

Joshua Pianowski

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- Experience-** 08/2009 to present
Oceanside Unified School District, Oceanside, CA
Automotive Instructor
Department Chair
Teach all aspects of auto repair to secondary students
Manage lessons, grading and work flow for 145 students per day
Manage repair and maintenance of fleet of 13 vehicles for student lab work
Manage repair and maintenance of facility and auto repair equipment
Establish college-credit articulation with local community colleges
Establish NATEF Accreditation
Establish internships at local auto repair facilities
- 05/2015 to present
Expert Witness Services
Evaluate and document vehicles for Song-Beverly Consumer Warranty Act (Lemon Law) cases, including pictures and video
Record all pertinent data and create files for depositions
Travel as needed throughout Southern California to appointment locations
- 01/2013 to present
Mira Costa College, Oceanside, CA
Automotive Instructor
Manage lessons and work flow for 35 students per session
Teach all aspects of auto repair to post-secondary students
- 05/2005 to 10/2009
Cunningham BMW of El Cajon, CA
Automobile systems technician
Level 1 BMW master technician
Team leader
Instruct and train apprentice technicians
Performed all aspects of diagnosis on electrical, hydraulic and pneumatic systems
Performed Certified Pre-Owned inspections per BMW guidelines, including structural repair and paintwork inspection/analysis

08/2003 to 05/2005

Heinz-Gietz Mercedes-Benz of La Jolla, CA

Automobile systems technician

Instruct and train apprentice technicians

Specialized in pre-1980 Mercedes-Benz repair

All aspects of bumper to bumper repair

Performed all aspects of diagnosis on electrical, hydraulic and pneumatic systems

Performed roadside service repairs as needed for stranded clients

08/2000 to 08/2003

Mercedes-Benz of Laguna Niguel, Laguna Niguel, CA

Automobile systems technician

Instruct and train apprentice technicians

All aspects of bumper to bumper repair

Performed all aspects of diagnosis on electrical, hydraulic and pneumatic systems

Performed Starmark Certified Pre-Owned inspections per Mercedes-Benz guidelines, including structural repair and paintwork inspection/analysis

12/1998 to 08/2000

Mercedes-Benz of San Diego

Apprentice technician

All aspects of bumper to bumper repair as an apprentice and line technician

Performed roadside service repairs as needed for stranded clients

Education- 9/1993 to 6/1997

Ramona High School, Ramona, CA

General and Automotive Technology Studies

Numerous awards, including, but not limited to a full scholarship to Universal Technical Institute

7/1997 to 7/1998

Universal Technical Institute, Phoenix, AZ

Associate of Occupational Studies in Automotive Technology II

Certifications-

MOOG certified suspension alignment specialist
ATRA certified for R&R technician and Service Writer
SUN certified Oscilloscope operator
EPA section 609 refrigerant recovery and recycling program certified for the proper handling of R12 and R134a
UTI Custom Training Group for Mercedes-Benz specialty training (480 hours of training)
Level 1 BMW Master Technician, BMW group
ASE Master Technician-Certified as of 06/2015

- A1 Engine Repair
- A2 Automatic Transmission/Transaxle
- A3 Manual Drive Train and Axles
- A4 Suspension and Steering
- A5 Brakes
- A6 Electrical/Electronic Systems
- A7 Heating and Air Conditioning
- A8 Engine Performance
- A9 Light Vehicle Diesel Engines
- G1 Automotive Maintenance and Light Repair
- L1 Advanced Engine Performance

Section 1-Academic Preparation

Certification Needed	Experience Needed to Obtain Certification	Course(s)/Training
<u>ATRA</u>	Hydraulic and Automatic Transmission Courses	270 Hours
<u>MOOG</u>	Suspension/Alignment Courses	90 Hours
<u>Sun Oscilloscope</u>	Electronics/Drivability Courses	450 Hours
<u>EPA 609 Refrigerant Handling</u>	A/C Course	90 Hours
<u>ASE Master Certification</u>	2 Years of School	4 Years experience
<u>Mercedes-Benz ELITE</u>	4 Months of School	480 Hours
<u>Mercedes-Benz Factory Training</u>	40 Credits (1 credit equals 8 hours)	320 Hours
<u>BMW Factory Training</u>	256 Credits (Hours to credit Varies)	494 Hours

I feel the need to preface the following with the fact that time during which I received credit for attending these trainings for the most part predates the internet and therefore course descriptions from 1997 are exceedingly difficult to find. These courses presented below have a slightly different title and are NOT the exact courses I attended. These are simply the modern equivalent today at UTI what I attended in 1997-1998.

ATRA Training-

Hydraulic Applications (ADTI-118)

Hours: 4 credit, 84 didactic/lab, 6 assessment

Students will learn how to service, repair and diagnose hydraulic system components, including pumps, valves and actuators commonly used on commercial vehicles and equipment. They

will also receive training on electronically controlled hydraulic systems commonly found on trucks, forklifts and construction equipment. Students will perform hydraulic service, repair and diagnosis using the proper OEM procedures in a lab setting. Lab training will be performed on basic components, trainers, trucks and equipment in a shop environment.

Major equipment used in this course: trucks equipped with power take off (PTO) devices, light construction equipment, material-handling equipment, hydraulic troubleshooting boards, hydrostatic transmission trainers, PC-based service and repair manuals, pressure/flow gauge kits and other hydraulic/electric equipment

Automatic Transmissions (ADTA-109)

Hours: 4 credit, 84 didactic/lab, 6 assessment

Students will learn to diagnose and troubleshoot automatic transmission hydraulic systems, torque converters and internal transmission components, and how to perform the necessary adjustments. They will also learn how to disassemble, inspect, repair and reassemble an automatic transmission for testing on a transmission dynamometer.

Major equipment used in this course: transmission dynamometer and special service tools

Prerequisites: ADTC-101, ADTC-117, ADTC-122

There are no course descriptions available for the Heavy Truck Automatic Transmission course I attended at UTI.

MOOG Training-

Automotive Undercar (ADTC-128)

Hours: 4 credit, 85.5 didactic/lab, 4.5 assessment

Students will learn preventive maintenance requirements and maintenance procedures that include replacement and disposal of vehicle fluids. They will perform tire and wheel inspections for safe operation, tire balancing and wheel alignment. Also covered will be procedures for diagnosing and inspecting vehicle-suspension components and testing power steering systems for proper service.

Major equipment used in this course: wheel balancers, tire changers and computerized alignment racks

Sun Oscilloscopes-

Electronic Fundamentals (ADTC-117)

Hours: 4 credit, 85 didactic/lab, 5 assessment

Students will receive an applied general education in physical sciences and technology. They will study the science of electricity, electrical principles and the related applications in automotive technology. The physical sciences will be explored through projects such as performing calculations on circuits using Ohm's law and using scientific test equipment to diagnose electrical circuits. Students will gain experience in the use of technology and the

application of these procedures to troubleshoot problems. They will use the scientific principles to isolate problems, use vehicle electrical schematics, learn how to perform battery testing, and learn to use test equipment to inspect and repair starter problems.

Major equipment used in this course: volt amp testers (VATs) and digital multimeter

Fuel and Ignition Systems (ADTA-104)

Hours: 4 credit, 85.5 didactic/lab, 4.5 assessment

Students will learn the theory, operation, and testing of ignition, fuel, induction and exhaust systems as well as fuel characteristics and fuel testing. Students will learn about the effect that mechanical conditions can have on engine performance. Students will also learn to use the tools necessary for testing and diagnosing vehicle systems.

Major equipment used in this course: digital storage oscilloscope, compression tester, cylinder leakdown tester and fuel pressure tester

Driveability and Emissions (ADTA-105)

Hours: 4 credit, 85.5 didactic/lab, 4.5 assessment

Students will learn to diagnose and troubleshoot emission components including sensors, fuel and ignition systems, air injection, and evaporative emissions systems. Procedures for using handheld scanners and retrieving vehicle trouble codes will be stressed. Students will also learn how to troubleshoot, diagnose and repair drivability concerns on vehicles by understanding scan tool data that include OBD II diagnostic modes and diagnose systems and test vehicle components. Diagnosis and repair of vehicles using electronic test equipment will be performed.

Electronic Technology (ADTC-122)

Hours: 4 credit, 85.5 didactic/lab, 4.5 assessment

Students will receive an applied general education in physical sciences and technology. They will study the science of electronics, electronic principles and the related applications in automotive technology. Topics covered include principles of charging systems, electronic ignition and circuits that use sensors, actuators and microprocessors. Students will learn to troubleshoot problems in comfort-and-convenience systems and analyze information gained using digital multimeters, handheld scanners and oscilloscopes. Also covered will be the repair of charging and accessory systems and the diagnosis and repair of electronic-ignition and engine-management systems.

Major equipment used in this course: VAT testers, digital multimeters, scanners and oscilloscopes

EPA Section 609-

Climate Control (ADTC-108)

Hours: 4 credit, 85 assessment, 5 didactic/lab

Students will learn safety procedures for working with refrigeration systems. These include learning safe handling of refrigerants and refrigerant oil, identifying refrigeration components and following current EPA regulations. They will also learn to use leak detectors to inspect

refrigeration systems and how to safely evacuate a system. Also covered will be procedures for retrofitting a vehicle with different refrigerant, diagnosing and troubleshooting a system using pressure readings and temperatures, diagnosing and repairing heater and vacuum systems, and diagnosing and repairing electrical and auto temperature control systems. Service and repair of A/C components in compliance with EPA Section 609 regulations will be emphasized. This course will also include further training on professionalism and career development skills.

Major equipment used in this course: recovery/recycle equipment, leak detectors, manifold gauges and refrigerant identifiers

ASE Master Tech-

This is as broad as I could imagine. Trying to find an equivalent of credits for life experience has too many variables to put a solid number to. Just know at this point from December of 1998 to October of 2009 I was always employed at a Mercedes-Benz dealer or a BMW dealer working on the most current vehicles. That value is up to your discretion.

Mercedes-Benz ELITE-

Again, this has changed drastically as well. Here is the modern equivalent, albeit a slightly “lighter duty” course than what I attended.

Mercedes-Benz ELITE START 1 (XMBS-001)

Hours: 4 credit, 84 didactic/lab, 6 assessment

Students will be introduced to Mercedes-Benz history, heritage, Quality by Design and the Technical Product Introduction (TPI) program. The students will learn how a Mercedes-Benz retail operation is structured and functions, and how information flows within the dealership. They also will receive an overview of the warranty processes, with emphasis on the value and culture behind the Mercedes-Benz Customer Experience. The course will include Mercedes-Benz vehicle identification, group numbers and technical acronyms, major component locations, hands-on use of the current Mercedes-Benz Star Diagnostic System (SDS), StarTekInfo system (STI), Workshop Information System (WIS), and the use of deductive reasoning in the diagnostic process. The course will conclude with a review of basic and advanced electrical systems with emphasis on Mercedes-Benz CAN and MOST fiber-optic networks, dual battery systems and Star wiring diagrams.

Prerequisites: all Automotive Technology courses except ADTA-102, ADTA-103, ADTA-129, ADTA-135

Mercedes-Benz ELITE START 2 (XMBS-002)

Hours: 4 credit, 85 didactic/lab, 5 assessment

Chassis electronics – This course builds on warranty and repair processes, information systems and customer service philosophy using several current Mercedes-Benz online courses. Students will learn the approved method for removal, service and replacement of internal vehicle system components, including electrically controlled seats, door panels and the complex electrical systems housed in the doors. Students will also work with console controls for convenience systems and instrument panels, with emphasis on proper removal procedures to prevent damage to the technology housed inside them. The lighting systems and other convenience systems will also be covered. Specific systems taught in the course will include Drive Authorization System (DAS), Distronic, Parktronic, supplemental restraint systems (SRS), TPC and Telematics. The students will also learn to perform coding and programming operations on late model vehicles.

Prerequisite: XMBS-001

Mercedes-Benz ELITE START 3 (XMBS-003)

Hours: 4 credit, 79 didactic/lab, 11 assessment

Driving Dynamics and comfort control systems – In this course, students will learn the theory and operation of Mercedes-Benz brake systems, including anti-lock braking system (ABS), acceleration slip regulation (ASR), traction control (ESP) and Sensotronic Brake Control (SBC). They will also learn the operation and repair on Mercedes-Benz steering and suspension systems. The students will be able to identify brake components and measure them for service specification. The course also includes the operation, location of components, diagnosis and repair of the automatic climate control (ACC) systems found on Mercedes-Benz vehicles, including the two-, three- and four-zone ACC systems.

Prerequisite: XMBS-002

Mercedes-Benz ELITE START 4 (XMBS-004)

Hours: 4 credit, 85 didactic/lab, 5 assessment

Mercedes-Benz engine management and PDI – Students will learn the function, component location, testing and diagnosis of fuel electronics, fuel supply, emission systems, OBD, ignition systems and new BlueTEC CDI (commonrail direct injection) diesel technology. Students will learn fuel management system components, their locations and diagnosis of the engine management system down to the component level utilizing the seven-step diagnostic procedure, Mercedes-Benz diagnostic equipment, diagnostic guides and deductive reasoning. The predelivery inspection (PDI) process is critical to the success of the Mercedes-Benz commitment to customer satisfaction. In this course, the students will also learn how to perform the critical PDI process and the requirements of a Mercedes-Benz authorized PDI and Dynamic PDI. An efficient process flow is illustrated throughout the training and the students will learn where the PDI process falls in the vehicle-delivery process as well as how the PDI process impacts initial quality and ultimately the overall level of customer satisfaction and loyalty. The students will perform current maintenance services on vehicles using the Flexible Service System (FSS) and the latest FSS+ (ASSYST) procedures approved by Mercedes-Benz. The students will also learn the proper use of tools, parts installation procedures, and which fluids are approved for use in Mercedes-Benz vehicles. The students will perform the various service reset procedures displayed in the instrument cluster.

Prerequisite: XMBS-003

Mercedes-Benz factory training-

This is very specific, very proprietary training that is not made available to the public. It could be considered equivalent to the training I received at UTI, but manufacturer specific and very current.

BMW factory training-

This could be considered the same as the Mercedes-Benz training, but BMW specific.

Section 2-All relevant work experience

Starting with my most current position, an Automotive Instructor at El Camino-

- Teaching secondary-level students automotive technology. I will see up to 145 students a day. This includes researching topics and creating appropriate PowerPoint presentations, lab worksheets, setting up lab tasks and managing grades.
- Managing the repair and maintenance of 13 shop vehicles. On my part, this involves inspecting the vehicles, verifying diagnoses of my students, following the necessary procedure to procure parts and assist/administer the repairs as needed.
- Managing the facilities. This includes all aspects of equipment repair/maintenance and following procedures to ensure functionality of the lab.
- Establishing NATEF accreditation. While it was a renewal, I came into “scorched earth”, i.e. no records, no paperwork, and no current NATEF curriculum. Working for many untold and untracked hours, this was no small feat. With minimal assistance I pulled together a curriculum, built records and completed the necessary documentation.
- Established an articulation agreement with Mira Costa College. Students earning a “B” or better will receive college credit for attending a high school automotive class.
- Established internships for my students at local automotive facilities

Expert Witness

- I am hired approximately 6 times a year to document vehicles for a law firm that specializes in lemon law vehicle cases.
- During the vehicle inspections, I take five to ten gigabytes combined of video and photographs.
- Prior to vehicle inspections I am given a case file that I need to organize and research in preparation for the inspection.
- I am also responsible for preparing my case file notes and findings in preparation for depositions.
- My role as an expert witness is merely that of a recording and documenting vehicle failures, as well as giving my expert opinion on vehicle failures, not repair.

I am also an adjunct instructor at Mira Costa College. At that position-

- I adapt my high-school curriculum so it is more geared for adults. This includes doing what is needed for my non-English speaking so that they may succeed as well as native-English speakers
- I manage a class of up to 35 students once a week for 3.3 hours. This is a once-a-week class that meets on Friday nights, so there is the challenge of it being the end of the week when everyone is tired and ready for the weekend.
- Since this is a noncredit class, there are no seriously graded assignments to be tracked until the very end. While I do give feedback along the way, nothing is recorded.

Cunningham BMW

While working at Cunningham BMW, my responsibilities were-

- Maintain an accurate written log of what was repaired on the vehicle I was working on. Everything had to be clearly explained so a layman could understand it as well as legally completed (mileage, tire pressures, brake pad thickness, etc.). An aspect of this was also clear, concise estimates and making certain estimates were not exceeded without prior authorization.
- As a team leader I would have four to six people to manage to make sure everyone earned their hours, completed the work in a timely manner as it came in and ensure no backlogs occurred, which would mean cars were sitting, but not being attended to.
- I had an apprentice to train, which meant live instruction on customer cars. This would include verifying his diagnoses, assisting when stuck and teaching as the situation arose.
- On a daily basis, I would have to apply physics theory such as electrical, pneumatic and hydraulics principals.
- Above all, the cars had to be fixed accurately and on time. This was always a constant challenge due to the complexity of the cars and availability of parts.

Heinz Gietz Mercedes-Benz

- Maintain an accurate written log of what was repaired on the vehicle I was working on. Everything had to be clearly explained so a layman could understand it as well as legally completed (mileage, tire pressures, brake pad thickness, etc.). An aspect of this was also clear, concise estimates and making certain estimates were not exceeded without prior authorization.
- When the work-load permitted, I would work on up 6 cars at a time (various statuses such as waiting for parts, authorizations, etc)
- I had an apprentice to train, which meant live instruction on customer cars. This would include verifying his diagnoses, assisting when stuck and teaching as the situation arose.
- On a daily basis, I would have to apply physics theory such as electrical, pneumatic and hydraulics principals. With Mercedes-Benz, a great deal of time would be spent on hydraulic/pneumatic suspension diagnosis and repair.

Mercedes-Benz of Laguna Niguel

My time at Mercedes-Benz of Laguna Niguel was virtually identical to that of Heinz Gietz Mercedes-Benz. It was also the first job I had where I was assigned an apprentice to train. At that time, I had only been fixing cars for 2 years or so, so I was still fairly rough around the edges myself. The biggest thing that could be of difference between Heinz Gietz and Mercedes-Benz of Laguna Niguel, is that I learned what NOT to do with an apprentice and how to handle problems with a great deal more positivity, which became a great help where I am now.

Mercedes-Benz of San Diego

I was fresh out of school and largely had to be directed, as I was learning how the dealer operated and industry standards. I was a self-directed line technician for only two months before I left for what I perceived to be greener pastures. Even at that point, there was still much stumbling on my part.

Section 3-Specialized skills, knowledge and abilities

I am a master automobile technician. At this point in my life, there have only been two cars I could not fix. One was a 1996 Mercedes-Benz S420 with an intermittent no start-another tech had found a defective positive cable crimp under the body. I had less than two years experience at that point. The other was a 2008 BMW 535 that would not start. That one turned out to be defective software that had not been rectified in the CAS module. It went to BMW directly in LA to be repaired. This was in 2009. Those two notwithstanding, I have worked on approximately 9,000 work orders over the years. I have successfully fixed the others. I mention all of this only because I feel it demonstrates my ability to problem solve, think, research and apply a repair. It is with this thought process I have approached education. The clientele has changed, but the principals remain the same. Through research, thought and collaboration with others, I am able to achieve positive results.

Section 4- Relevant memberships and/or organizational activities

Automotive Service Excellence-Master Technician
NATEF accreditation at my school
AYES Membership at my school due to NATEF