinking skills to anticipate and solve problems.	7	7	7	7	7	7	7	7	7	7	7	7	7	13	
6. locate, select, organize, and document information using appropriate technology and information systems.	6	6	7	7	5	5	6	6	4	7	5	5	6	13	
7. analyze, evaluate, and apply relevant information from a variety of sources.	4	4	5	7	4	6	5	7	5	7	5	7	4	13	
8. show respect for the diverse opinions, values, belief systems, and contributions of others.	7	4	4	4	4	4	4	4	4	4	6	6	7	13	
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	4	4	4	4	4	4	4	4	4	4	4	4	6	13	
10. manage the use of time and other resources to complete projects.	5	5	5	5	5	5	5	5	5	5	5	5	5	13	
11. take responsibility for one's own actions, decisions, and consequences.	5	5	5	5	5	5	5	5	5	5	5	5	5	13	
TOTAL # OF OUTCOMES SUPPORTED BY EACH COURSE	11	11	11	11	11	11	11	11	11	11	11	11	11		

PROGRAM COORDINATOR: Mike Kennelly
 ACADEMIC CHAIR: Rob Gorrie
 Date Completed: January 12, 2015

Analysis of Mapping Results:

APPENDIX F

Program Delivery Information (PDI) Form to Calculate Program Funding Parameters Total Hours Required per Student

College: Fanshawe College

Program title: Auto Body Repair Techniques

Indicate the number of hours that a student is required to spend in each instructional setting in each semester or level of this program. All hours in all instructional settings are to be noted.

Funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Classroom instruction	191	160								351
Laboratory/workshop/ fieldwork	169	140								309
Independent (self-paced) learning										
One-on-one instruction										
Clinical placement										
Field placement/work placement										
Small group tutorial										
TOTAL	360	300								660

Non-funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Co-op work placement - Mandatory										
Co-op work placement - Optional										
TOTAL										

*Definitions for each instructional setting can be found below.

Instructional Settings

The following definitions are to be used by colleges when completing the Program Delivery Information to Calculate Program Funding Parameters form required for ministry-funded programs of instruction

Classroom instruction: instruction that may be provided in a setting in which individuals do not require access to equipment, except as listed below:

- Situations in which microcomputer labs are used for instruction in standard word processing, spreadsheet, and database software packages
- “Traditional” classrooms and lecture halls
- “Virtual” classrooms used in on-line learning
- Situations in which laboratories and workshops may be used for convenience

Laboratories/workshops/fieldwork: scheduled hours of activities intended to give students hands-on experience; this instructional setting is characterized by:

- Activities in which students are provided with instruction and are directly supervised by college staff.
- Settings either inside college facilities (e.g., laboratories, workshops) or outside college facilities (e.g., fieldwork) in which individual students are required to use instructional equipment and/or supplies. These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet, and database software packages or situations in which laboratories and workshops are used for convenience.

Independent (self-paced) learning: student directed learning in which contact with college staff is limited to situations in which advice or solutions to specific problems is sought; **usually online learning.**

One-on-one instruction: those exceptional situations in which college academic staff can provide instruction to only one student at a time, **e.g. in a flight simulator or on top of an electrical tower.**

Clinical placement: scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting; this instructional setting is characterized by:

- Activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program.
- Activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

Field placement/work placement: scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not **typically** receive a regular salary or wage from the employer; this instructional setting is characterized by:

- Activities that are an integral component of the curriculum of the program and are necessary for the completion of the program.
- Activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:
 - Make periodic site visits
 - Ensure that assignments given to students and the work being done by students are suitable for the program
 - Monitor the students' progress in the field placement activity
 - Help address problems encountered by students in the field or work placement activity
 - Evaluate students' performance in the field or work placement activity

Co-operative education work placement: Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows:

“A Co-operative Education Program is one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria:

- Each work situation is approved by the Co-operative Education institution as a suitable learning situation
- The Co-operative Education student is engaged in productive work rather than merely observing

- The Co-operative Education student receives remuneration for the work performed
- The Co-operative Education student's progress on the job is monitored by the Co-operative Education institution
- The Co-operative Education student's performance on the job is supervised and evaluated by the student's employer
- The time spent in periods of work experience must be at least thirty percent of the time spent in academic study.”

Small group tutorial: instructional activity that must occur in small group settings (usually 5-10 students) and in which individual students do not require access to equipment except as indicated below:

- Situations in which microcomputer labs are used for the instruction of standard word processing, spreadsheet, and database software packages
- Situations in which laboratories and workshops are used for convenience

Appendix H: Budget Projections with Net Present Value

Program Name		Auto Body Repair Techniques										
Program type		College Certificate										
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Total</u>
Incremental revenues												
Grants:	Notes											
Auto Body Repair Techniques	1	n/a	172,032	172,032	172,032	172,032	172,032	172,032	172,032	172,032	172,032	1,548,288
Tuition:												
Auto Body Repair Techniques	2,3,4	69,160	69,160	69,160	69,160	69,160	69,160	69,160	69,160	69,160	69,160	691,600
Program Specific fee **	5	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	56,000
Other associated revenue		0	0	0	0	0	0	0	0	0	0	0
sub-total		<u>74,760</u>	<u>246,792</u>	<u>246,792</u>	<u>246,792</u>	<u>246,792</u>	<u>246,792</u>	<u>246,792</u>	<u>246,792</u>	<u>246,792</u>	<u>246,792</u>	<u>2,295,888</u>
Incremental expenses												
Indirect salaries:												
Admin/Support staff		0	0	0	0	0	0	0	0	0	0	0
Teaching salaries:												
Full time - number required		0	0	0	0	0	0	0	0	0	0	0
- cost @ \$130,389		0	0	0	0	0	0	0	0	0	0	0
Part time - hours per week req'd		32	32	32	32	32	32	32	32	32	32	32
- cost @ see below		76,384	76,384	76,384	76,384	76,384	76,384	76,384	76,384	76,384	76,384	763,840
One time costs - facilities		0										0
fitup/equipment		0										0
Other startup		0										0
Operating expenses		7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	75,000
Capital expenses												0
sub-total		<u>83,884</u>	<u>83,884</u>	<u>83,884</u>	<u>83,884</u>	<u>83,884</u>	<u>83,884</u>	<u>83,884</u>	<u>83,884</u>	<u>83,884</u>	<u>83,884</u>	<u>838,840</u>
incremental cash inflows		<u>-9,124</u>	<u>162,908</u>	<u>162,908</u>	<u>162,908</u>	<u>162,908</u>	<u>162,908</u>	<u>162,908</u>	<u>162,908</u>	<u>162,908</u>	<u>162,908</u>	<u>1,457,048</u>
CTO%			66%	66%	66%	66%	66%	66%	66%	66%	66%	
Net present value @ 8%			<u>\$933,837</u>									

Notes:

1. Grant based on existing Electrical Techniques program
2. Tuition based on standard program rates
3. 100%/0% domestic/international enrolments assumed
4. Based on lvl 1 enrolment total of 30, level 2 at 26, with 2 sections
5. Based on estimate of reasonable consumables

Appendix H: Budget Projections with Net Present Value

INPUT FIELDS

Tuition - domestic lvl 1/2 (per term) lvl 3/4	\$1,235.00 \$0.00
Grant all levels (per term)	\$3,072.00
Program specific fee all levels	\$100.00
Tuition - international lvl 1/2 (per term) lvl 3/4	\$6,180.00 \$0.00
Enrolment split domestic international	100% 0%
Part time / Partial load split %	50%
	PT 50%
	PL 50%
hrly rate	\$70.40
(incl. ben's)	\$100.10
Number of weeks for PT/PL	28

YEAR 1

Enrolment table	Program name		
	Domestic	Int'l	
level 1 - Fall	30	0	30
level 2 - Winter	26	0	26
level 3	0	0	0
level 4	0	0	0
	56	0	56

Tuition rates	Domestic	Int'l
level 1	1,235.00	6,180.00
level 2	1,235.00	6,180.00
level 3	0.00	0.00
level 4	0.00	0.00

Grant values	Domestic	Int'l
level 1	3,072.00	0.00
level 2	3,072.00	0.00
level 3	3,072.00	0.00
level 4	3,072.00	0.00

Appendix H: Budget Projections with Net Present Value



YEAR 2

Enrolment table	Program name		
	Domestic	Int'l	
level 1 - Fall	30	0	30
level 2 - Winter	26	0	26
level 3	0	0	0
level 4	0	0	0
	56	0	56

Tuition rates	Program name	
	Domestic	Int'l
level 1	1,235.00	6,180.00
level 2	1,235.00	6,180.00
level 3	0.00	0.00
level 4	0.00	0.00

Grant values	Program name	
	Domestic	Int'l
level 1	3,072.00	0.00
level 2	3,072.00	0.00
level 3	3,072.00	0.00
level 4	3,072.00	0.00



YEAR 3

Enrolment table	Program name		
	Domestic	Int'l	
level 1 - Fall	30	0	30
level 2 - Winter	26	0	26
level 3	0	0	0
level 4	0	0	0
	56	0	56

Tuition rates	Program name	
	Domestic	Int'l
level 1	1,235.00	6,180.00
level 2	1,235.00	6,180.00
level 3	0.00	0.00
level 4	0.00	0.00

Grant values	Program name	
	Domestic	Int'l
level 1	3,072.00	0.00
level 2	3,072.00	0.00
level 3	3,072.00	0.00
level 4	3,072.00	0.00

Appendix H: Budget Projections with Net Present Value



YEAR 4

Enrolment table

	Program name		
	Domestic	Int'l	
level 1 - Fall	30	0	30
level 2 - Winter	26	0	26
level 3	0	0	0
level 4	0	0	0
	56	0	56

Tuition rates

	Domestic	Int'l
level 1	1,235.00	6,180.00
level 2	1,235.00	6,180.00
level 3	0.00	0.00
level 4	0.00	0.00

Grant values

	Domestic	Int'l
level 1	3,072.00	0.00
level 2	3,072.00	0.00
level 3	3,072.00	0.00
level 4	3,072.00	0.00