COLLISION REPAIR AND REFINISH

ETL ON-SITE EVALUATION HANDBOOK

School Name:_____

On-Site Date:_____

Effective Date: July 1, 2023

ASE Education Foundation
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EVALUATION TEAM LEADER (ETL) INFORMATION

The Evaluation Team Leader (ETL) plays a key role in the success of program accreditation. As an ETL, you represent the ASE Education Foundation and provide a link between the national office and the school. We rely on your expertise in education and the automotive industry as well as your leadership skills to work on our behalf with programs seeking accreditation. We appreciate the many hours of your time in dedicated service to the ASE Education Foundation.

The on-site evaluation should be a positive experience for the program and the evaluation team members. The program has an opportunity to demonstrate its strengths to members of its community. It is also a learning experience and provides the means to obtain feedback about improvements that can be made to the program.

Once you have been assigned to a program, you can assist the program as well as the ASE Education Foundation by following the items on the ETL Checklist. It is also helpful if you talk to the school's program coordinator about the evaluation day. Please communicate with the program coordinator about things that will facilitate the evaluation process. For example, discuss the way the documentation materials should be provided for the team. Give suggestions, in advance, for organizing the materials. Also, provide the program coordinator with a schedule for the evaluation (see *Proposed Schedule for On-Site Evaluation*).

As an ETL, you will make many judgment calls before and during the evaluation. Please inform the ASE Education Foundation if you have any concerns about a program before the evaluation day. We will do everything possible to assist you in your efforts. If you have a problem or question during the evaluation, please call our office.

Finally, **we need to receive your report within one week after the evaluation**. Expense forms and copies of receipts should also be submitted at the same time. Once received, the report will be reviewed by the ASE Education Foundation and a recommendation will be made regarding program accreditation. Programs are always anxious to get their results as quickly as possible, and your assistance is greatly appreciated by all.

The ASE Education Foundation reserves the right to add an additional team member to an on-site evaluation team to fulfill ETL training requirements.

EVALUATION TEAM LEADER (ETL) CHECKLIST

ACCREDITATION/ RENEWAL OF ACCREDITATION

Date Completed

1. Start a school file, then copy and attach the checklist to the file. Contact the school's collision repair & refinish program coordinator to arrange for a short meeting. _____

2. In conjunction with the collision repair & refinish program coordinator, schedule two consecutive class days for the initial evaluation, or one class day for the renewal of accreditation evaluation. _____

3. On-Site Evaluation team materials received from ASE Education Foundation office. _____

4. At least two weeks before the on-site evaluation, make sure you have received the following from the school:
    a. On-site Evaluation Agreement _____
    b. Copy of the Initial or Renewal of Accreditation Application (include *Integrated Academic Skills Recognition*, if applicable) _____
    c. Copies of Advisory Committee Meeting Minutes (1 yr. for Initial, 5 yrs. for Renewal) _____
    d. Program Graduate Employer Contact Form _____
    e. Course of Study
        i. Syllabus for each class _____
        ii. Tasks to be taught specific by priority designations _____
        iii. Number of contact hours _____
        iv. Sequence of instruction to be included in the program _____
        v. List of training materials used _____
        vi. Sample evaluation form used to track student progress _____

5. Review the qualifications of the proposed team members and approve or request changes. The team member requirements are listed in the Policies section. _____

6. Approve and sign the On-site Evaluation Agreement. Mail or email the signed copy to the ASE Education Foundation (info@ASEeducationfoundation.org). _____

7. Provide a schedule for meetings with the school personnel, and any other relevant information to the approved Team Members. Send a proposed schedule for the evaluation to the program coordinator. _____

*8. Begin with an in-service training session for the team members. Be sure each team member is aware of their total responsibility as a team member and they have a complete understanding about how the evaluation will be conducted. (See Proposed Schedule and Guidelines for Evaluation Team Leaders) _____

*9. With the On-Site Evaluation Team, review the collision repair & refinish training program and call or visit at least three employers of program graduates in the community. After the evaluation, meet in a closed session to summarize your conclusions of the items reviewed. Record this information on the Supplementary Sheet forms. The team members must concur on the results reported on the Final Report Form and sign the document along with your signature.

*10. With the On-Site Evaluation Team, meet with representatives of the institution (i.e. CTE Director/Dean, Principal/College President, Instructors) to verbally review the strengths and areas needing improvement that have been observed in the program. Copies of the Supplementary Sheet form should be left with the institution to help the program identify areas for improvement. **DO NOT UNDER ANY CIRCUMSTANCES, REVEAL OR GIVE A COPY OF THE FINAL REPORT FORM TO ANY REPRESENTATIVE OF THE INSTITUTION.**

*11. Complete the Summary of Debriefing Form at the conclusion of your meeting with the representatives of the institution. All evaluation team members, the program administrator, and the program instructor must sign this form. A signed copy of this form must be left with the institution for their records. A copy must also be provided to the ASE Education Foundation.

12. Electronic Final Report Forms can be found on the ASE Education Foundation website. The final report, along with any other supporting materials (additional instructor qualification sheets, etc.) must be received by our office within **one week** of completing the on-site evaluation. **Submit payment information, expenses, and copies of all receipts to the ASE Education Foundation office.**

13. Maintain hard copies of all documentation (team member handbooks, signed forms, etc.) in your files.

14. The ASE Education Foundation will review the Final Report and notify the ETL and the institution of accreditation approval or the improvements needed.

* Items 8, 9,10 and 11 are to be completed during the on-site evaluation.

PLEASE REMEMBER TO KEEP COPIES OF ALL MATERIALS SUBMITTED TO THE ASE EDUCATION FOUNDATION IN CASE THESE MATERIALS ARE NOT RECEIVED.

PROPOSED SCHEDULE FOR ON-SITE EVALUATION

INITIAL ACCREDITATION

FIRST DAY

8:00 AM - 10:00 AM

Meet with the program coordinator and the team members to discuss the overall purpose of the on-site evaluation and to review the process and procedures to be followed. The program administrator and staff should give an overview of the program and provide maps/tour of the school or automotive department if needed. Review the schedule for the day and divide the team members up to review the standards. Attention should be paid to any particular areas of expertise that team members may have. The program coordinator should arrange a time for the team members to meet with the program administrators, instructors, and other essential staff to complete the review of administrative services.

10:00 AM - Noon

Team members review the standards assigned to them.

Noon - 1:00 PM - Lunch

1:00 PM - 3:30 PM

Meet briefly with team to address any concerns, needs, or problems. Continue review of standards.

3:30 PM- 4:00 PM

Meet with evaluation team to review progress and procedures, and to give assignments for the next day.

SECOND DAY

8:00 AM - Noon

Continue review of standards. Assign team members to visit employers; provide the Employer Questionnaire Forms.

Noon - 1:00 PM Lunch

1:00 PM - 3:00 PM

Finish the review of standards. Meet with the team to review findings, identify strengths and areas needing improvements, summarize standards, and complete Final Report Form and Supplementary Sheets. Have team members sign Final Report Form.

3:00 PM - 4:00 PM

Meet with the administration of the institution, program coordinator, and instructors to discuss program strengths and areas needing improvement. Provide an opportunity for comments. Do not indicate the recommendations you will make to the ASE Education Foundation regarding accreditation. A signed copy of the Summary of Debriefing form must be left with the program, and a copy must also be provided to the ASE Education Foundation. You should also provide a copy of the Supplementary Sheet to the program.

GUIDELINES FOR EVALUATION TEAM LEADERS

Selection of On-Site Evaluation Team Members

1. Must meet requirements (see Policies section)
2. Must be approved by the school and the ETL
3. Must be available to participate in the evaluation

In-Service Training of On-Site Evaluation Team Members

1. Review Team Member Information and Team Member Guidelines.
2. Discuss essential attitudes and confidentiality.
3. Review Program Standards and Collision Repair & Refinish Minimum Requirements.
4. Review Task List and Tools and Equipment List and their application to the course of study.
5. Review On-Site Evaluation Form.
    a. Discuss procedures for making evaluations and recording them on the forms.
    b. Discuss the need for comments about program strengths and areas needing improvements. Comments are required for items rated above or below 4.
6. Discuss proposed schedule, divide into groups, and assign standards to groups.

Every effort should be made to maintain a positive professional relationship with the program staff and administrators. Since the ASE Education Foundation makes the final decision on program accreditation, it is essential that no team member (including the ETL) indicates whether or not a program qualifies for accreditation.

SPECIAL CONSIDERATIONS FOR RENEWAL OF ACCREDITATION

Evaluation

The renewal of accreditation process requires a one-day on-site program evaluation while students are in class. Team members only evaluate Standards 6-10 unless the ETL is given other instructions by the ASE Education Foundation. The ETL must submit a Final Report Form to the ASE Education Foundation.

Conducting an On-Site Program Evaluation when the Program Advisory Committee has rated a Standard Below 4

Renewal of accreditation requires that **four** members of the Advisory Committee complete the Program Evaluation form. If a rating on one or more standards is below a 4 on the 5-point scale, it will be necessary for the on-site evaluation team to rate those standards in addition to Standards 6-10. The ASE Education Foundation staff will advise the ETL if it will be necessary to rate additional standards. An additional team member or an additional day may be required for the on-site evaluation. The ASE Education Foundation staff will make that determination before the on-site evaluation is scheduled. The ETL must submit a Final Report Form to the ASE Education Foundation.

Renewal of Accreditation for Two or More Programs

It may be necessary to schedule an additional day or add team members if more than one program is due to renew their accreditation at the same time (example: general automotive, GM ASEP, etc.). The ASE Education Foundation staff will make that determination before the on-site evaluation is scheduled. The ETL must submit a Final Report Form to the ASE Education Foundation for each program.

TEAM MEMBER INFORMATION

INTRODUCTION

This guide was developed to assist evaluation team members prior to and during the on-site visit of a collision repair & refinish training program.

Team Member Instructions

As a team member, your primary responsibility is to determine how well a program meets the accreditation requirements outlined in the Program Standards and Collision Repair & Refinish Minimum Requirements.

During your review of a program, look at each item on the Collision Repair & Refinish Program Evaluation form relative to the stated goals of the program, the level of accreditation, and any available evidence (written, physical, etc.) that will assist you in reaching conclusions as to how well a standard is met.

Each item must be assigned a rating of 1 (not at all) to 5 (exceptional, above average) on the forms provided. Evaluators must use their experience and careful observations when assigning a rating. When more than one person is rating an item, the ratings will be averaged. On items given a rating of less than 4, it is essential that comments be made in order to justify your rating and to give suggestions for program improvement.

A low rating on a standard does not necessarily mean the program is deficient. The standards consist of elements that make up an ideal program. All programs will not have all elements. In your oral and written report, the seriousness of a discrepancy should be stated.

You may be assigned specific standards to review, but should communicate with other team members for their opinion on questionable items. Make written comments regarding items that need correction.

When the item asks for a percent, list, or other information, include them in your written report.

Finally, compare your responses with the program's evaluation responses. If a discrepancy exists, you must talk to the instructional staff to determine the reason.

The following is an example of a procedure you will use to rate each standard:

> The program may be seeking accreditation at the Maintenance and Light Repair (MLR) level. Item (8.2-A) states, "Rate the availability of the tools and equipment needed for instruction in the lab/shop area." To rate this item, you must look for evidence (the tools and equipment) and if you cannot see them, ask the faculty to show you. Be sure to check for all the tools and equipment listed in the Tools and Equipment section under Specialty Tools and Equipment - Maintenance and Light Repair in addition to Hand Tools and General Lab/Shop Equipment.

To determine how well a standard is met, you will use such methods as:

- Interviews with teachers, administrators, students, former students, counselors, employers, or advisory committee members
- Examination of documentation materials provided by the program
- Review of the task list and curricular materials
- Verification of the tools and equipment
- Observation of instructional practices
- Inspection of the facility

As you go through the standards, make comments on strengths and where improvements are needed. On the first day, the team will meet informally to compare notes, assess the status of their work, and plan for the next day. During an initial accreditation visit, on the second day the team will go back to the school and complete the program review. The team will meet with the ETL to summarize their observations and record their evaluations on each of the standards.

Upon completion of your meeting with the ETL, the team will give an oral report to the administration and instructional staff. This oral report (due to time constraints) should include only those items in the standards that are deficient and those areas that are exemplary. At that time, the administration and faculty will be encouraged to express their views on the items under discussion. The items discussed in the oral report must also be outlined in the Summary of Debriefing. Therefore, you must have evidence to support your observations and recommendations for the standard under discussion.

TEAM MEMBER GUIDELINES

Be aware of the HALO EFFECT that is, simply because a program appears to excel in one area (e.g., tools and equipment), that does not mean that it excels in all other areas. Another example is a personable instructor. "Nice guys" do not necessarily mean that the program or area provides high quality training.

Be aware of CONTRAST ERRORS (e.g., they operate in a different manner than I do, therefore, they are wrong), SIMILARITY ERRORS (e.g., they operate like I do, or their methods are familiar to me, therefore, the program is good), and FIRST IMPRESSIONS OF THE PROGRAM. These types of errors can lead to false conclusions about overall program quality.

Interviewing Instructors and Administrators

- Interview sessions are a major part of the evaluation process.
- Do not try to conduct a trial; rather, strive for a relaxed, informal atmosphere to clarify issues.
- Avoid thinking, "In my program…" or "At work…" You are evaluating another program against standards, not in comparison to your place of employment.
- Remain friendly and retain a positive attitude.
- Do not argue with an instructor, administrator, or staff member about the way something is done.
- Instructors may ask you how your program/shop operates. Answer them, but indicate other approaches may work just as well.

Classroom and Lab/Shop Visits

Team members should make classroom and lab/shop visits during evaluation, but there are points to remember.

- Instructors will be asked to conduct a class as usual during your visit; you should encourage this.
- Be as unobtrusive as possible.
- If you have questions or desire more information, spend a few minutes with the instructor when he/she is free.
- Save your comments for later meetings.

After the Visit

The goal of your visit is to determine if the program meets the standards. Another goal of your visit is overall program improvement. The staff and administration may or may not agree with your observations. However, your recommendations, if implemented, may improve the program.

After you leave the school, respect the confidentiality of your findings. Do not divulge your observations or program judgments following the visit.

The ASE Education Foundation staff appreciates your participation as a team member.

COLLISION REPAIR & REFINISH PROGRAM STANDARDS

STANDARD 1 – PURPOSE

THE COLLISION REPAIR AND REFINISH TECHNICIAN TRAINING PROGRAM SHOULD HAVE CLEARLY STATED PROGRAM GOALS, RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS SERVED.

Standard 1.1 – Employment Potential
The employment potential for collision repair and refinish technicians, trained to the level for the specialty or general areas outlined in the program goals, should exist in the geographic area served by the program.

Standard 1.2 – Program Description/Goals
The written description/goals of the program should be shared with potential students and may include admission requirements if applicable, employment potential, area(s) of specialty training offered, and the cost of all tuition and fees. Technical qualifications of the faculty and the overall goal(s) of the program should also be included.

STANDARD 2 – ADMINISTRATIVE PROGRAM SUPPORT

PROGRAM ADMINISTRATION SHOULD ENSURE THAT INSTRUCTIONAL ACTIVITIES SUPPORT AND PROMOTE THE GOALS OF THE PROGRAM.

Standard 2.1 – Administrative Support
Positive administrative support from institutional and local governing bodies should be demonstrated. Indicators of administrative support would include support for staff in-service and update training; provision of appropriate facilities; up-to-date tools, equipment, training support materials, and curriculum; and support of continuing program improvement.

Standard 2.2 – Written Policies
Written policies should be adopted by the administration and policy board for use in decision-making situations and to provide guidance in achieving the program goals. Policies regarding safety, liability, and lab/shop operation should be written and prominently displayed as well as provided to all students and instructors.

Standard 2.3 – Provision for Individual Differences
The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accommodated.

STANDARD 3 – LEARNING RESOURCES

SUPPORT MATERIAL CONSISTENT WITH BOTH PROGRAM GOALS AND PERFORMANCE OBJECTIVES SHOULD BE AVAILABLE TO STAFF AND STUDENTS.

Standard 3.1 – Service Information
Service information with current manufacturers' service procedures and specification data for vehicles manufactured within the last ten (10) years should be available. This information should be accessible to students in the lab/shop area.

Standard 3.2 – Multimedia
Appropriate up-to-date multimedia materials and technology should be readily available and utilized in the training process.

Standard 3.3 – Student Resources
Pertinent instructional texts, resources, and e-learning materials should be available for each student to satisfy the objectives of the mode of instruction used. Basic and specialty learning resources should have copyright dates that are not over six (6) years old.

STANDARD 4 – FUNDING

FUNDING SHOULD BE PROVIDED TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

Standard 4.1 – Funding
Adequate funding should be allocated and used for the operation of the program. The funding should be allocated by the institutional administration in conjunction with the program faculty with input from the advisory committee. Funding reports should be made available to program staff.

STANDARD 5 – STUDENT SERVICES

SYSTEMATIC COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES SHOULD BE USED.

Standard 5.1 – Pre-admission Program Advisement
Prior to program admission, a student should be counseled regarding automotive careers.

Standard 5.2 – Placement
A systematic student placement system should be used to assist students in obtaining employment in industry, related to their training.

Standard 5.3 – Annual Graduate Follow-up
A follow-up system should be used to determine graduates' employment location and for feedback regarding the efficiency, effectiveness, and appropriateness of training. The follow-up procedure should be designed to assure feedback regarding needed additions to or deletions from the training program, and tools and equipment. Follow-up of graduates employed outside of the collision repair and refinish industry should indicate reasons for non-collision repair and refinish service employment. When applicable, this information should be used to modify the training quality and/or content.

STANDARD 6 – ADVISORY COMMITTEE

AN OFFICIALLY SANCTIONED PROGRAM ADVISORY COMMITTEE MUST BE USED TO PROVIDE INPUT ON PROGRAM GOALS.

Standard 6.1 – Membership
An Advisory Committee of at least five (5) industry members (not counting school personnel or educators from other schools), must convene at least two (2) working meetings a year to provide information, counsel and recommendations on behalf of the community served by the training program. This Committee should be broadly based and include former students, employed technicians, and employers. All members of the Advisory Committee should not be from the same business.

Standard 6.2 – Review of Student Surveys
The Advisory Committee should provide input and review student surveys.

Standard 6.3 – Review of Program Funding
The Advisory Committee should provide input and review funding.

Standard 6.4 – Review of Graduate Follow-up and Employer Surveys
Information gathered from the annual follow-up of program graduates and employer surveys should be reviewed by the Advisory Committee to assess employment potential and provide input on program modifications.

Standard 6.5 – Review of Course of Study
The Advisory Committee should provide guidance and approve all tasks added to or removed from the mandatory task list required for the program accreditation areas being sought.

Standard 6.6 – Review of Tools, Equipment, and Facilities
The Committee should conduct annual inspections of tools and equipment to assure they are up-to-date and comparable to industry standards for quality and safety. The Advisory Committee should review information from safety inspections and conduct an annual evaluation of the facilities to assure compliance with local, state and federal safety and environmental rules and regulations. Additionally, the committee should review all safety practices for appropriateness in meeting program goals.

STANDARD 7 – INSTRUCTION

INSTRUCTION MUST BE SYSTEMATIC AND REFLECT PROGRAM GOALS. A TASK LIST AND SPECIFIC PERFORMANCE OBJECTIVES WITH CRITERION REFERENCED MEASURES MUST BE USED.

Standard 7.1 – Program
The training program should progress in logical steps, provide for alternate sequences, where applicable, and be made available to each student.

Standard 7.2 – Preparation Time
Adequate time should be provided for teacher preparation and program development.

Standard 7.3 – Teaching Load
The instructor/student ratio and class contact hours should allow time for interaction on a one-to-one basis. A safe working environment should be considered when determining teacher/student ratio.

Standard 7.4 – Course of Study
All tasks in the program task list have been given a priority rating. A specified minimum percentage of tasks rated P-1, P-2, and P-3 (Automobile and Truck programs) or HP-I and HP-G (Collision programs) must be included in the course of study, based on program's accreditation type and level. Instruction on the legal aspects and responsibilities of the service technician in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements must be included in the curriculum. Instruction and practice in filling out work order forms, ordering parts, and basic record keeping should be a part of the training program. Tools and equipment must be available to perform the tasks in each of the areas for which accreditation is requested.

Standard 7.5 – Performance Standards and Student Progress
All instruction should be performance based, with an acceptable performance standard stated for each task. These standards should be shared with students and potential employers. A record of each student's progress should be maintained. The record should indicate tasks required for program completion and students should demonstrate competency of a task.

Standard 7.6 – Safety Standards
Safety instruction must be given prior to lab/shop work and be an integral part of the training program. A safety test must be included in the training program. Students and instructors should comply with personal and environmental safety practices associated with clothing; eye protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

Standard 7.7 – Personal Standards
All training activities and instructional material should emphasize the importance of maintaining high personal standards.

Standard 7.8 – Work Habits/Ethics
The training program should be organized in such a manner that work habits and ethical practices required on the job are an integral part of the instruction.

Standard 7.9 – Related Instruction
Instruction in related mathematics, science, communications, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program.

Standard 7.10 – Testing
Both written and performance-based tests should be used to validate student competency. Students should be encouraged to take industry recognized certification tests, such as the ASE Entry-Level Certification tests, the ASE Professional Certification test, and EPA-approved Section 609 credentials.

Standard 7.11 – Evaluation of Instruction
Instructional procedures should be evaluated in a systematic manner. This evaluation should be through regular reviews by students and the administration.

Standard 7.12 – On-Vehicle Service and Repair Work
On-vehicle service and repair work should be scheduled to benefit the student and supplement ongoing instruction on items specified in the task list. A student should have had instruction and practice on a specific repair task before on-vehicle service and repair work requiring that task is assigned. Vehicles donated by the manufacturers or other sources, customer-owned vehicles, and other training vehicles may be used as the primary source of on-vehicle service and repair work. Training program student-owned vehicles, school buses, and other vehicles owned and operated by the governing body of the school must not be the primary source of on-vehicle service and repair work vehicles. All vehicles in the lab/shop should have a completed industry-type work order attached to or on the vehicle.

Standard 7.13 – Customer Vehicles
A systematic method of collecting, documenting, and disbursing customer vehicle work repair receipts should be used. Instructional staff should not be required to collect payment for customer vehicle work repairs. (This applies only to programs that accept customer vehicles for instruction.)

Standard 7.14 – Articulation
Agreements between programs with equivalent competencies should be used to eliminate unnecessary duplication of instruction and foster continued study.

STANDARD 8 – TOOLS & EQUIPMENT

TOOLS AND EQUIPMENT USED MUST BE OF THE TYPE AND QUALITY FOUND IN THE REPAIR INDUSTRY AND MUST ALSO BE THE TYPE NEEDED TO PROVIDE TRAINING TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

Standard 8.1 – Safety
Equipment and tools used in the training program must have all shields, guards, and other safety devices in place, operable, and used. Safety glasses must be worn by all students, instructors, and visitors in the lab/shop area while lab is in session.

Standard 8.2 – Quantity and Quality
The tools and equipment used in the training program should reflect the program goals and performance objectives. Sufficient tools and equipment should be available for the training offered. The tools and equipment should meet industry quality standards.

Standard 8.3 – Consumable Supplies
Sufficient consumable supplies should be readily available to assure continuous instruction.

Standard 8.4 – Preventive Maintenance
A preventive maintenance schedule should be used to minimize equipment down-time.

Standard 8.5 – Replacement
An annual review process should be used to maintain up-to-date tools and equipment at industry and safety standards. Student follow-up and Advisory Committee input should be used in this process.

Standard 8.6 – Tool Inventory and Distribution
An inventory system should be used to account for tools, equipment, parts, and supplies.

Standard 8.7 – Parts Purchasing
A systematic parts purchasing system should be in place.

Standard 8.8 – Hand Tools
Each student should have access to basic hand tools comparable to tools required for employment. Students should be encouraged to purchase a hand tool set during the period of instruction.

STANDARD 9 – FACILITIES

THE PHYSICAL FACILITIES MUST BE ADEQUATE TO PERMIT ACHIEVEMENT OF THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

Standard 9.1 – Training Stations
Training stations (bench and on-vehicle service and repair work) should be available in the type and number required for the performance of tasks outlined in the program goals and performance objectives.

Standard 9.2 – Safety
The facilities should meet all applicable safety standards and an emergency plan should be in place and posted in all classrooms and lab/shop areas.

Standard 9.3 – Facility Maintenance
A written maintenance program policy should be used to ensure facilities are suitable for instruction.

Standard 9.4 – Housekeeping
The classroom(s), lab/shop, and support area(s) should be kept clean and orderly.

Standard 9.5 – Office Space
An area separate from the lab/shop should be available and convenient for the instructor(s) to use as an office.

Standard 9.6 – Instructional Area
A classroom convenient to, but separate from, the lab/shop area should be available for instruction and other non-lab/shop activities.

Standard 9.7 – Storage
Storage areas for tools, parts, supplies, and automobiles should be sufficient to support the activities outlined in the program goals and performance objectives. Security should be provided to prevent pilferage and vandalism.

Standard 9.8 – Support Facilities
Clean-up areas should be provided for both male and female students and should be convenient to the instructional area.

Standard 9.9 – Ventilation
An exhaust fume removal system should be in place and operational. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning.

Standard 9.10 – First Aid
If allowed by school policy, a first aid kit should be in place and should be maintained and comply with local regulations and school policy.

STANDARD 10 – INSTRUCTIONAL STAFF

THE INSTRUCTIONAL STAFF MUST HAVE TECHNICAL COMPETENCY AND MEET ALL STATE AND LOCAL REQUIREMENTS FOR ACCREDITATION.

Standard 10.1 – Technical Competency
Instructors must hold current ASE certification to meet the requirements of the program's type and areas of accreditation.

Standard 10.2 – Instructional Competency
Instructors should meet all state, local, or institutional teaching requirements.

Standard 10.3 – Technical Updating
Faculty members should be provided technical materials required to maintain their competency. Instructors must complete a specified minimum amount of technical update training each year.

Standard 10.4 – Substitutes
A written policy regarding the use of "substitute" instructors should be provided to all instructors.

STANDARD 11 – WORK-BASED LEARNING

WRITTEN POLICIES AND PROCEDURES MUST BE USED FOR ALL PROGRAM-SANCTIONED WORK-BASED LEARNING AND APPRECTCESHIP ACTIVITIES.

(This standard applies only to programs that are using work-based learning or apprenticeship training to meet minimum program hour requirements for the program's type and level of accreditation. A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both work-based learning and e-learning activities.)

Standard 11.1 – Standards
The work-based learning component must be an integral part of the automotive program where students spend part of the scheduled time, either on a daily basis or in a block-time configuration, on-site in related classroom instruction and part of the scheduled time off-site in a related and structured work environment.

Standard 11.2 – Agreements
All legally binding agreements should be written and signed by the student, the student's parent (if the student is under 18 years of age), the employer and the program instructor or the institution's designated work-based learning coordinator.

Standard 11.3 – Supervision
A supervising collision repair and refinish instructor or supervising work-based learning coordinator should be assigned responsibility, authority, and time to coordinate and monitor work-based learning components.

STANDARD 12 – E-LEARNING

WRITTEN POLICIES AND PROCEDURES MUST BE FOLLOWED WHEN E-LEARNING CURRICULAR MATERIALS ARE USED OUTSIDE OF SCHEDULED CLASSROOM/LAB/SHOP TIME.

(This standard applies only to programs that are using work-based learning or apprenticeship training to meet minimum program hour requirements for the program's type and level of accreditation. A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both work-based learning and e-learning activities.)

Standard 12.1 – Access
Students must have access to the appropriate technology needed to access e-learning materials.

Standard 12.2 – Curriculum and Student Progress
All content/tasks taught by e-learning must be identified and a record of each student's progress must be maintained through the use of a Learning Management System (LMS).

Standard 12.3 – Advisory Committee Input
E-learning, for the purpose of meeting hour requirements, should be discussed and approved by the Advisory Committee.

POLICIES
ACCREDITATION PROCESS

Program Evaluation

The accreditation process begins with an extensive program evaluation performed by training program instructors, administrators, and advisory committee members. Members of this group compare the program to national standards and have the opportunity to make improvements before submitting the application and a summary of the evaluation to the ASE Education Foundation.

Application Review

The application for Initial Accreditation or Renewal of Accreditation is sent to the ASE Education Foundation, where it is reviewed to determine if the program qualifies for an on-site team evaluation.

Programs will have a maximum of 12 months to complete the accreditation process from the date their completed application for Initial or Renewal of Accreditation is received by the ASE Education Foundation. After 12 months, the program must submit a new application. This 12-month time frame may be shortened when applying under standards that are in the process of being phased out.

Renewal of Accreditation

Program accreditation is valid for five (5) years. Programs seeking accreditation renewal should submit a renewal application at least six months prior to their program's accreditation expiration date. If the program has not completed the renewal process prior to the program's accreditation expiration date, the accreditation will expire, and the program will be removed from the ASE accredited programs list. Programs whose accreditation has expired will have 60 days post expiration to submit a renewal application under current program requirements. Any program whose accreditation is expired beyond 60 days must follow the Initial Accreditation application process.

On-Site Evaluation

If the program qualifies, an Evaluation Team Leader (ETL), an educator (current or retired), of an accredited program, trained by the ASE Education Foundation and with current ASE master certification credentials, is assigned to the program and an on-site visit is conducted.

Recommendation for Accreditation

When the standards are met, ASE program accreditation is valid for five (5) years from the official accreditation date issued. If a currently accredited program successfully completes the accreditation renewal process before the expiration date of the current five year accreditation timeframe, accreditation renewal does not begin until the current expiration date.

If an accredited program fails to complete the accreditation renewal process before the expiration date of the current accreditation timeframe, the program accreditation ends until the renewal process has been successfully completed.

Programs having difficulty in meeting the hours or tools & equipment accreditation requirements should consider the following options:

A. Borrowing equipment needed for instruction from a manufacturer, dealership or independent repair shop.

B. Arranging for instruction on tasks requiring equipment not available in the school program at a dealership or independent repair shop.

Programs choosing option A or B are required to show documentation on where the tasks are taught, by whom, and how students are evaluated.

COLLISION REPAIR & REFINISH MINIMUM REQUIREMENTS

1. The minimum program requirements are identical for initial accreditation and for renewal of accreditation.

2. Programs must meet the following hour requirements based on the areas of accreditation sought.

Damage Analysis/Estimating/Customer Service
- **50 hours** combined classroom and lab-shop instructional activities
- **Required for all accredited programs except those accredited in Collision Repair and Refinish Fundamentals only**

Painting & Refinishing
- **300 hours** combined classroom and lab-shop instructional activities

Non-Structural Analysis & Damage Repair
- **300 hours** combined classroom and lab-shop instructional activities
- **75 additional hours** of **Welding, Cutting & Joining is also required**

Structural Analysis &Damage Repair
- **175 hours** combined classroom and lab-shop instructional activities
- **Accreditation in Non-Structural Analysis & Damage Repair is also required**

Mechanical and Electrical Components
- **200 hours** combined classroom and lab-shop instructional activities

Collision Repair and Refinish Fundamentals
- **300 hours** combined classroom and lab-shop instructional activities
- Damage Analysis/Estimating/Customer Service is **not** required for programs accrediting in this area
- Welding, Cutting, & Joining is also not required for programs accrediting in this area, although programs may always include additional instructional content that exceeds the minimum requirements for accreditation

To achieve MASTER level of accreditation, programs are required to accredit in all areas except Collision Repair and Refinish Fundamentals.

3. **The average rating on each of Standards 6, 7, 8, 9 and 10 must be a four (4) on a five-point scale.** The program will not be approved for an on-site evaluation if the average is less than four (4) on any of those standards. The program should make improvements before submitting the application to the ASE Education Foundation for review. **A program will be denied accreditation if the on-site evaluation team average rating on Standards 6, 7, 8, 9 or 10 is less than four.**

4. A "YES" response must be achieved on all six (6) criteria in Standard 12 if the program is using it to meet the instructional hour requirements for the purpose of accreditation. The program will not be approved for an on-site evaluation if it cannot support a "YES" response to each criterion on the program evaluation form. **A program will be denied accreditation if the on-site evaluation team does not give a "YES" response to all six (6) criteria in Standard 12. This applies only to programs using the provisions in Standard 12 for the purpose of meeting instructional hour requirements.**

5. A program may not be approved for an on-site evaluation if the average rating on Standards 1- 5 and 11 is less than a four on a five-point scale. **A program may be denied accreditation if the on-site evaluation team average rating on Standards 1 - 5 and 11 is less than four.** Approval for on-site evaluation or accreditation will be made by the ASE Education Foundation, based on the number of standards rated at 4 or 5 as well as the individual rating on any standard rated less than four.

6. All instructors must hold current ASE certifications in the collision repair and refinish area(s) in which they teach. Instructors in programs accredited in Collision Repair and Refinish Fundamentals must hold a current ASE Non-Structural Analysis and Damage Repair (B3) certification.

7. All instructors must complete twenty (20) hours of recognized collision repair and refinish industry technical update training each year, relevant to their program. Instructors may substitute ten (10) hours of documented hands-on work as a technician in a retail or fleet collision repair business outside the school (e.g., part-time work or summer externship) for one (1) hour of update technical training, up to a maximum of ten (10) hours of update technical training each year, toward the annual update training requirement. The work must be related to the areas they teach and take place in the same year for which substitute credit is sought. The ASE Education Foundation reserves the right to verify all hands-on work information reported and determine whether it meets all requirements.

8. The program Advisory Committee, consisting of at least five (5) industry members (not counting school personnel), must conduct at least two working meetings a year. Minutes of the meetings must be provided to the on-site evaluation team for review and must reflect relevant areas of the standards as having been considered by the Advisory Committee.

9. The Program Standards recognize that program content requirements vary by program type and by regional employment needs. Therefore, flexibility has been built into the task list by assigning each task a priority type. Items on the Task List are broken down into two categories:

    - **High Priority - Individual (HP-I)** - is a task that requires students to demonstrate hands-on competency to the instructor on an individual (one-to-one) basis. Competency in HP-I tasks will indicate to employers that the graduate is skilled in that area. **ASE program accreditation requires 90% of the HP-I tasks to be included in the curriculum.**

- **High Priority - Group (HP-G) -** is a task that can be taught through the use of video, demonstration, team training, etc. Students should be tested on the information presented, but is not required to demonstrate hands-on competency on an individual (one-to-one) basis. Competency in HP-G tasks will indicate to employers that the graduate has been tested on the information but may not have "hands-on" competency skills. **ASE program accreditation requires 85% of the HP-G tasks to be included in the curriculum.**

10. A program that does not meet the minimum hour requirements may be eligible for accreditation if both of the following conditions are met for the areas of accreditation being sought:

    a. Show evidence that all graduates from the previous academic year have taken the professional level ASE certification examination, and
    b. Show documentation that 75% of those graduates passed the professional level ASE certification tests. **NOTE:** The ASE Entry-Level test cannot be used to meet this requirement.

11. The concern for safety is paramount to the learning environment. Each program has the following safety requirement preceding all related tasks:

    Comply with personal and environmental safety practices associated with clothing and the use of gloves; respiratory protection; eye protection; ear protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

12. In 1998 the Occupational Safety and Health Administration (OSHA) issued a new rule on respiratory protection. The Occupational Safety and Health Standards, Title 29 Labor, Subpart I – Personal Protective Equipment requires employers to establish and maintain a respiratory protection program. See https://www.osha.org/respiratory-protection for more information.

    Since the health and safety of students is a primary concern, all collision programs that seek ASE program accreditation must have their Program Administrator and Program Instructor sign the Application for Accreditation or Renewal of Accreditation, where indicated, that the school is aware of this rule (including respirator fit testing and filter changing) and to the extent required by law, is in compliance with the rule with respect to the students enrolled in the Collision Repair and Refinish Program.

13. The ASE Education Foundation strongly encourages programs to review and comply with the Environmental Protection Agency (EPA) Design for the Environment (DfE)/Safer Choice publications.

    1. Respiratory Protection Program for Auto Refinish: https://www.epa.gov/saferchoice/respitory-protection-program-auto-refinish-shops
    2. Self-Evaluation Checklist of Best Practices for Auto Refinish Shops and Schools: https://www.epa.gov/saferchoice/self-evaluation-checklist-best-practices-auto-refinish-shops-and-schools
    3. Supplied-Air Respirators in Auto Shops: Get the Best Protection: https://www.epa.gov/saferchoice/supplied-air-respirators-auto-refinishing-shops-get-best-protection
    4. Factors Motivating Change at Auto Refinish Shops: https://www.epa.gove/saferchoice/factors-motivating-change-auto-refinish-shops
    5. Paint Stripping and Miscellaneous Surface Coating Operations http://www.epa.gov/stationary-sources-air-pollution/paint-stripping-and-miscellaneous-sruface-coating-opertation

QUALIFICATIONS OF EVALUATION TEAM LEADERS (ETLs)

Evaluation Team Leaders (ETLs) are educators who have been trained by the ASE Education Foundation to lead the on-site evaluation. The ASE Education Foundation will assign an ETL once a program has been approved for an on-site evaluation. Every effort will be made to assign an ETL located close to the school to reduce the cost for the evaluation. Two additional team members, selected by the program and approved by the ETL, are required for a collision repair and refinish program on-site evaluation. (See the following page for additional information about team members and on-site teams.)

Persons selected as ETLs must:

1. have a minimum of six years of combined experience as a collision repair and refinish technician and a current or retired collision repair instructor (at least three years experience as a collision repair and refinish technician is required);
2. have a B.A. or B.S. in Education from a college or university recognized for teacher training by the state; and
3. be a current ASE certified master collision repair and refinish technician (B2-B5).

Or, if a state does not require collision repair and refinish instructors to have a B.A. or B.S. degree, the following qualifications will apply:

1. six years' experience as a collision repair and refinish technician,
2. four years collision repair and refinish teaching experience at the secondary or post-secondary level, and
3. current ASE certified master collision repair and refinish technician (B2-B5).

ETL candidates who are active instructors must be directly associated with an accredited program. ETL candidates who are inactive instructors must have formerly been directly associated with an accredited program.

ETL training is valid for three years. However, an automatic three-year renewal is granted every time an ETL conducts an on-site evaluation. ETLs are required to attend additional training sessions or serve as a team member if they have not conducted an on-site evaluation within three years. This additional training is required even though the individual holds current ASE certification.

Anyone interested in becoming an Evaluation Team Leader should contact the ASE Education Foundation at (703) 669-6650, email - info@ASEeducationfoundation.org, or their state Trade & Industrial Supervisor for more details.

QUALIFICATIONS OF ON-SITE EVALUATION TEAM MEMBERS

The program requesting accreditation is responsible for recruiting and recommending on-site evaluation team members. The ETL must approve individuals recommended by the program. The on-site evaluation team members must be practicing collision repair and/or refinish technicians, collision center managers, or shop owners from businesses in the area served by the training program.

Team members must have:

1. a high school diploma or the equivalent (industry or military training may be considered as the equivalent), and
2. at least five years full-time experience as a general collision repair and refinish technician.

ASE collision repair and refinish certification is recommended but not required.

1. The initial and renewal accreditation evaluation team is composed of three individuals: the ETL and two team members. It is recommended that the team member be from both dealer and independent repair facilities, preferably holding I-CAR Gold Class status.

2. Each program requesting accreditation must also identify their choice for an alternate evaluation team member should one of the other team members be unable to participate on the date(s) of the evaluation. The alternate team member may be from a dealership, an independent repair facility, or a current advisory committee member who did not participate in the self-evaluation completed by the advisory committee as part of the application process. No more than <u>one</u> current advisory committee member can serve as a team member during the on-site evaluation.

Team members must not be former instructors of the program being evaluated or graduates of that program within the past two years or relatives of the administrator or instructor.

Each program must identify their selections on the On-Site Evaluation Team Member List which is part of the application for Initial or Renewal of Accreditation.

TASK LIST INFORMATION

An essential element of any curriculum or training program is a valid task list. Collision Repair and Refinish technician instructors need a well-developed task list that serves as a solid base for course of study outlines and facilitates communication and articulation of their training programs with other institutions in the region.

It is a policy that the task list developed by the National Institute for Automotive Service Excellence (ASE) serves as the basis for the ASE Education Foundation task list. Panels of technical service experts from the automotive service industry and career technical education are called upon to develop and validate the task lists.

The ASE Entry-Level Certification tests are based on the ASE Education Foundation task lists. These tests can provide the student with their first industry-recognized certification through ASE.

Additional information on the development of the task list can be found in the Task List section.

Tasks may be taught at different times in the program or in more than one area. However, the hours for the tasks may be counted only once. Additional information on the development of the task list can be found in the Task List section.

All tasks have a Priority designation. The Program Standards recognize that program content requirements vary by program type and regional employment needs. Therefore, flexibility has been built into the task lists by assigning each task a priority type. The priority type simply indicates the minimum percentage of tasks that a program must include in the curriculum to be accredited. Items on the Task List are broken down into two categories:

- **Ninety percent (90%) High Priority – Individual (HP-I) tasks must be taught**
- **Eighty-Five percent (85%) High Priority – Group (HP-G) tasks must be taught**

TOOLS AND EQUIPMENT INFORMATION

The basic tools and equipment that must be available for use in the collision repair and refinish program are listed in the Tools and Equipment section. Many tools and much of the equipment are the same for some or all program areas. However, some equipment is specialized and must be available for use in the selected program areas. The specialized tools/equipment lists for each area are included in the Tools and Equipment section.

The student hand tool list covers all program areas. This list indicates the tools a student will need to own to be successful.

Although no brand names are listed, the equipment and tools must address the following programmatic issues:

1. Safety - Equipment and tools must have all shields, guards, and other safety devices in place, operable, and used.
2. Type and Quality - The tools and equipment used in an accredited program must be of the type and quality found in industry. They must also be adequate and in sufficient quantity to meet the program goals and student performance objectives.
3. Consumable Supplies - Supplies should be in sufficient quantity to assure continuous instruction. Consumable supplies, such as solvents, sandpaper, etc. are not listed.
4. Maintenance - A preventive maintenance schedule should be used to minimize equipment down time.
5. Replacement - A systematic schedule for replacement should be used to maintain up-to-date tools and equipment at industry and safety standards. Information gained from student program evaluations as well as advisory committee input should be used in the replacement process.
6. Inventory - An inventory system should be used to account for tools, equipment, parts, and supplies.
7. Parts Purchasing - A systematic parts-purchasing system should be used from work order to supplier.
8. Hand Tools - Each student should be encouraged to purchase a hand tool set during the period of instruction.
9. Storage - Adequate storage of tools should be provided. Space for storage of the students' hand tools should be provided.

GO/NO GO STANDARDS

The Program Standards for Initial Accreditation and Renewal of Accreditation are identical. Items listed below are considered **Go/No Go** items, and are critical for accreditation and are in **bold** print in the Collision Repair & Refinish Program Evaluation materials.

6.1A	**Does the Advisory Committee, consisting of at least 5 members in attendance (not counting school personnel or educators from other programs) convene a minimum of two working meetings per year?**
6.6B	**Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure adequacy in meeting program goals?**
7.4A	**Does the collision repair & refinish program provide theory and "hands-on" training for 90% of the HP-I and 85% of the HP-G tasks, as evidenced by cross-referencing the course of study, lesson plans, job sheets, and student progress charts?**
8.1A	**Are all shields, guards, and other safety devices in place, operable, and used?**
8.1B	**Do all students, instructors, and visitors comply with safety practices and wear safety glasses in the lab/shop area while lab is in session?**
8.2A	**Are the tools and equipment available for the tasks taught for the program areas being accredited?**
10.1	**Do instructors hold current ASE certification appropriate for the program areas being accredited?**
10.3B	**Do instructors attend a minimum of 20 hours per year of recognized industry update training (or equivalent) relevant to the areas their program is accredited?**

For programs using e-learning for the purpose of meeting accreditation instructional hour requirements, support for a 'YES' response must be provided for each criterion below:

12.1A	**Is there documentation that students have access to appropriate technology for e-learning purposes?**
12.2A	**Are the content/tasks that are to be delivered via e-learning clearly highlighted in the course of study?**
12.2B	**Is there documentation that e-learning is incorporated into the content/tasks in the program plan?**
12.2C	**Do the instructional hours to be credited toward meeting up to 25 percent of the program hour requirements correlate with the vendor's average completion time for each instructional module?**
12.2D	**Is there documentation of the implementation and use of e-learning instructional materials as evidenced in a Learning Management System (LMS)?**
12.3A	**Are Advisory Committee meeting minutes available to confirm that the committee has discussed and approved e-learning?**

Programs must be able to support a yes response for all eight items (fourteen items if using Standard 12 – E-learning). Programs must also meet the hour requirements listed in item 2 of the Collision Repair and Refinish Minimum Requirements appropriate for the areas of accreditation sought. **If these responses are not achieved, do not apply for accreditation until it does.**

In addition, an on-site evaluation will not be scheduled unless the average score on each of Standards 6, 7, 8, 9, and 10 is at least a 4 on the Program Evaluation. Please refer to the Collision Repair and Refinish Program Requirements for more information.

Instructors must be ASE certified in accordance with the requirements for the program areas being accredited. Please refer to item 6 of the Collision Repair and Refinish Minimum Requirements.

RECOGNITION FOR ACCREDITATION

A program approved for accreditation or renewal of accreditation will receive a certificate that includes the school's name and the expiration date of accreditation. A statement will read:

"THE INSTRUCTION, COURSE OF STUDY, FACILITIES AND EQUIPMENT OF THIS INSTITUTION HAVE BEEN EVALUATED BY THE ASE EDUCATION FOUNDATION AND MEET STANDARDS OF QUALITY FOR THE TRAINING OF COLLISION REPAIR AND REFINISH TECHNICIANS IN THE FOLLOWING AREAS:

_____

Institutions receiving ASE program accreditation are encouraged to put the following statement on the graduate's diploma or certificate:

> "The person holding this diploma has participated in a collision repair & refinish technician training program that was accredited by the National Institute for Automotive Service Excellence and has completed instruction in the following areas:

_____

A screened ASE Education Foundation logo may be overprinted with the above statement and placed on the graduate's diploma. A logo is provided in the promotional material a program receives upon accreditation.

Programs granted initial accreditation will also receive a 24"x30" sign indicating that the training program is ASE accredited.

INTEGRATED ACADEMIC SKILLS RECOGNITION

The ASE Education Foundation Board of Trustees and the ASE Board of Directors has initiated a process to recognize accredited programs that are integrating academics and technical skills into the curricula. This effort should be a collaborative effort between the collision repair and refinish instructors and the academic instructors in language arts, mathematics, and science.

The ASE Education Foundation will issue a certificate of recognition to those programs that provide documentation including, but not limited to, student assignments or activities, classroom/lab instructional materials, student performance records, and interviews with academic instructors.

Programs that wish to receive recognition must complete the Integrated Academics Recognition form and return it with the application for accreditation. Documentation on integrated academic activities must be available for the ETL at the time of the on-site evaluation.

Programs may receive recognition in Language Arts, Mathematics, Science, or any combination of the three areas.

The Integrated Academic Skills – Being Relevant Matters book is available on the ASE Education Foundation website at www.ASEeducationfoundation.org

APPEALS AND ACTION FOR REVOCATION

APPEALS: PROGRAMS APPLYING FOR ACCREDITATION

A complaint received from any school concerning the procedures, evaluation or accreditation of the collision repair and refinish technician training program must be made in writing to the ASE Education Foundation in Leesburg, VA. It will be immediately referred to a Grievance Examiner who will acknowledge receipt of the complaint in writing to the complainants. Thereafter, a Grievance Examiner will investigate the complaint and prepare a report. A copy of the report will be given to the complainants and to an Appeals Committee within thirty (30) days of the receipt of the complaint.

The Appeals Committee will review the findings and recommendations of the Grievance Examiner, together with the complaint and any data supplied in connection therewith. The Appeals Committee will be empowered to dismiss the matter or to initiate such action as it may deem appropriate.

If the complainants desire to review the Appeals Committee's evaluation, they may do so at the office of the Grievance Examiner in Leesburg, VA. However, they will not be permitted to make copies of the results.

ACTION FOR REVOCATION: ASE ACCREDITED PROGRAMS

The Appeals Committee will also advise the ASE Education Foundation President of its judgments and recommendations for action in any cases of malpractice or misrepresentation involving the misuse of ASE program accreditation for a technician training program. Upon receipt of a complaint alleging misuse or misrepresentation by an accredited program, a Grievance Examiner will be notified. The Grievance Examiner will notify the parties against whom the complaint has been filed, in writing, indicating the alleged wrongdoing. The parties will be further advised that they may submit a written explanation concerning the circumstances of the complaint within thirty (30) days. After the Grievance Examiner has considered the complaint and received the explanation, if any, the Grievance Examiner will determine whether there is a reasonable basis for a possible wrongdoing. If the Grievance Examiner finds such a basis, the Grievance Examiner will inform the parties of the findings. At that time, the Grievance Examiner will inform the parties of their right to a hearing before an Appeals Committee. The parties will have fifteen (15) days to notify the Grievance Examiner, in writing, of their decision.

In the event the involved parties elect to be bound by the findings of the Grievance Examiner without a hearing, the Grievance Examiner will submit a written report with recommendations to the Chair of the Appeals Committee. This report will be submitted within sixty (60) days of the receipt of the waiver of a hearing. The Chair of the Appeals Committee will mail a copy of the Grievance Examiner's findings and recommendations to the parties. In the event that the involved parties elect to appear at a hearing, the Chair of the Appeals Committee will call a Board of Inquiry. This Board will consist of four ASE Education Foundation and/or ASE Board members. The Board of Inquiry will be convened in Leesburg, VA at a date and time determined by the Chair. The Board will notify the involved parties, in writing, regarding the time and place of the hearing.

The Grievance Examiner will be responsible for investigating and presenting all matters pertinent to the alleged wrongdoing to the Board of Inquiry. The involved parties will be entitled to be at the

hearings with or without counsel. The parties will be given an opportunity to present such evidence or testimony as they deem appropriate.

The Board of Inquiry will notify the Chair of the Appeals Committee of its findings and recommendations in writing within ten (10) days after the hearing is completed.

The Appeals Committee will review the findings and recommendations of either the Grievance Examiner if a hearing was waived, or the Board of Inquiry if a hearing was held. The Appeals Committee will determine if the record on the complaint supports a finding of conduct contrary to or in violation of reasonable practices. If two-thirds of the Appeals Committee so find, the Committee will recommend to the ASE Education Foundation President the appropriate sanctions or courses of action against the parties charged.

DEFINITIONS – EDUCATIONAL TERMS

1. **AREA(S):** Relates to one or more of the following: (1) Damage Analysis, Estimating, and Customer Service, (2) Structural Analysis and Damage Repair, (3) Non-Structural Analysis and Damage Repair (Body Components), (4) Mechanical and Electrical Components, (5) Painting and Refinishing, and (6) Collision Repair and Refinish Fundamentals.

2. **ARTICULATION:** A formal written agreement, usually between a secondary and post-secondary institution that are geographically within a reasonable daily commuting distance of each other. The agreement will clearly denote that students completing specific secondary courses in accordance with predetermined performance criteria will have partially completed commensurate requirements for a completion certificate or diploma awarded by the postsecondary institution. Commensurate requirements could be in the form of credit equivalents, advanced placement, task completion, etc. at the post-secondary institution.

3. **CURRICULUM:** All the objectives of the lesson plan with respect to the content and learning activities, arranged in a sequence for a particular instructional area. An orderly arrangement of integrated subjects, activities, time allocations, and experiences which students pursue for the attainment of a specific educational goal.

4. **COMPETENCY: (Hands-On)** - Performance of task to the level or degree specified in the performance standard and curriculum for the task.

5. **COMPETENCY: (Written)** - Understanding of task to the level or degree specified in the performance standard and curriculum for the task.

6. **CRITERION REFERENCED MEASURE(S):** An exercise based on a performance objective for a task, and designed to measure attainment of that objective. (Also called performance test(s) or criterion-referenced test.)

7. **E-LEARNING:** An electronically based, instructor managed, and student driven learning process— may be outside or in place of the regularly scheduled classroom and support of lab/shop required time frame—*and includes integrated and scored auditable assessment and reporting* in compliance with the ASE Education Foundation's e-learning general framework criteria.

8. **GOAL:** A statement of the intended outcome of participation in the training program.

9. **LIVE WORK:** The processing, assignment, and student performance of the appropriate tasks on vehicles donated by manufacturers or other sources, customer-owned, and other training vehicles.

10. **LEARNING MANAGEMENT SYSTEM (LMS):** An electronically based, instructor managed, and student driven process that enhances and/or supplements learning—outside the regularly scheduled classroom and lab/shop time frame—*and includes integrated and scored auditable assessment and reporting* in compliance with the ASE Education Foundation's e-learning general framework criteria.

11. **MASTERY:** (See Competency - Hands On and Competency - Written).

12. **OBJECTIVE, PERFORMANCE:** A written statement describing an intended outcome (competent task performance) in terms of student performance. (also called "behavioral" objective or instructional objective).

13. **ON-VEHICLE SERVICE AND REPAIR WORK:** The processing, assignment, and student performance of the appropriate tasks on vehicles donated by manufacturers or other sources, customer-owned, and other training vehicles.

14. **PERSONAL CHARACTERISTIC:** Attributes that are not readily measurable and are generally in the affective or cognitive domains.

15. **PRIORITY RATINGS:** Indicates the minimum percentage of tasks that a program must include in its curriculum to be accredited.

16. **STANDARD:** "...Something established for use as a rule or basis of comparison in measuring or judging capacity, quantity, content, extent, value, quality, etc." Webster's New World Dictionary (1991)

17. **STANDARD – (PERFORMANCE):** A written specification of the results of acceptable task performance.

18. **STANDARD – (PERSONAL):** An attribute or characteristic of an individual that facilitates entry into or advancement within an occupation.

19. **STANDARD – (PROGRAM):** A specific quality or desired characteristic of a training program designed to prepare individuals for employment or advancement.

20. **TASK:** A psychomotor or cognitive entry-level learning activity consisting of one or more measurable steps accomplished through an instructor presentation, demonstration, visualization or a student application.

21. **TRAINING STATION:** An area with appropriate tools and equipment, large enough to allow the development of both safety and competency in task performance.

22. **<u>WORK-BASED LEARNING:</u>** For ASE program accreditation purposes, work-based learning is a formalized and structured credit bearing instructional dimension of the automotive training program that is an integral part of the institution's master schedule, is available to all students at the appropriate grade level, and meets the following criteria:

    a) A written customized training plan and performance standards that each student is expected to meet, to be signed off by the student, the student's parent or legal guardian, the authorized work-based learning site representative, and the work-based learning coordinator.

    b) A written agreement between the sponsoring educational institution and the work-based learning site that it's in compliance with state/federal rules and regulations governing work-based learning programs.

    c) A written plan of oversight and supervision designating who has the authority to coordinate, monitor and evaluate the work-based learning program, including individual student performance.

****

<u>Must</u> or <u>shall</u> is an imperative need, duty or requirement; an essential or indispensable item; mandatory.

<u>Should</u> is used to express a recommendation, not mandatory, but attainment would increase program quality.

<u>May</u> or <u>could</u> expresses freedom to follow a suggested alternative.

POLICIES ON ARTICULATION AGREEMENTS

There is no provision for articulated accreditation for collision repair and refinish programs under the Collision Repair & Refinish program standards. Regardless, ASE Education Foundation Trustee action, as well as language in the Carl D. Perkins Vocational Education Act, encourages articulation between programs at the secondary and post-secondary levels.

Articulation agreements may be entered into between any consenting institutions and are generally defined by a formal written agreement. This agreement usually defines the terms of the articulation, including, but not limited to, the terms under which a student completing specific coursework at one institution may receive credit* from the other institution. Articulation agreements encourage, but cannot require, graduates of secondary programs to go on to post-secondary education.

* Credit is defined as a form of recognition for work that has been completed at the secondary level. It includes, but is not limited to, granting academic credit, advanced placement, task completion, etc.

PROCEDURES FOR ACCREDITATION/RENEWAL OF ACCREDITATION

PROCESS OVERVIEW

NOTE: The ASE Education Foundation recommends that programs maintain a file containing copies of all reference and documentation materials developed during all phases of the accreditation process.

1. Application Materials

The program requesting accreditation can download the program evaluation form and application from the ASE Education Foundation website at www.ASEeducationfoundation.org. **Initial accreditation requires the program have at least one graduated class before application submission.**

Programs may begin submitting applications using the 2023 standards July 1, 2023. Applications using the 2021 standards will no longer be accepted after December 31, 2023.

To begin the accreditation process, the following must be completed prior to application submission:

- An extensive program evaluation must be conducted by school personnel and a minimum of (4) Advisory Committee members using the Program Self Evaluation form.
- Standards 1 - 10 and 11/12 if applicable must be rated.
- Initial Accreditation - An average rating of 4 for Standards 1 - 10 and 11/12 if applicable is required prior to submitting the application to the ASE Education Foundation for review.

Application for Accreditation or Renewal of Accreditation includes:

- Program Evaluation Summary Sheet
- On-site Evaluation Team Member List
- Instructor Qualifications Forms and Instructor Training Forms
- Advisory Committee List
- Integrated Academics Recognition Forms (optional)
- Payment Worksheet—Purchase Order, Check, or Credit Card Authorization for Base Application Fee and additional fees as applicable (applications will be returned if received without payment)

RENEWAL OF ACCREDITATION – Please note:

- Programs seeking accreditation renewal must submit renewal application prior to program accreditation expiration date.
- If the program has not renewed prior to the program accreditation expiration date, the program will expire, and be removed from the ASE Education Foundation accredited programs list.
- Programs that have expired will have **60** days post expiration to submit a renewal application (under current program requirements). **Any program expired beyond 60 days must follow the initial accreditation process.**

2. Review of Application

The ASE Education Foundation will review the materials within 30 days. Following the review, the Program Administrator and the state Trade & Industrial Supervisor will be notified about the status of the program. The program will be identified as one of the following:

a. Qualified for on-site evaluation for the areas listed on the application.
b. Not qualified for an on-site evaluation at that time. The ASE Education Foundation will indicate specific improvements that must be made before the on-site evaluation can be approved.

3. Evaluation Team Leader (ETL) Assigned, Program Coordinator Makes Contacts

- The ASE Education Foundation will assign an Evaluation Team Leader (ETL) to the program.

- The program administrator and primary contact will be notified of the ETL assignment; and provided with the necessary ETL contact information.

- Included with the notification of ETL assignment will be an On-site Evaluation Agreement. The On-site Evaluation Agreement outlines the required documentation to be provided to the ETL. This agreement must be completed and returned to the ETL and a copy provided to the ASE Education Foundation after the on-site date has been established.

- The ETL will contact the Program Coordinator to arrange a date for the on-site evaluation. It is acceptable for the Program Coordinator to initiate contact with the ETL.

- With a legitimate reason, the Program Coordinator may contact the ASE Education Foundation to request a different ETL. A request for a different ETL must be in writing and specific as to the reason for the request. (The ETL assigned must NOT be a present or former teacher or administrator, or a member of the Advisory Committee of the program to be evaluated.)

4. Send On-Site Evaluation Agreement, Copy of the Application, Course of Study, List of On-Site Evaluation Team Members, and Program Graduate Employer Contact Form

A copy of the items listed below must be received by the ETL at least **two weeks prior** to the on-site evaluation or the on-site must be rescheduled.

Items required prior to on-site evaluation:

- On-site Evaluation Agreement – signed by the program administrator
- Copy of the Initial or Renewal of Accreditation Application
- Course of Study – which includes:
    - Syllabus for each class
    - Tasks to be taught specified according to Priority designations HP-I, HP-G
    - Number of contact hours
    - Sequence of instruction to be included in the program
    - List of training materials used in training
    - Sample evaluation form used to track student progress
- Advisory Committee minutes
    - One year's worth for initial accreditation
    - Five years' worth for renewal of Accreditation
- Program Graduate Employer Contact form

For programs using e-learning (Standard 12) to meet the hour requirements the following must be included in addition to the above list:

- Tasks and information to be taught using e-learning materials outside of classroom/lab/shop time
- Number of hours allocated to using e-learning instructional materials outside of classroom/lab/shop time correlated with vendor/developer's average completion time for each module
- Sample of the Learning Management System (LMS) used to track student progress

The On-site Evaluation Team Member List must be included for the ETL to review and approve. Once a date has been set and the on-site evaluation team members have been approved by the ETL, the program coordinator must contact the on-site evaluation team members to make arrangements for the evaluation day(s).

Program Graduate Employer Contact form with the names of 6 previous graduates must be provided. The program instructor or administrator should contact the employers prior to the on-site visit informing the employer a representative from ASE Education Foundation will be in contact with them regarding the graduate.

5. On-Site Evaluation

Initial accreditation requires 2 consecutive days while students are in class for the on-site evaluation review of all the standards. However, if more than one program is applying for accreditation (general automotive and GM ASEP, for example), additional team members and additional days

may be required to complete the on-site evaluation. The ASE Education Foundation will determine the need for additional team members and days.

Renewal of Accreditation requires a 1-day on-site evaluation while students are in class. The on-site evaluation team reviews Standards 6-10 (and Standard 12 if applicable) as well as all go/no-go (critical) items. However, if the Advisory Committee average on Standards 1-5 or Standard 11 is less than 4, the on-site evaluation team must also review these standards. The ASE Education Foundation will determine whether an additional day or additional team members will be required to complete the evaluation.

6. ETL Reports Results

The ETL will submit all on-site evaluation materials and a final report to the ASE Education Foundation with a recommendation for or against program accreditation.

7. Program Accreditation

The ASE Education Foundation will review the final report and all additional evaluation materials to determine whether the program meets the requirements for accreditation and will make their recommendation to the Board of Directors. The President will approve accreditation as sanctioned by the Board of Directors.

Programs that do not earn accreditation will be given a written report specifying improvements that must be made to qualify for accreditation.

The Program Administrator will be notified of all decisions regarding the approval status of all programs applying for accreditation. Any appeals must follow the stated appeals process.

8. Display and Reporting of Accreditation

A wall plaque identifying the accredited areas will be forwarded from the ASE Education Foundation to the program administrator. Schools **must** accurately report the areas of accreditation.

9. Accredited Technician Training Program List

The ASE Education Foundation maintains a current listing of all ASE accredited programs. The list is made available on the website at www.ASEeducationfoundation. Programs that do not complete the renewal process by their expiration date will be removed from the website list.

10. Annual Report

Each year all accredited programs are required to update all contact information.

11. Compliance Review

A program is accredited for five years. A compliance report is completed by the program Advisory Committee after 2½ years. The compliance report is used to verify that a program is maintaining the program standards. The ASE Education Foundation will notify the program administrator at the 2-year anniversary of accreditation that a compliance review is due. The report is due 6 months after the notification date. If the report is not received within 60 days past the due date, the program's status will be set to "Due to Reaccredit" and the program will be removed from the roster of accredited programs. The program may be required to have an on-site visit conducted by an ETL and ASE Education Foundation Trustees, staff, consultants, or other designated representatives to verify program compliance prior to the program status being restored to "Accredited."

Additionally, the ASE Education Foundation may randomly select programs at the 2½-year period for an on-site compliance review by an ETL and ASE Education Foundation Trustees, staff, consultants, or other designated representatives. Selected programs will be notified, in advance, of the on-site review. Programs should be prepared to provide documentation on how they are maintaining the standards. All costs for this on-site review will be paid by the ASE Education Foundation.

Compliance review forms are available on the website at www.ASEeducationfoundation.org.

12. Renewal of Accreditation

The ASE Education Foundation will contact the program twelve (12) months prior to the accreditation expiration date. Programs can download the accreditation materials at www.ASEeducationfoundation.org and follow the process outlined above.

ON-SITE EVALUATION COST SHEET

	INITIAL ACCREDITATION FEE	RENEWAL OF ACCREDITATION FEE
Base Accreditation Processing Fee	$2,530.00	$1,895.00
Manufacturer Specific Accreditation Processing Fee (if applicable this fee is in addition to the Base Accreditation Fee)	$1,085.00	$930.00

NOTE: ***These prices apply to applications submitted as of 7/1/2023.***
See https://bit.ly/ASE2023pricing for more details. Payment for the ETL honorarium and the ETL expenses are now included in the base accreditation and manufacturer fees (if applicable) and are paid to the ETL by the ASE Education Foundation at the conclusion of the on-site visit. Each on-site visit requires the assigned ETL plus additional team members, usually recruited from local repair shops and dealerships. At most schools, the additional team members volunteer their time. Other schools choose to pay those team members for their time and efforts. This is up to each school to decide, and the prices do not include any team member payments other than the ETL.

It is anticipated that team members recruited from local independent repair facilities and dealerships will serve without charge to the institution.

The ASE Education Foundation must receive the application fee with the completed application. Applications received without payment will be returned to the program for resubmission with payment.

Costs of accreditation/renewal of accreditation are subject to change. Contact the ASE Education Foundation for current information.

SPECIAL CONSIDERATIONS FOR RENEWAL OF ACCREDITATION

Evaluation

The renewal of accreditation process requires a one-day on-site program evaluation while students are in class. Team members only evaluate Standards 6-10 unless the ETL is given other instructions by the ASE Education Foundation. The ETL must submit a Final Report Form for each program evaluated.

Conducting an On-Site Program Evaluation when the Program Advisory Committee has rated a Standard Below 4

Renewal of accreditation requires that four members of the Advisory Committee complete the Program Evaluation form. If a rating on one or more standards is below a 4 on the 5-point scale, it will be necessary for the on-site evaluation team to rate those standards in addition to Standards 6-10. The ASE Education Foundation will advise the ETL if it will be necessary to rate additional standards. An additional team member or an additional day may be required for the on-site evaluation. The ASE Education Foundation will make that determination before the on-site evaluation is scheduled.

Renewal of Accreditation for Two or More Programs

It may be necessary to schedule an additional day or add team members if more than one program is due to renew their accreditation at the same time (example: general automotive, GM ASEP, etc.). The ASE Education Foundation will make that determination before the on-site evaluation is scheduled. The ETL must submit a Final Report Form for each program.

EVALUATION GUIDE

AUTOMOTIVE PROGRAM EVALUATION

Everyone associated with an automotive program, whether it is automobile, collision repair & refinish, or medium/heavy truck, should be aware that an extensive program evaluation must be conducted by school personnel and certain criteria must be met to be approved for an on-site team evaluation. Documentation must be available for the on-site team to verify that the program meets all requirements for accreditation. The good news is the on-site team will evaluate exactly the same items the school evaluated.

Both the Program Standards and Program Evaluation form contain helpful hints to assist programs through the accreditation process. These hints were developed by a group of experienced ETLs, ASE Education Foundation staff and Trustees. The result is a collection of suggestions for schools and ETLs alike to be used as a guide for preparing, reviewing, and evaluating the documentation needed for program accreditation. These suggestions are meant as examples but there are many other documents that can be used to show how programs meet the standards for accreditation.

When evaluating the statements on the Program Evaluation form read the statement on the form, review the "Possible Documents" hint, and refer to the Program Standard for additional information on each standard sub-section. It is helpful to make notes of reference materials used to rate the standard. While preparing for the on-site evaluation, make copies of the information, clearly mark the reference, and highlight specific information for each sub-section. For example, Standard 1.2 A. asks to rate program materials available (brochure or catalog) on the inclusion of admission requirements, employment potential, etc. Have a copy of the school catalog available for the team with the section identified with a sticky note and specific information highlighted.

The evaluation team will look at the same statement and will use the information provided to them to rate the items. The evaluation team should make comments on any sub-section that is rated above or less than 4.

ADVISORY COMMITTEE TASKS WITHIN PROGRAM STANDARDS

The Advisory Committee is possibly the most important tool that any automotive technician training program can have, particularly when it is used properly and to its full extent. Regular meetings and good documentation of the meetings in the form of minutes is a must. The following are standards that must specifically be addressed by/with the program advisory committee and be reflected in the minutes. In order to ensure that these items are addressed, this document might be used as a guideline for developing an agenda for an advisory committee meeting. Programs should not limit the use of the advisory committee to only these items, but these items MUST be addressed:

Standard	Contents	Documentation
6.1 A	**Does the Advisory Committee, consisting of at least 5 members in attendance (not counting school personnel or educators from other programs) convene a minimum of two working meetings per year?**	**Meeting minutes from at least two meetings per year (one year for Initial Accreditation; five years for Renewal of Accreditation).**
6.1 B	Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes.	Meeting minutes
6.1 C	Rate the mix of committee members in terms of being representative of the following groups: technicians, local employers, consumer groups, former students, others (automotive trainers, parents, etc.)	List of all advisory committee members and their affiliations.
6.2 A	Rate the use of the Advisory Committee review of student surveys in the evaluation process.	Highlight pertinent discussion in Advisory Committee meeting minutes.
6.3 A	Rate the Advisory Committee input in reviewing funds allocated to and used by the program.	Highlight pertinent discussion in Advisory Committee meeting minutes.
6.3 B	Rate the Advisory Committee input on whether the funding is adequate for program operation.	Provide funding information and highlight pertinent discussion regarding adequacy of funding in Advisory Committee minutes.
6.4A	Rate the Advisory Committee's review of information from the annual follow-up completed by the graduate and employer surveys and resulting recommendations for modifications to the training program.	Describe the annual review process and provide an example from the annual survey data and Advisory committee minutes with pertinent information highlighted.

6.5 A	Rate the use of the Advisory Committee to provide input on the addition/deletion of tasks and its approval of task changes.	Highlight pertinent information in the Advisory Committee minutes.
6.6 A	Rate the Advisory Committee use of the annual review process to provide input on maintaining up-to-date tools and equipment.	Highlight pertinent discussion in Advisory Committee meeting minutes.
6.6 B	**Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure safety and adequacy in meeting program goals?**	**Highlight pertinent information in Advisory Committee minutes.**
***12.3 A**	**Are Advisory Committee meeting minutes available to confirm that the committee has discussed e-learning?**	**Highlight pertinent information in the Advisory Committee meeting minutes.**

****Standard 12 applies only to programs using e-learning outside of scheduled classroom/lab/shop time to meet instructional hour requirements for the purpose of achieving accreditation.***

COLLISION REPAIR AND REFINISH TASK LIST

TASK LIST AND ASSUMPTIONS

The ASE Education Foundation task list was reviewed and updated in February and March 2023. A national committee was assembled in Sterling, Virginia to review the tasks used in the collision repair and refinish accreditation program. The committee consisted of individuals representing vehicle manufacturers, collision repair and refinish shop owners and technicians, collision repair and refinish instructors and industry trainers, and collision repair and refinish equipment and parts suppliers.

The committee reviewed the standards, task list, tools and equipment list, program hours, and instructor qualifications. The committee had the most current National Institute for Automotive Service Excellence (ASE) collision repair and refinish task lists for reference purposes.

One substantial addition the committee approved was the creation of a new area of accreditation titled “Collision Repair and Refinish Fundamentals”. It is intentionally limited in scope to allow students to focus on fundamental skills in damaged vehicle disassembly, reassembly, sheet metal dent and plastic repair, and paint priming. The existing areas of accreditation continue to be offered alongside this new area.

The committee also updated the Workplace Employability Skills and added all common safety tasks along with hybrid/electric vehicle safety to this section, renamed “Foundational Skills”. 100% of these skills are required to be taught by all accredited programs.

All the tasks are assigned a "High Priority" designation. Accredited programs must include at least 90% of the High Priority – Individual (HP-I) tasks and 85% of the High Priority – Group (HP-G) tasks in the curriculum. Please refer to the Task List Information in the Policies section for additional information on the requirements for instruction on tasks.

Theory instruction and hands-on performance of all the basic tasks will provide initial training for entry-level employment in the Collision Repair and Refinish field or prepare the student for further training. Competency in the tasks will indicate to employers that the graduate has the skills needed for entry-level employment in the Collision Repair and Refinish service field.

1. It is assumed that:

    - in all areas, appropriate safety, theory, and support instruction will be required for performing each task;
    - the instruction has included identification and use of appropriate tools and testing and measurement equipment required to accomplish certain tasks; and
    - the student has received the necessary training to locate and use current reference and training materials from accepted industry publications;

2. It is assumed that:

    - all components are steel unless otherwise specified;
    - current manufacturer's required/recommended repair procedures are available for each vehicle used in instruction;
    - all diagnostic and repair tasks described in this document are to be accomplished in accordance with manufacturer's recommended procedures/specifications as published;
    - where manufacturer's required/recommended guidelines are not available, published industry guidelines are used; and
    - all tools and equipment comply with applicable federal, state and local regulations.

3. It is assumed that:

    - individual training programs being evaluated for accreditation should have written and detailed performance standards for each task covered and taught in the curriculum;
    - learning progress of students will be monitored and evaluated against these performance standards;
    - a system is in place that informs all students of their individual progress through all phases of the training program.

4. It is assumed that:

    - individual courses of study will differ across collision repair and refinish technician training programs;
    - development of appropriate learning delivery systems and tests which monitor student progress will be the responsibility of the individual training program.

5. It is assumed that:

    - all students will receive instruction and training on labor, safety, and environmental laws in accordance with Federal, State and Local Regulations.

FOUNDATIONAL SKILLS

All Foundational Skills tasks are 100% required for all ASE accredited Collision Repair and Refinish programs, regardless of the area(s) of accreditation.

Personal Standards (see Standard 7.7)

1. Reports to work daily on time; able to take directions and motivated to accomplish the task at hand.
2. Dresses appropriately and uses language and manners suitable for the workplace.
3. Maintains personal hygiene appropriate to the workplace.
4. Meets and maintains employment eligibility criteria, such as drug/alcohol-free status, clean driving record, etc.
5. Demonstrates honesty, integrity and reliability.

Work Habits / Ethic (see Standard 7.8)

1. Complies with workplace policies/laws, including proper and responsible use of personal electronic devices.
2. Contributes to the success of the team, assists others and requests help when needed.
3. Works well with all customers and coworkers.
4. Negotiates solutions to interpersonal and workplace conflicts.
5. Contributes ideas and initiatives.
6. Follows directions.
7. Communicates (written/electronic and verbal) effectively with customers and coworkers.
8. Reads and interprets workplace documents; writes clearly and concisely.
9. Analyzes and resolves problems that arise in completing assigned tasks.
10. Organizes and implements a productive plan of work.
11. Uses scientific, technical, engineering and mathematics (STEM) principles and reasoning to accomplish assigned tasks.
12. Identifies and addresses the needs of all customers, providing helpful, courteous and knowledgeable service and advice as needed.
13. Respectful of tools and property used in school and the workplace environment.
14. Contributes to an inclusive environment where every coworker and customer feels welcomed, heard, and valued.

Workplace and Personal Safety

1. Select and use proper personal safety equipment; take necessary precautions with hazardous operations and materials in accordance with federal, state, and local regulations.
2. Locate OEM procedures to identify material and composition of the vehicle being repaired (mild steel, high strength steel, ultra-high strength steel, aluminum, stationary glass, etc.).
3. Locate procedures and precautions that may apply to the vehicle being repaired, including materials used in the repair.
4. Identify vehicle system precautions and/or inspections to include but not limited to supplemental restraint system (SRS), advanced driver assistance systems (ADAS), hybrid/electric/alternative fuel vehicles, locations, and recommended procedures before inspection or replacing components.
5. Perform vehicle clean-up; complete quality control using a checklist on operations performed.
6. Determine telematic/connectivity of the vehicle and recognize the need to place vehicle in service mode.

Hybrid/Electric Vehicle Safety

1. Demonstrate knowledge of hazards related to high voltage systems/electric vehicles, including electrocution, fire, explosion, arc flash, gases and fumes, hazardous chemicals, and EMF, and how to properly respond to emergency situations.
2. Demonstrate knowledge of high voltage system and component coloring, warning labels, lights, signage, and lock-out/tag-out procedures.
3. Demonstrate ability to identify which components and circuits contain high voltage.
4. Demonstrate knowledge of steps needed to assess possible hazards prior to servicing a high voltage/electric vehicle, including awareness of automatic systems that may operate while the key switch/ignition is off.
5. Understand limitations on which systems, components, and circuits of a high voltage/electric vehicle a technician is capable of safely servicing based on their level of training and qualification.
6. Demonstrate knowledge of high voltage/electric vehicle intake process, inspection, handling, and in-process monitoring for collision-damaged vehicles.

TASK LIST

DAMAGE ANALYSIS, ESTIMATING AND CUSTOMER SERVICE

For every task in Damage Analysis, Estimating and Customer Service the following safety requirements must be strictly enforced:

Comply with personal and environmental safety practices associated with clothing and proper Personal Protection Equipment (PPE); hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Identify vehicle system precautions and/or inspections to include but not limited to Supplemental Restraint System (SRS) Inspection, Advanced Driver Assistance Systems (ADAS), hybrid/electric/alternative fuel vehicles, locations and recommended procedures before inspecting or replacing components.

I. DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE

A. Damage Analysis

1. Position the vehicle for inspection under proper lighting; take photos to identify the vehicle and document damage. HP-I
2. Identify components to be removed to gain access to damaged areas. HP-G
3. Analyze damage to determine appropriate repair methods in accordance with manufacturer's recommendations and guidelines. HP-G
4. Determine the direction, point(s) of impact, and extent of direct, indirect, and inertia damage. HP-G
5. Gather details of the incident/accident necessary to determine the full extent of vehicle damage. HP-G
6. Identify and record pre-existing damage. HP-G
7. Identify and record prior repairs. HP-G
8. Perform visual inspection of structural components. HP-G
9. Identify structural damage using basic measuring tools and dimensional data. HP-I
10. Perform visual inspection of non-structural components. HP-I
11. Determine parts, components, material type(s) and procedures necessary for a proper repair. HP-I
12. Identify type and condition of finish; determine refinish labor operations as required. HP-I

13. Identify suspension, electrical, and mechanical component physical damage. HP-G

14. Identify safety systems physical damage. HP-G

15. Identify interior component damage. HP-G

16. Identify add-on accessories and modifications. HP-G

17. Identify single (one time) use components. HP-G

18. Perform a pre-scan; identify and document illuminated dash malfunction indicator lamp(s) (MIL) and stored diagnostic codes. HP-I

19. Perform a pre-repair inspection of the vehicle with the customer. Record fit and finish concerns (color mismatch, factory gaps, unrelated prior damage, and prior repairs). HP-G

20. Identify and document Advanced Diver Assistance Systems (ADAS) on the vehicle being repaired; identify damaged ADAS components and/or recalibration requirements. HP-G

I. DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE

B. Estimating

1. Determine and record customer/vehicle owner information. HP-I

2. Identify and record vehicle identification number (VIN) information, including nation of origin, make, model, restraint system, body type, production date, engine type, build data, and assembly plant. HP-I

3. Identify and record vehicle mileage and options, including trim level, paint code, transmission, accessories, and modifications. HP-I

4. Identify safety systems; determine precautions, inspections and replacement items as required. HP-G

5. Apply appropriate estimating and parts nomenclature (terminology). HP-I

6. Determine and apply appropriate estimating sequence. HP-I

7. Utilize estimating procedure pages. HP-I

8. Apply estimating footnotes, headnotes, and line notes as needed. HP-I

9. Identify operations requiring labor value judgment. HP-G

10. Select appropriate labor code for each operation (structural, non-structural, mechanical, and refinish). HP-I

11. Select and price OEM parts; optional OEM parts, aftermarket parts, recyclable/used parts, remanufactured, rebuilt, and reconditioned parts; verify availability, compatibility, and condition. HP-G

12. Determine necessary sublet operations. HP-G

13. Determine included and non-included operations and miscellaneous items. HP-G

14. Recognize and apply overlap deductions. HP-I

15. Determine additional material and charges. HP-G

16. Determine refinishing material and charges. HP-G

17. Apply math skills to establish charges and totals. HP-G

18. Identify procedures to restore corrosion protection; establish labor values, and material charges. HP-G

19. Recognize the cost effectiveness of the repair and determine the approximate vehicle retail, and repair value. HP-G

20. Recognize that differences exist in estimating platforms when using different information provider systems. HP-G

21. Verify accuracy of estimate compared to the actual repair and replacement operations. HP-G

22. Identify vehicle safety recalls using the vehicle identification number (VIN). HP-I

23. Review damage report and analyze damage to determine appropriate methods for overall repair; communicate with team members to verify accuracy and resolve discrepancies. HP-G

I. DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE

C. Vehicle Construction and Parts Identification

1. Identify type of vehicle construction (unibody, body-over-frame). HP-G

2. Recognize the different collision damage between unibody and body-over-frame vehicles. HP-G

3. Identify impact energy absorbing components. HP-G

4. Identify different types and strengths of substrates (steel types, aluminum, magnesium, plastic, composites, etc.); determine repairability. HP-G

5. Identify vehicle glass components and repair/replacement procedures. HP-G

6. Identify add-on accessories. HP-G

7. Recognize different vehicle joining/attaching methods (e.g. welding, adhesives, rivets, etc.). HP-G

I. DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE

D. Customer Relations and Sales Skills

1. Introduce yourself, acknowledge and greet customer/client/visitor; offer assistance. HP-G

2. Listen to customer/client; collect information and identify customers/client's concerns, needs and expectations. HP-G

3. Establish cooperative attitude with customer/client. HP-G

4. Deal with dissatisfied customer/client; seek resolution. HP-G

5. Identify customer/client preferred communication method; follow up to keep customer/client informed about parts and the repair process. HP-G

6. Recognize basic claims handling procedures; explain to customer/client. HP-G

7. Project positive attitude and professional appearance. HP-G

8. Provide and review warranty information. HP-G

9. Provide and review technical and consumer protection information. HP-G

10. Estimate and explain duration of out-of-service time. HP-G

11. Demonstrate negotiation skills to obtain a mutual agreement. HP-G

12. Interpret and explain estimate to customer/client, including prior damage and recalls. HP-G

DAECS Tasks	
HP-I	16
HP-G	46
	62

PAINTING AND REFINISHING

For every task in Painting and Refinishing, the following safety requirements must be strictly enforced:

Comply with personal and environmental safety practices associated with clothing and proper Personal Protection Equipment (PPE); hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Identify vehicle system precautions and/or inspections to include but not limited to Supplemental Restraint System (SRS) Inspection, Advanced Driver Assistance Systems (ADAS), hybrid/electric/alternative fuel vehicles, locations and recommended procedures before inspecting or replacing components.

II. PAINTING AND REFINISHING

A. Safety Precautions and Regulations

1. Select and use the proper personal safety equipment for surface preparation, spray gun and related equipment operation, paint mixing, matching and application, paint defects, and detailing (gloves, suits, hoods, eye and ear protection, etc.); take necessary precautions with hazardous operations and materials according to federal, state, and local regulations. HP-I

2. Identify safety and personal health hazards according to OSHA guidelines and the "Right to Know Law", and SDS information. HP-I

3. Inspect spray environment and equipment to ensure compliance with federal, state and local regulations, and for safety and cleanliness hazards. HP-I

4. Select and use a NIOSH approved respiratory protection system (supplied air/fresh air make up recommended). Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation HP-I

5. Perform equipment and work area clean-up as per applicable federal, state, and local regulations. HP-I

6. Demonstrate knowledge of the process for tracking expelled VOCs. HP-G

7. Follow federal, state, and local regulations regarding the handling and disposal of refinishing waste products. HP-G

II. PAINTING AND REFINISHING

B. Surface Preparation

1. Inspect, remove, store, protect, and replace exterior trim and components necessary for proper surface preparation. HP-I

2. Soap and water wash entire vehicle; use appropriate cleaner to remove contaminants. HP-I

3. Inspect and identify type of finish, surface condition, and film thickness; develop and document a plan for refinishing using a total product system. HP-I

4. Identify location of area to be refinished relative to safety systems (ADAS); determine refinish procedure according to manufacturer guidelines. HP-G

5. Remove paint finish as needed. HP-I

6. Properly sand areas to be refinished. HP-I

7. Identify and select appropriate sandpaper to featheredge areas to be refinished. HP-I

8. Apply suitable metal treatment or primer in accordance with total product systems. HP-I

9. Mask and protect other areas that will not be refinished. HP-I

10. Demonstrate different masking techniques (recess/back masking, foam door type, etc.). HP-I

11. Mix primer, primer-surfacer and primer-sealer following paint manufacturers technical data sheet instructions. HP-I

12. Identify a complimentary color or shade of undercoat to improve coverage. HP-G

13. Apply primer onto surface of repaired area; demonstrating control of primer application by keeping the areas small as possible. HP-I

14. Force curing and drying of primer and/or refinish coating following paint manufacturers technical data sheet. HP-I

15. Apply two-component finishing filler to minor surface imperfections. HP-I

16. Apply guide coat and block sand area with correct grade/grit sandpaper to which primer-surfacer has been applied. HP-I

17. Dry sand area to which two-component finishing filler has been applied. HP-I

18. Remove dust from area to be refinished, including cracks or moldings of adjacent areas. HP-I

19. Clean area to be refinished using a recommended final cleaning solution. HP-I

20. Remove, with a tack rag, any dust or lint particles from the area to be refinished. HP-I

21. Apply suitable primer sealer to the area being refinished. HP-I

22. Scuff sand to remove nibs or imperfections from a sealer. HP-I

23. Apply stone chip resistant coating. HP-G

24. Restore caulking and seam sealers to repaired areas and replacement panels as required. HP-G

25. Prepare adjacent panels for blending using paint manufacturers procedures. HP-I

26. Identify the types of rigid, semi-rigid or flexible plastic parts to be refinished; determine the materials needed, preparation, and refinishing procedures. HP-I

27. Identify metal parts to be refinished; determine the materials needed, preparation, and refinishing procedures. HP-I

28. Identify chip resistant coatings and texture match. HP-G

29. Identify caulking and seal sealers that may need replacement. HP-G

30. Identify refinishing guidelines for stationary glass flange areas to be refinished. HP-I

II. PAINTING AND REFINISHING

C. Spray Gun and Related Equipment Operation

1. Inspect, clean, and determine condition of spray guns and related equipment (air hoses, regulators, air lines, air source, spray environment, and fillers). HP-I

2. Select spray gun setup (fluid needle, nozzle, and cap) for product being applied. HP-I

3. Test and adjust spray gun using fluid, air and pattern control valves. HP-I

II. PAINTING AND REFINISHING

D. Paint Mixing, Matching, and Applying

1. Identify color code by manufacturer's vehicle information label. HP-I

2. Shake, stir, reduce, catalyze/activate, and strain refinish materials. HP-I

3. Apply finish using appropriate spray techniques (gun arc, angle, distance, travel speed, and spray pattern overlap) for the finish being applied. HP-I

4. Apply selected product on test or let-down panel; check for color match, properly store and maintain a color catalog. HP-I

5. Understand the application of single stage topcoats. HP-G

6. Apply basecoat/clearcoat for panel blending, panel refinishing and cut-in's. HP-I

7. Apply basecoat/clearcoat for overall refinishing. HP-G

8. Remove nibs or imperfections from basecoat. HP-I

9. Identify product expiration dates as applicable. HP-I

10. Refinish plastic parts. HP-I

11. Apply multi-stage coats for panel blending and overall refinishing. HP-G

12. Identify and mix paint using a formula. HP-G

13. Identify poor hiding colors; determine necessary action. HP-G

14. Tint color using formula to achieve a blendable match. HP-G

15. Identify alternative color formula to achieve a blendable match. HP-I

16. Identify the materials equipment, and preparation differences between solvent and waterborne technologies. HP-G

II. PAINTING AND REFINISHING

E. Paint Defects - Causes and Cures

1. Identify blistering (raising of the paint surface, air entrapment); correct the cause(s) and the condition. HP-G

2. Identify a dry spray appearance in the paint surface; correct the cause(s) and the condition. HP-I

3. Identify the presence of fish-eyes (crater-like openings) in the finish; correct the cause(s) and the condition. HP-I

4. Identify lifting; correct the cause(s) and the condition. HP-G

5. Identify clouding (mottling and streaking in metallic finishes); correct the cause(s) and the condition. HP-I

6. Identify orange peel; correct the cause(s) and the condition. HP-I

7. Identify overspray; correct the cause(s) and the condition. HP-I

8. Identify solvent popping in freshly painted surface; correct the cause(s) and the condition. HP-G

9. Identify sags and runs in paint surface; correct the cause(s) and the condition. HP-I

10. Identify sanding marks or sandscratch swelling; correct the cause(s) and the condition. HP-I

11. Identify contour mapping/edge mapping; correct the cause(s) and the condition. HP-G

12. Identify color difference (off-shade); correct the cause(s) and the condition. HP-G

13. Identify tape tracking; correct the cause(s) and the condition. HP-G

14. Identify poor adhesion or clearcoat delamination; correct the cause(s) and the condition. HP-G

15. Identify paint cracking (shrinking, splitting, crowsfeet or line-checking, micro-checking, etc.); correct the cause(s) and the condition. HP-G

16. Identify corrosion; correct the cause(s) and the condition. HP-G

17. Identify dirt or dust in the paint surface; correct the cause(s) and the condition. HP-I

18. Identify water spotting; correct the cause(s) and the condition. HP-G

19. Identify finish damage caused by bird droppings, tree sap, and other natural causes; correct the condition. HP-G

20. Identify finish damage caused by airborne contaminants (acids, soot, rail dust, and other industrial-related causes); correct the condition. HP-G

21. Identify die-back conditions (dulling of the paint film showing haziness); correct the cause(s) and the condition. HP-G

22. Identify chalking (oxidation); correct the cause(s) and the condition. HP-G

23. Identify bleed-through (staining); correct the cause(s) and the condition. HP-G

24. Identify pinholing; correct the cause(s) and the condition. HP-G

25. Identify buffing-related imperfections (swirl marks, wheel burns); correct the condition. HP-I

26. Identify pigment flotation (color change through film build); correct the cause(s) and the condition. HP-G

II. PAINTING AND REFINISHING

F. Final Detail

1. Apply decals, transfers, tapes, stone guards, moldings, and emblems, etc. HP-G
2. Sand, buff and polish fresh finish to remove defects and texture as required. HP-I
3. Sand, buff and polish existing finish to match the repaired area. HP-I
4. Clean interior, exterior, and glass. HP-I
5. Clean body openings (door jambs, gaps, and edges, etc.). HP-I
6. Remove overspray. HP-I
7. Perform vehicle clean-up; complete quality control using a checklist. HP-I
8. Measure and record film thickness before and after buffing. HP-I
9. Perform nib sanding to remove small imperfections as required. HP-I

PR Tasks	
HP-I	58
HP-G	33
	91

NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

For every task in Non-Structural Analysis and Damage Repair (Body Components), the following safety requirements must be strictly enforced:

Comply with personal and environmental safety practices associated with clothing and proper Personal Protection Equipment (PPE); hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Identify vehicle precautions and/or inspections to include but not limited to Supplemental Restraint System (SRS) Inspection, Advanced Driver Assistance Systems (ADAS), hybrid/electric/alternative fuel vehicles, locations and recommended procedures before inspecting or replacing components.

III. NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

A. Preparation

1. Perform a prescan; identify and document illuminated dash malfunction indicator lamp(s) (MIL) and stored diagnostic codes. HP-I
2. Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan. HP-I
3. Inspect, remove, protect, label, store, inventory, and reinstall exterior trim and moldings. HP-I
4. Inspect, remove, protect, label, store, inventory, and reinstall interior trim and components. HP-I
5. Inspect, remove, protect, label, store, inventory, and reinstall body panels and components that may interfere with or be damaged during repair. HP-I
6. Inspect, remove, protect, label, store, inventory, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair. HP-G
7. Protect panels, glass, interior parts, and other vehicles adjacent to the repair area. HP-I
8. Soap and water wash entire vehicle; complete pre-repair inspection checklist. HP-I
9. Prepare damaged area using water-based and solvent-based cleaners. HP-I
10. Remove corrosion protection, undercoating, sealers, and other protective coatings as necessary to perform repairs. HP-I

11. Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair. HP-I

III. NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

B. Outer Body Panel Repairs, Replacements, and Adjustments

1. Inspect/locate direct, indirect, or hidden damage and direction of impact. HP-I
2. Inspect, remove and replace welded steel panel or panel assemblies. HP-G
3. Determine the extent of damage to aluminum body panels; repair or replace. HP-G
4. Inspect, remove, replace, and align hood, hood hinges, and hood latch. HP-I
5. Inspect, remove, replace, and align deck lid, lid hinges, and lid latch. HP-I
6. Inspect, remove, replace, and align doors, latches, hinges, and related hardware. HP-I
7. Inspect, remove, replace and align tailgates, hatches, and liftgates. HP-I
8. Inspect, remove, replace, and align sliding doors. HP-G
9. Inspect, remove, replace, overhaul, and align bumpers, covers, reinforcements, guards, impact absorbers, and mounting hardware. HP-I
10. Inspect, remove, replace and align fenders, and related panels. HP-I
11. Restore corrosion protection during and after the repair. HP-I
12. Replace seam sealer to match OEM appearance. HP-I
13. Replace door skins. HP-G
14. Restore sound deadeners and foam materials. HP-G
15. Perform panel bonding and weld bonding. HP-G
16. Diagnose and repair water leaks, dust leaks, and wind noise. HP-G
17. Identify one-time use fasteners. HP-G
18. Weld damaged or torn steel body panels; repair broken welds. HP-G
19. Inspect and identify labels/decals and replace as necessary. HP-G

20. Follow manufacturer guidelines when applying heat to non-structural components during repair. HP-G

III. NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

C. Metal Finishing and Body Filling

1. Prepare a panel for body filler by abrading or removing the coatings; featheredge, refine scratches, and clean the surface before the application of body filler. HP-I
2. Locate and repair surface irregularities and straighten contours on a damaged body panel using power tools, hand tools, and weld-on pulling attachments. HP-I
3. Demonstrate hammer and dolly techniques. HP-I
4. Heat shrink stretched panel areas to proper contour. HP-G
5. Cold shrink stretched panel areas to proper contour. HP-I
6. Identify body filler defects; correct the cause and condition. (Pinholing, ghosting, staining, over catalyzing, etc.) HP-I
7. Identify different types of body fillers. HP-G
8. Shape body filler to contour; finish sand. HP-I
9. Perform proper metal straightening techniques for aluminum. HP-G
10. Perform proper application of body filler to aluminum. HP-G
11. Locate and repair surface irregularities and straighten contours on a damaged panel using Glue-Pulling Dent Repair (GPDR) HP-G
12. Mix and apply body filler. HP-I

III. NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

D. Moveable Glass and Hardware

1. Inspect, adjust, overhaul repair or replace window regulators, run channels, glass, power mechanisms, and related controls. HP-I
2. Inspect, adjust, repair, remove, reinstall or replace weather-stripping. HP-G

3. Inspect, remove, repair or replace, and adjust removable power operated roof panel and hinges, latches, guides, handles, retainer, and controls of sunroofs. HP-G

4. Inspect, remove, reinstall, and align convertible top and related mechanisms. HP-G

5. Identify or recalibrate electrical components that may need to be initialized. HP-G

III. NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

E. Plastics, Adhesives, and Welding

1. Identify the types of plastics; determine repairability. HP-I

2. Identify location of damage relative to safety systems (ADAS); determine repairability according to manufacturer repair procedures. HP-G

3. Clean and prepare the surface of plastic parts; identify the types of plastic repair procedures. HP-I

4. Repair rigid, semi-rigid, and flexible plastic panels. HP-I

5. Remove, replace, or repair damaged areas of rigid exterior composite panels. HP-G

6. Replace bonded rigid exterior composite body panels; straighten or align panel supports. HP-G

7. Repair plastic parts by welding (nitrogen or airless). HP-I

8. Perform a single-sided adhesively bonded cosmetic repair. HP-I

9. Perform a double-sided adhesively bonded repair. HP-I

10. Perform an adhesively bonded or welded tab repair. HP-I

11. Shape and reform damaged plastic. HP-G

NS Tasks	
HP-I	34
HP-G	25
	59

WELDING, CUTTING, AND JOINING

For every task in Welding, Cutting and Joining the following safety requirements must be strictly enforced:

Comply with personal and environmental safety practices associated with clothing and the use of proper Personal Protection Equipment (PPE); hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Identify vehicle system precautions and/or inspections including but not limited to Supplemental Restraint System (SRS) Inspection, Advanced Driver Assistance Systems (ADAS), hybrid/electric/alternative fuel vehicles, locations and recommended procedures before inspecting or replacing components.

IV. WELDING, CUTTING, AND JOINING

A. Metal Welding, Cutting, and Joining

1. Identify the considerations for cutting, removing, and welding various types of steel, aluminum, and other metals. HP-G
2. Determine the correct GMAW welder type, electrode/wire type, diameter, and gas to be used in a specific welding situation. HP-I
3. Set up, attach work clamp (ground), and adjust the GMAW welder to "tune" for proper electrode stickout, voltage, polarity, flow rate, and wire-feed speed required for the substrate being welded. HP-I
4. Store, handle, and install high-pressure gas cylinders; test for leaks. HP-I
5. Determine the proper angle of the gun to the joint and direction of gun travel for the type of weld being made. HP-I
6. Protect adjacent panels, glass, vehicle interior, etc. to prevent damage from welding and cutting operations. HP-G
7. Identify hazards, foam coatings, and flammable materials prior to welding/cutting procedures. HP-G
8. Protect computers and other electronics/wires prior to welding procedures. HP-G
9. Clean and prepare the metal to be welded, assure good metal fit-up, apply weld-through primer if necessary, and clamp or tack as required. HP-I
10. Determine the joint type (butt weld with backing, lap, etc.) for weld being made. HP-I
11. Determine the type of weld (continuous, stitch weld, plug, etc.) for each specific welding operation. HP-I

12. Perform the following welds: plug, butt weld with and without backing, and fillet etc., in the flat, horizontal, vertical, and overhead positions. HP-I

13. Perform visual evaluation and destructive test on each weld type. HP-I

14. Identify the causes of various welding defects; make necessary adjustments. HP-I

15. Identify cause of contact tip burn-back and failure of wire to feed; make necessary adjustments. HP-G

16. Identify cutting process for different substrates and locations; perform cutting operation. HP-I

17. Identify different methods of attaching structural components (squeeze type resistance spot welding (STRSW), structural adhesive, MIG bronze, weld bonding, etc.). HP-G

18. Perform rivet bonding procedures. HP-I

19. Dress/grind weld as needed. HP-I

Welding Tasks	
HP-I	13
HP-G	6
	19

STRUCTURAL ANALYSIS AND DAMAGE REPAIR

For every task in Structural Analysis and Damage Repair, the following safety requirements must be strictly enforced:

Comply with personal and environmental safety practices associated with clothing and proper Personal Protection Equipment (PPE); hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Identify vehicle system precautions and/or inspections to include but not limited to Supplemental Restraint System (SRS) Inspection, Advanced Driver Assistance Systems (ADAS), hybrid/electric/alternative fuel vehicles, locations and recommended procedures before inspecting or replacing components.

V. STRUCTURAL ANALYSIS AND DAMAGE REPAIR

A. Frame Inspection and Repair

1. Measure and diagnose structural damage using a metric tape measure and a tram gauge. HP-I
2. Properly clamp/anchor vehicle to a frame bench/rack. HP-G
3. Analyze, straighten and align mash (collapse) damage. HP-G
4. Analyze, straighten and align sag damage. HP-G
5. Analyze, straighten and align side sway damage. HP-G
6. Analyze, straighten and align twist damage. HP-G
7. Analyze, straighten and align diamond frame damage. HP-G
8. Remove and replace damaged structural components. HP-G
9. Remove and replace protective coatings; restore corrosion protection to repaired or replaced frame areas and anchoring locations. HP-G
10. Analyze and identify misaligned or damaged steering, suspension, and powertrain mounting points and components. HP-G
11. Align or replace misaligned or damaged steering, suspension, and powertrain mounting points and components. HP-G
12. Identify heat limitations and monitoring procedures for structural components. HP-G
13. Demonstrate an understanding of structural foam applications. HP-G

14. Measure and diagnose structural damage using a three-dimensional measuring system (mechanical, electronic, laser), etc. HP-G

15. Determine the extent of the direct and indirect damage and the direction of impact; document the methods and sequence of repair. HP-I

16. Analyze and identify crush/collapse zones. HP-I

17. Follow manufacturers guidelines when applying heat to structural components during repair. HP-G

V. STRUCTURAL ANALYSIS AND DAMAGE REPAIR

B. Unibody and Unitized Structure Inspection, Measurement, and Repair

1. Analyze and identify misaligned or damaged steering, suspension, and powertrain mounting points that can cause vibration, steering, and chassis alignment problems. HP-G

2. Align or replace misaligned or damaged steering, suspension, and powertrain mounting points that can cause vibration, steering and chassis alignment problems. HP-G

3. Measure and diagnose unibody damage using a metric tape measure and tram gauge. HP-I

4. Measure and diagnose unibody vehicles using a dedicated/universal (fixture) measuring system. HP-G

5. Diagnose and measure unibody vehicles using a three-dimensional measuring system (mechanical, electronic, laser, etc.). HP-G

6. Determine the extent of the direct and indirect damage and the direction of impact; plan and document the methods and sequence of repair. HP-I

7. Attach anchoring devices to vehicle; remove or reposition components as necessary. HP-G

8. Straighten and align roof rails/headers and roof panels. HP-G

9. Straighten and align rocker panels and pillars. HP-G

10. Straighten and align vehicle openings and floor pans. HP-G

11. Straighten and align quarter panels, wheelhouse assemblies, and rear body sections (including rails and suspension/powertrain mounting points). HP-G

12. Straighten and align front-end sections (aprons, strut towers, upper and lower rails, steering, and suspension/power train mounting points, etc.). HP-G

13. Determine structural repair component or replacement recommendations. HP-G

14. Identify proper cold stress relief methods. HP-I

15. Determine sectioning procedures of a steel body structure. HP-I

16. Remove and replace damaged structural components. HP-G

17. Determine the extent of damage to aluminum structural components; repair, weld, or replace. HP-G

18. Analyze and identify crush/collapse zones. HP-I

19. Remove and replace protective coatings on anchoring locations/pinch welds. HP-G

20. Follow manufacturer guidelines when applying heat to structural components during repair. HP-G

V. STRUCTURAL ANALYSIS AND DAMAGE REPAIR

C. Stationary Glass

1. Identify considerations for removal, handling, one time use parts, and installation of advanced glass systems (comfort and safety features). HP-G

2. Remove and reinstall or replace modular glass using recommended materials, procedures, and curing times. HP-G

3. Check for water leaks, dust leaks, and wind noise. HP-G

4. Identify considerations for pre-scan, post-scan, and recalibration procedures. HP-G

SA Tasks	
HP-I	8
HP-G	33
	41

MECHANICAL AND ELECTRICAL COMPONENTS

For every task in Mechanical and Electrical Components, the following safety requirements must be strictly enforced:

Comply with personal and environmental safety practices associated with clothing and proper Personal Protection Equipment (PPE); hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Identify vehicle system precautions and/or inspections to include but not limited to Supplemental Restraint System (SRS) Inspection, Advanced Driver Assistance Systems (ADAS), hybrid/electric/alternative fuel vehicles, locations and recommended procedures before inspecting or replacing components.

VI. MECHANICAL AND ELECTRICAL COMPONENTS

A. Suspension and Steering

1. Perform visual inspection and measuring checks to identify steering and suspension collision damage. HP-G
2. Identify one–time use fasteners. HP-I
3. Clean, inspect, and prepare reusable fasteners. HP-I
4. Remove, replace, inspect or adjust power steering pump, pulleys, belts, hoses, fittings and pump mounts. HP-G
5. Remove and replace power steering gear (non-rack and pinion type). HP-G
6. Inspect, remove, and replace power rack and pinion steering gear and related components. HP-G
7. Inspect and replace parallelogram steering linkage components. HP-G
8. Inspect, remove and replace upper and lower control arms and related components. HP-G
9. Inspect, remove and replace steering knuckle/spindle/hub assemblies (including bearings, races, seals, etc.). HP-G
10. Inspect, remove and replace front suspension system coil springs and spring insulators (silencers). HP-G
11. Inspect, remove, replace, and adjust suspension system torsion bars, and mounts. HP-G
12. Inspect, remove and replace stabilizer bar bushings, brackets, and links. HP-G

13. Inspect, remove and replace MacPherson strut or assembly, upper bearing, and mount. HP-G

14. Inspect, remove, and replace rear suspension system transverse links, control arms, stabilizer bars, bushings, and mounts. HP-G

15. Inspect, remove, and replace suspension system leaf spring(s) and related components. HP-G

16. Inspect axle assembly for damage and misalignment. HP-G

17. Inspect, remove and replace shock absorbers. HP-G

18. Diagnose, inspect, adjust, repair or replace active suspension systems and associated lines and fittings. HP-G

19. Measure vehicle ride height and wheelbase according to manufacturer specifications. HP-I

20. Inspect, remove, replace, and align front and rear frame (cradles/subframe). HP-G

21. Diagnose and inspect steering wheel, steering column, and components. HP-G

22. Verify proper operation of steering systems including electronically controlled, hydraulic and electronically assisted steering systems. HP-G

23. Diagnose front and rear suspension system noises and body sway problems; determine necessary action. HP-G

24. Diagnose vehicle wandering, pulling, hard steering, bump steer, memory steering, torque steering, and steering return problems; determine necessary action. HP-G

25. Demonstrate an understanding of wheel, suspension, and steering alignments (caster, camber, toe, SAI etc.). HP-G

26. Inspect tires; identify tire wear patterns, direction of rotation and location; check tire size, identify nitrogen or air, check tire pressure monitoring system (TPMS) and adjust air pressure. HP-I

27. Diagnose wheel/tire vibration, shimmy, tire pull (lead), wheel hop problems; determine needed repairs. HP-G

28. Measure wheel, tire, axle, and hub runout; determine needed repairs. HP-I

29. Reinstall wheels and tighten lug nuts to manufacturer spec using torque wrench. HP-I

30. Perform initialization or calibration procedures for steering angle sensor (SAS) following suspension and/or steering system repairs. HP-G

31. Perform a tire pressure monitoring system (TPMS) recalibration. HP-G

32. Lift the vehicle for inspection, service, and repair by properly raising and supporting the vehicle. HP-G

VI. MECHANICAL AND ELECTRICAL COMPONENTS

B. Electrical

*** Note: All tasks in this section refer to low voltage systems and components only.***

1. Demonstrate an understanding of Ohm's Law. HP-I

2. Check for available voltage, voltage drop and current, and resistance in electrical wiring circuits and components with a DMM (digital multimeter). HP-I

3. Repair wiring and connectors. HP-G

4. Inspect, test, and replace fusible links, circuit breakers, and fuses. HP-I

5. Perform battery state-of-charge test and slow/fast battery charge. HP-I

6. Inspect and clean, or replace battery, battery cables, connectors and clamps. Remove, replace, and recharge battery. HP-I

7. Dispose/recycle batteries according to local, state, and federal requirements. HP-G

8. Identify programmable electrical/electronic components and check for malfunction indicator lamp (MIL) and fault codes; record data (pre-scan) for reprogramming before disconnecting battery; perform post-scan after repairs are completed. HP-I

9. Inspect alignment, adjust, remove and replace alternator (generator), drive belts, pulleys, and fans. HP-G

10. Check operation and aim headlamp assemblies and fog/driving lamps; determine needed repairs. HP-G

11. Inspect, test, and repair or replace switches, relays, bulbs, sockets, connectors, and ground wires of interior and exterior light circuits. HP-I

12. Remove and replace horn(s); check operation. HP-I

13. Check operation of wiper/washer systems; determine needed repairs. HP-I

14. Check operation of power windows; determine needed repairs. HP-I

15. Check operation of motorized sliding doors, lift gates tailgates, running boards, etc.; determine needed repairs. HP-G

16. Inspect, remove and replace power seat, motors, linkages, cables, etc. HP-G

17. Inspect, remove and replace components of electric door and hatch/trunk lock. HP-G

18. Inspect, remove and replace components of keyless lock/unlock devices and alarm systems. HP-G

19. Inspect, remove and replace components of electrical sunroof and convertible/retractable hard top. HP-G

20. Check operation of electrically heated mirrors, windshields, back lights, panels, etc.; determine needed repairs. HP-I

21. Demonstrate self-grounding procedures (anti-static) for handling electronic components. HP-I

22. Check for module communication errors using a scan tool. HP-G

23. Use wiring diagrams, component location, and diagnostic flow charts during diagnosis of electrical circuit problems. HP-G

24. Seal/protect connector ends of disconnected wiring harness. HP-G

VI. MECHANICAL AND ELECTRICAL COMPONENTS

C. Brakes

1. Inspect brake lines, hoses, and fittings for damage or wear; tighten fittings and supports; replace brake lines (double flare and ISO types). HP-G

2. Identify, handle, store, and fill with appropriate brake fluids. HP-G

3. Bleed (manual, pressure, or vacuum) hydraulic brake system. HP-G

4. Pressure test brake hydraulic system; determine necessary action. HP-G

5. Adjust brake shoes; remove and reinstall brake drums or drum/hub assemblies. HP-G

6. Remove, clean and inspect caliper and rotor assembly and mountings for wear and damage; reinstall. HP-I

7. Inspect parking brake system operation; repair or adjust as necessary; verify operation. HP-G

8. Identify the proper procedures for handling brake dust. HP-G

9. Check for bent or damaged brake system components. HP-G

10. Demonstrate an understanding of various types of advanced braking systems (ABS, electronic parking brake, hydraulic, electronic, traction and stability control). HP-G

11. Place vehicle in service mode as needed before servicing brake system. HP-G

VI. MECHANICAL AND ELECTRICAL COMPONENTS

D. Air Conditioning

1. Identify and comply with environmental regulations relating to refrigerants and coolants. HP-G

2. Maintain and verify correct operation of certified refrigerant recovery and recharging equipment. HP-G

3. Locate and identify A/C system service ports. HP-I

4. Review procedures for recovering, labeling, and recycling refrigerant from an A/C system in accordance with EPA section 609 guidelines. HP-G

5. Select refrigerant, evacuate, and recharge A/C system. HP-G

6. Select oil type and install correct amount in A/C system. HP-G

7. Inspect, adjust, and replace A/C compressor drive belts; check pulley alignment. HP-G

8. Remove and replace A/C compressor; inspect, repair or replace A/C compressor mount. HP-G

9. Inspect, repair or replace A/C system mufflers, hoses, lines, fittings, orifice tube, expansion valve, and seals. HP-G

10. Inspect, test, and replace A/C system condenser and mounts. HP-G

11. Inspect and replace receiver/drier or accumulator/drier. HP-G

12. Inspect and repair A/C component wiring. HP-G

13. Inspect and protect open A/C system components from contaminants during repairs. HP-G

14. Verify and document air temperature at dash vents following repair. HP-G

VI. MECHANICAL AND ELECTRICAL COMPONENTS

E. Cooling Systems

1. Check engine cooling and heater system hoses and belts; determine necessary action. HP-I

2. Inspect, test, remove, and replace radiator, pressure cap, coolant system components, and water pump. HP-G

3. Recover, refill, and bleed system with proper coolant and check level of protection; leak test system and dispose of materials in accordance with EPA regulations. HP-G

4. Remove, inspect and replace fan (both electrical and mechanical), fan sensors, fan pulley, fan clutch, and fan shroud; check operation. HP-G

5. Inspect, remove, and replace auxiliary oil/fluid coolers; check oil levels. HP-G

6. Verify and document air temperature at floor vents following repair. HP-G

VI. MECHANICAL AND ELECTRICAL COMPONENTS

F. Drive Train

1. Remove, replace, and adjust shift or clutch linkage as required. HP-G

2. Remove and replace electronic sensors, wires, and connectors. HP-G

3. Remove and reinstall powertrain assembly; inspect, replace, and align powertrain mounts. HP-G

4. Remove and replace drive axle assembly. HP-G

5. Inspect, remove and replace half shafts and axle constant velocity (CV) joints. HP-G

6. Inspect, remove and replace drive shafts and universal joints. HP-G

VI. MECHANICAL AND ELECTRICAL COMPONENTS

G. Fuel, Intake and Exhaust Systems

1. Inspect, remove and replace exhaust pipes, mufflers, converters, resonators, tail pipes, and heat shields. HP-G

2. Inspect, remove and replace fuel/DEF tank, tank filter, cap, filler hose, pump/sending unit and inertia switch; inspect, depressurize, and replace fuel lines and hoses. HP-G

3. Inspect, remove and replace air intake components. HP-G

4. Inspect, remove and replace canister, filter, vent, and purge lines of fuel vapor (EVAP) control systems. HP-G

VI. MECHANICAL AND ELECTRICAL COMPONENTS

H. Restraint Systems

1. Inspect, remove, and replace seatbelt and shoulder harness assembly and components. HP-G
2. Inspect restraint system mounting areas for damage; repair as needed. HP-G
3. Inspect the operation of the seatbelt system. HP-I
4. Disable and enable Supplemental Restraint System (SRS). HP-G
5. Inspect, protect, remove and replace Supplemental Restraint Systems (SRS) sensors and wiring; ensure sensor orientation. HP-G
6. Verify that Supplemental Restraint System (SRS) is operational. HP-I
7. Inspect, remove, replace, and dispose of deployed and non-deployed airbag(s) and pretensioners following federal, state, and local regulations. HP-G
8. Use Diagnostic Trouble Codes (DTC) to diagnose and repair the Supplemental Restraint System (SRS). HP-G
9. Demonstrate an understanding of advanced restraint and occupant classification systems (OCS). HP-G
10. Identify components of Supplemental Restraint Systems (SRS). HP-I

VI. MECHANICAL AND ELECTRICAL COMPONENTS

I. Advanced Driver Assistance Systems (ADAS)

1. Identify types of ADAS systems (such as speed control, collision avoidance, lane departure warning and assist, and camera systems) on the vehicle being repaired. HP-G
2. Research operation of ADAS systems, sensors, and actuators, and static and/or dynamic recalibration procedures on the vehicle being repaired. HP-G
3. Prepare vehicle and ensure service area is appropriate for static ADAS system recalibration. HP-G
4. Perform static/dynamic ADAS recalibration procedures. HP-G
5. Diagnose failed ADAS recalibrations, identify needed repairs. HP-G

VI. MECHANICAL AND ELECTRICAL COMPONENTS

J. Hybrid/Electric Vehicle Service

1. Locate procedures for safe disabling and re-enabling of high voltage systems on hybrid/electric vehicles. HP-I

2. Identify potential safety and materials handling concerns associated with high voltage hybrid/electric vehicle battery systems. HP-G

3. Demonstrate knowledge of special multimeters, insulated tools, and other test equipment required for use in high voltage/electric vehicle circuits. HP-G

4. Demonstrate knowledge of personal protective equipment (PPE) required for use in high voltage/electric vehicle circuits. HP-I

5. Demonstrate knowledge of the use of a live-dead-live/zero potential test to verify isolation of the high voltage traction battery. HP-G

6. Demonstrate knowledge of the testing and verification of ground circuit isolation between vehicle chassis ground and the high voltage circuits and components. HP-G

7. Demonstrate an understanding of safe handling procedures associated with high voltage A/C compressors and wiring. HP-G

8. Demonstrate an understanding of hybrid/electric cooling systems. HP-G

9. Demonstrate an understanding of safe handling procedures associated with high voltage powertrain components. HP-G

10. Demonstrate knowledge of recommendations/requirements for the storage of high voltage batteries removed from vehicles and replacement of high voltage batteries. HP-G

ME Tasks	
HP-I	26
HP-G	96
	122

COLLISION REPAIR AND REFINISH FUNDAMENTALS

For every task in Collision Repair and Refinish Fundamentals, the following safety requirements must be strictly enforced:

Comply with personal and environmental safety practices associated with clothing and proper Personal Protection Equipment (PPE); hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. Identify vehicle system precautions and/or inspections to include but not limited to Supplemental Restraint System (SRS) Inspection, Advanced Driver Assistance Systems (ADAS), hybrid/electric/alternative fuel vehicles, locations and recommended procedures before inspecting or replacing components.

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

A. Damage Analysis and Estimating: Damage Analysis

1. Identify components to be removed to gain access to damaged areas. HP-G
2. Analyze damage to determine appropriate repair methods in accordance with manufacturer's recommendations and guidelines. HP-G
3. Determine the direction, point(s) of impact, and extent of direct, indirect, and inertia damage. HP-G
4. Perform visual inspection of non-structural components. HP-I
5. Determine parts, components, material type(s) and procedures necessary for a proper repair. HP-I
6. Identify suspension, electrical, and mechanical component physical damage. HP-G
7. Identify single (one time) use components. HP-G

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

B. Damage Analysis and Estimating: Estimating

1. Determine and record customer/vehicle owner information. HP-I
2. Identify and record vehicle identification number (VIN) information, including nation of origin, make, model, restraint system, body type, production date, engine type, build data, and assembly plant. HP-I
3. Identify and record vehicle mileage and options, including trim level, paint code, transmission, accessories, and modifications. HP-I
4. Identify safety systems; determine precautions, inspections, and replacement items as required. HP-G

5. Apply appropriate estimating and parts nomenclature (terminology). HP-I

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

C. Damage Analysis and Estimating: Vehicle Construction and Parts Identification

1. Identify type of vehicle construction (unibody, body-over-frame). HP-G
2. Recognize the different collision damage between unibody and body-over-frame vehicles. HP-G
3. Identify impact energy absorbing components. HP-G
4. Identify different types and strengths of substrates (steel types, aluminum, magnesium, plastic, composites, etc.). HP-G
5. Identify vehicle glass components and repair/replacement procedures. HP-G
6. Identify add-on accessories. HP-G
7. Recognize different vehicle joining/attaching methods (e.g., welding, adhesives, rivets, etc.). HP-G

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

D. Refinishing: Safety Precautions and Regulations

1. Select and use the proper personal safety equipment for surface preparation, spray gun and related equipment operation, paint mixing, matching and application, paint defects, and detailing (gloves, suits, hoods, eye and ear protection, etc.); take necessary precautions with hazardous operations and materials according to federal, state, and local regulations. HP-I
2. Identify safety and personal health hazards according to OSHA guidelines, the “Right to Know Law”, and SDS information. HP-I
3. Inspect spray environment and equipment to ensure compliance with federal, state, and local regulations, and for safety and cleanliness hazards. HP-I
4. Select and use a NIOSH approved respiratory protection system (supplied air/fresh air make up recommended). Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulations. HP-I
5. Perform equipment and work area clean-up as per applicable federal, state, and local regulations. HP-I
6. Demonstrate knowledge of the process for tracking of expelled VOCs. HP-G

7. Follow federal, state, and local regulations regarding the handling and disposal of refinishing waste products. HP-G

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

E. Refinishing: Surface Preparation

1. Inspect, remove, store, protect, and replace exterior trim and components necessary for proper surface preparation. HP-I
2. Soap and water wash entire vehicle; use appropriate cleaner to remove contaminants. HP-I
3. Remove paint finish as needed. HP-I
4. Properly sand areas to be refinished. HP-I
5. Identify and select appropriate sandpaper to featheredge areas to be refinished. HP-I
6. Apply suitable metal treatment or primer in accordance with total product systems. HP-I
7. Mask and protect other areas that will not be refinished. HP-I
8. Demonstrate different masking techniques (recess/back masking, foam door type, etc.). HP-I
9. Mix primer, primer-surfacer following paint manufacturers technical data sheet instructions. HP-I
10. Apply primer onto surface of repaired area, demonstrating control of primer applicable by keeping the areas as small as possible. HP-I
11. Force curing and drying of primer coating following paint manufacturers technical data sheet. HP-I
12. Apply two-component finishing filler to minor surface imperfections. HP-I
13. Apply guide coat and block sand area with correct grade/grit sandpaper to which primer-surfacer has been applied. HP-I
14. Dry sand area to which two-component finishing filler has been applied. HP-I
15. Remove dust from area to be refinished, including cracks or moldings of adjacent areas. HP-I
16. Clean area to be refinished using a recommended final cleaning solution. HP-I
17. Prepare adjacent panels for blending using paint manufacturers procedures. HP-I

18. Identify the types of rigid, semi-rigid or flexible plastic parts to be refinished; determine the materials needed, preparation, and refinishing procedures. HP-I

19. Identify metal parts to be refinished; determine the materials needed, preparation, and refinishing procedures. HP-I

20. Identify refinishing guidelines for stationary glass flange areas to be refinished. HP-I

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

F. Refinishing: Spray Gun and Related Equipment Operation

1. Inspect, clean, and determine condition of spray guns and related equipment (air hoses, regulators, air lines, air source, spray environment, and filters). HP-I

2. Select spray gun setup (fluid needle, nozzle, and cap) for product being applied. HP-I

3. Test and adjust spray gun using fluid, air, and pattern control valves. HP-I

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

G. Non-Structural Repair: Preparation

1. Inspect, remove, protect, label, store, inventory, and reinstall exterior trim and moldings. HP-I

2. Inspect, remove, protect, label, store, inventory, and reinstall interior trim and components. HP-I

3. Inspect, remove, protect, label, store, inventory, and reinstall body panels and components that may interfere with or be damaged during repair. HP-I

4. Inspect, remove, protect, label, store, inventory, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair. HP-I

5. Protect panels, glass, interior parts, and other vehicles adjacent to the repair area. HP-I

6. Soap and water wash entire vehicle; complete pre-repair inspection checklist. HP-I

7. Prepare damaged area using water-based and solvent-based cleaners. HP-I

8. Remove corrosion protection, undercoating, sealers, and other protective coatings as necessary to perform repairs. HP-I

9. Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair. HP-I

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

H. Non-Structural Repair: Outer Body Panels

1. Inspect, remove, replace, and align hood, hood hinges, and hood latch. HP-I
2. Inspect, remove, replace, and align deck lid, lid hinges, and lid hatch. HP-I
3. Inspect, remove, replace, and align doors, latches, hinges, and related hardware. HP-I
4. Inspect, remove, replace, and align tailgates, hatches, and liftgates. HP-I
5. Inspect, remove, replace, and align sliding doors. HP-G
6. Inspect, remove, replace, overhaul, and align bumpers, covers, reinforcements, guards, impact absorber, and mounting hardware. HP-I
7. Inspect, remove, replace, and align fenders and related panels. HP-I
8. Restore corrosion protection during and after the repair. HP-I
9. Replace seam sealer to match OEM appearance. HP-I
10. Restore sound deadeners and foam materials. HP-G
11. Identify one-time use fasteners. HP-I
12. Inspect and identify labels/decals and replace as necessary. HP-G
13. Follow manufacturer guidelines when applying heat to non-structural components during repair. HP-G

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

I. Non-Structural Repair: Metal Finishing and Body Filling

1. Prepare a panel for body filler by abrading or removing the coatings; featheredge, refine scratches, and clean the surface before the application of body filler. HP-I
2. Locate and repair surface irregularities and straighten contours on a damaged body panel using power tools, hand tools, and weld-on pulling attachments. HP-I
3. Demonstrate hammer and dolly techniques. HP-I
4. Heat shrink stretched panel areas to proper contour. HP-G

5. Cold shrink stretched panel areas to proper contour. HP-I

6. Identify body filler defects; correct the cause and condition (pinholing, ghosting, staining, over catalyzing, etc.) HP-I

7. Identify different types of body fillers. HP-G

8. Shape body filler to contour; finish sand. HP-I

9. Perform proper metal straightening techniques for aluminum. HP-G

10. Perform proper application of body filler to aluminum. HP-G

11. Locate and repair surface irregularities and straighten contours on a damaged panel using Glue-Pulling Dent Repair (GPDR). HP-G

12. Mix and apply body filler. HP-I

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

J. Non-Structural Repair: Moveable Glass and Hardware

1. Inspect, adjust, overhaul repair, or replace window regulators, run channels, glass, power mechanisms, and related controls. HP-I

2. Inspect, adjust, repair, remove, reinstall, or replace weather-stripping. HP-G

3. Inspect, remove, repair, or replace, and adjust removable power operated roof panel and hinges, latches, guides, handles, retainer, and controls of sunroofs. HP-G

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS

K. Non Structural Repair: Plastics, Adhesives, and Welding

1. Identify the types of plastics; determine repairability. HP-I

2. Identify location of damage relative to safety systems (ADAS); determine repairability according to manufacturer repair procedures. HP-G

3. Clean and prepare the surface of plastic parts; identify the types of plastic repair procedures. HP-I

4. Repair rigid, semi-rigid, and flexible plastic panels. HP-I

5. Remove, replace, or repair damaged areas of rigid exterior composite panels. HP-G

6. Repair plastic parts by welding (nitrogen or airless). HP-I

7. Perform a single-sided adhesively bonded cosmetic repair. HP-I

8. Perform a double-sided adhesively bonded repair. HP-I

9. Perform an adhesively bonded or welded tab repair. HP-I

10. Shape and reform damaged plastic. HP-G

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS
L. Mechanical and Electrical Components: Suspension and Steering

1. Reinstall wheels and tighten lug nuts to manufacturers spec using a torque wrench. HP-I

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS
M. Mechanical and Electrical Components: Electrical

Note: All tasks in this section refer to low voltage systems and components only

1. Remove, replace, and recharge battery. HP-I

2. Check operation and aim headlamp assemblies and fog/driving lamps. HP-G

3. Remove and replace horn(s); check operation. HP-I

4. Check operation of wiper/washer systems. HP-I

VII. COLLISION REPAIR AND REFINISH FUNDAMENTALS
N. Mechanical and Electrical Components: Fuel, Intake and Exhaust Systems

1. Remove, and replace air intake components. HP-G

CF Tasks	
HP-I	71
HP-G	31
	102

TASK LIST PRIORITY ITEM TOTALS (by area)

Damage Analysis, Estimating, Customer Service (DAECS)

HP-I =	16	90% =	14 Tasks
HP-G =	46	85% =	39 Tasks

Painting and Refinishing (PR)

HP-I =	58	90% =	52 Tasks
HP-G =	33	85% =	28 Tasks

Non-Structural Analysis and Damage Repair (NS)

HP-I =	34	90% =	31 Tasks
HP-G =	25	85% =	21 Tasks

Welding, Cutting, and Joining (WE)

HP-I =	13	90% =	12 Tasks
HP-G =	6	85% =	5 Tasks

Structural Analysis and Damage Repair (SA)

HP-I =	8	90% =	7 Tasks
HP-G =	33	85% =	28 Tasks

Mechanical and Electrical Components (ME)

HP-I =	26	90% =	23 Tasks
HP-G =	96	85% =	82 Tasks

Collision Repair and Refinish Fundamentals (CF)

HP-I =	71	90% =	64 Tasks
HP-G =	31	85% =	26 Tasks

*100% Required Foundational Skills = 31 Tasks

DEFINITIONS – TECHNICAL TERMS

1. ABRADE - (see SAND)

2. ACTIVE SUSPENSION SYSTEM - A continuously controlled self-adjusting suspension system.

3. ADJUST - To bring components or equipment to specified operational settings.

4. ADAS (ADVANCED DRIVER ASSISTANCE SYSTEMS) – groups of electronic technologies that assist drivers in acceleration, braking, and steering functions.

5. AIR PURIFYING RESPIRATOR - Uses a filter, cartridge, or canister to remove specific air contaminates by passing ambient air through the purifying element.

6. ALIGN (REALIGN) - To adjust components to a line or predetermined relative position.

7. ANALYZE - To examine the relationship of components of an operation.

8. ANCHOR - To hold in place.

9. APPLY - To put on, attach, or affix chemicals, components or parts by spraying, brushing, spreading or using hardware.

10. BLEED - To remove air from a closed system.

11. BUFF - To remove fine scratches, usually from a painted surface, using a fine abrasive such as compounds and polishes.

12. CHECK - (SEE VERIFY).

13. CLEAN - To rid component of extraneous matter for the purpose of reconditioning, repairing, measuring, or reassembling.

14. COLD SHRINK - To restore contour, shape, and dimensions to stretched sheet metal areas utilizing appropriate hammer and dolly techniques.

15. CONDITION - To prepare for future action.

16. DENIB - To remove dust/dirt particles in a painted surface.

17. DETERMINE - To establish the type and extent of damage to a component or the procedure to be used to affect the necessary repair.

18. DEVELOP (PLAN) - To identify, arrange or organize the steps or procedural components into a logical sequence of actions.

19. DIAGNOSE - To locate the root cause or nature of a problem by using a specified procedure.

20. EVACUATE - To remove air, fluid or vapor from a closed system by use of a vacuum pump.

21. FEATHEREDGE - To taper and smooth the edges of a damaged area using abrasives.

22. FILL (REFILL) - To bring fluid level to specified point or volume.

23. FLUSH - To use a fluid to clean an internal system.

24. GRIND - To remove material using a motor-driven abrasive wheel, disk or pad.

25. HEAT SHRINK - To restore contour, shape and dimensions to stretched sheet metal areas by applying heat and utilizing appropriate hammer and dolly techniques.

26. IDENTIFY - To establish the identity of a vehicle or component prior to service; to determine the nature or degree of a problem.

27. INSPECT (CHECK) - To verify condition by performing an operational or comparative examination.

28. INSTALL (REINSTALL) - To secure or attach a component in its proper position in a system.

29. LEAK TEST - To check for and/or locate leaks in a component or system.

30. LOCATE - To find by using tools, measuring instruments, equipment or the senses.

31. MASK - To protect a component or area from incidental damage from the application of refinishing materials.

32. MEASURE - To compare existing dimensions to specified dimensions by the use of calibrated instruments and gauges.

33. MIX - To combine or blend into one mass or mixture.

34. PERFORM - To accomplish a procedure in accordance with established methods and standards.

35. PLAN - (see DEVELOP)

36. PROTECT - To take actions to prevent damage to areas of the vehicles adjacent to the repair area.

37. REALIGN - (see ALIGN)

38. REDUCE - To lower the viscosity of a refinishing material.

39. REFILL - (see FILL)

40. REFINISH - To apply cleaners, paint, and other finishing materials to the repair areas.

41. REINSTALL - (see INSTALL)

42. REMOVE - To disconnect and separate a component from a system.

43. REPAIR (RESTORE) - To return damaged areas to acceptable size, dimensions, shape, performance characteristics and condition.

44. REPLACE - To exchange a damaged component with a new or used component.

45. RESTORE - (SEE REPAIR)

46. ROUGH SAND - To remove body filler, primer/substrate, or finish materials using coarse abrasives.

47. SAND (ABRADE) - To abrade or level the surface.

48. SCUFF - To abrade or degloss a surface for the purpose of adhesion.

49. SELECT - To choose the correct part, tool, equipment or setting during an assembly, adjustment or procedure.

50. SETUP - To select and assemble components, assemblies or parts in order or combination to produce desired results.

51. STORE - To organize and put away parts, hardware, and components for future retrieval and use.

52. STRAIGHTEN - To remove bends, creases, and other damage while returning a component to acceptable size, shape, and condition.

53. STRUCTURAL COMPONENTS - Any part of a vehicle's structure that bears loads, provides strength, and when removed or altered would compromise the integrity of the vehicle.

54. SUBSTRATE - A painted, primed or bare surface.

55. TINT - To adjust the color or hiding ability of refinishing materials.

56. VERIFY (CHECK) - To confirm a condition, adjustment or setting.

57. WASH - To clean by spraying, dipping, rinsing, rubbing or scrubbing.

58. WELD - To join metal or plastic pieces together by using a thermal process, often adding filler material to the joint.

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TOOLS AND EQUIPMENT

Local employer needs and the availability of funds are key factors for determining each program's structure and operation. The ASE Education Foundation Program Standards recognize that not all programs have the same needs, nor do all programs teach 100 % of the collision repair & refinish tasks. Therefore, the basic philosophy for the tools and equipment requirement is as follows: *for all tasks which are taught in the program, the training should be as thorough as possible with the tools and equipment necessary for those tasks*. In other words, if a program does not teach a particular task, the tool from the tool list associated with that task is not required.

The tool lists are organized into three basic categories*: Hand Tools, General Lab/Shop Equipment,* and *Specialty Tools and Equipment*. The specialty tools and equipment section is further separated into the four Collision Repair & Refinish Accreditation task categories. When referring to the tools and equipment list, please note the following:

A. The organization of the tool list is not intended to dictate how a program organizes its tool crib or student tool sets (i.e., which tools should be in a student set, if utilized, and which should be in the tool crib or shop area).

B. Quantities for each tool or piece of equipment are determined by the program needs; however, sufficient quantities to provide quality instruction should be on hand.

C. For *Specialty Tools and Equipment by Area*, the program need only have those tools for the areas being accredited.

D. Programs may meet the equipment requirements by borrowing special equipment or providing for off-site instruction (e.g., in a dealership or independent repair shop). Use of borrowed or off-site equipment *must* be appropriately documented.

E. No specific brand names for tools and equipment are specified or required.

F. Although the Program Standards recommend that programs encourage students to begin to build their own tool sets, this is not a requirement. However, many employers require an entry-level technician to provide his/her own basic hand tool set.

HAND TOOLS

(Contained in individual sets or the tool crib in sufficient quantities to permit efficient instruction)

Adjustable Wrenches – 6" and 12"		Pliers (continued):	
Allen (Wrench or Socket) Set – Standard (.050"-3/8")		Slip Joint (Water Pump)	
Allen (Wrench or Socket) Set – Metric (2mm - 7mm)		Snap Ring Plier Set - internal and external	
Chisel Set		Punch Set	
Combination Wrenches:		Screwdriver - Blade Type:	
Standard (1/4" - 1") (optional)		Stubby	
Metric (7mm - 24mm)		6", 9", 12"	
Crowfoot Wrench Set – Metric (optional)		Offset	
Crowfoot Wrench Set – Standard (optional)		Screwdrivers - Phillips:	
Drill – 3/8" and 1/2" variable speed, reversible		Stubby #1, #2	
Flare Nut (tubing) Wrenches:		6" #1, #2	
Standard 3/8" – 3/4" (optional)		12" #3	
Metric 10mm – 17mm		Offset #2	
Flashlight and batteries		Torx® Set:	
Hack Saw and blades		T8, T10, T15, T20, T25, T27, T30, T40, T50, T55	
Hammers:		Torx® External Set:	
16 oz. Ball Peen		E8, E10, E15, E20, E27, E30, E40, E45, E50, E55	
Brass		Torx® Plus Set: TX	
Dead Blow Mallet		Screw Extractor Set	
Plastic Tip		Screw Starter:	
Sledge		Phillips	
Soft Faced		Standard	
Rubber Mallet		Socket Set - 1/4" Drive:	
Impact Wrenches – 3/8" and 1/2"		1/4" - 1/2" Standard Depth (optional)	
Inspection Mirror		1/4" - 1/2" Deep (optional)	
Pickup Tool – Magnetic and Claw type		6mm - 12mm Standard Depth	
Pliers:		6mm - 12mm Deep	
Combination		Flex/Universal Type - Metric (standard optional)	
Hose Clamp		Universal Joint	
Locking Jaw		3", 6" Extensions	
Needle Nose		Ratchet	
Side Cutting			

Socket Set - 3/8" Drive:	
5/16" - 3/4" Standard Depth (6 point) (optional)	
3/8" - 3/4" Deep (6 point) (optional)	
9mm - 19mm Standard Depth	
9mm - 19mm Deep	
M4 – M18 Triple Square	
3", 6", 12", 18" Extensions	
Flexhead Ratchet	
Impact Sockets - 3/8" - 3/4" Standard (optional)	
Impact Sockets - 10mm - 19mm	
Ratchet	
Universal Joint	
Socket Set - 1/2" Drive:	
7/16" - 1 1/8" Standard Depth (optional)	
7/16" - 1 1/8" Deep (optional)	
10mm - 25mm Standard Depth	
10mm - 25mm Deep	
5", 10" Extensions	
Flex Handle (Breaker Bar)	
Impact Sockets Standard 7/16" - 1 1/8" (optional)	
Impact Sockets 12mm - 32mm	
Ratchet	
Torque Wrenches (Sound/Click)Type:	
1/4" or 3/8" Drive in. lb. (30 - 250)	
3/8" Drive ft. lb. (5 - 75)	
1/2" Drive ft. lb. (50 - 250)	

GENERAL LAB/SHOP EQUIPMENT

The tools and equipment on this list are used in general lab/shop work but are not generally considered to be individually owned hand tools. A well-equipped, accredited program should have all of these general tools and equipment readily available, in proper working order, and in sufficient quantity to provide quality instruction.

Air Blow Guns - OSHA Standard		Work Benches – steel top with vice	
Air System - Air Compressor		Work Stands – portable	
Air Hoses - with quick release couplings		Wheel Caster System (Wheel Dollies)	
Air Lines			
Regulator			
Water Extractors			
Air Transformer/Regulators			
Chamois (synthetic)			
Coolant Drain Pan			
Corrosion Protection Application Equipment			
Creepers			
Grounded Extension Cords			
Heat Lamp (optional)			
Hood Props			
Infrared Non-Contact Thermometer			
Jack Stands			
Oil Drain/Storage Pan			
Overhead Ventilation - for welding area			
Part Cart			
Pressure Washer (optional)			
Service Jacks			
Shop Brooms			
Dust Pans			
Floor Squeegee			
Floor Mop and Bucket			
Sponges			
Step Ladder			
Storage Cabinets			
Towels			
Trash Cans in accordance with local, state, and federal regulations			
Trouble/Work Lights – non-incandescent			
Wet/Dry Shop Vac			
Water Hose			
Water Hose Nozzle			

SPECIAL SAFETY ITEMS

(All equipment must meet or exceed federal, state, and local regulations.)

Bloodborne Pathogen Kit		OSHA "Right to Know" Compliance Kit	
Cut-Proof Gloves		Protective Gloves and Clothing - for handling paint and related chemicals	
Eye Wash Basin		Respiratory Protection Equipment – as required by OSHA	
Eye Wash Station, portable (saline)		Safety Cans - for solvents, rags, etc.	
Fire Extinguishers - by type as required		*****Safety Glasses, Clear and Tinted Face Shields, and Goggles, with ANSI Z 87 rating - for students, instructors, and visitors	
First Aid Kit (per written first aid policy)		*****Safety Shoes – as required by state or local regulations	
Flammable Material Storage Locker – meeting fire and building codes		Safety Shower – as required by state or local regulations	
Hazardous Spill Response Kit		Vacuum System - for air sanders – dust extraction vacuum – stand alone or central system (recommended)	
*****Hearing Protection - for students, instructors, and visitors			

*** = Individual Student Items**

MISCELLANEOUS TOOLS

Caulking Gun		Tire Pressure Gauge	
C-clamps – assorted		Tire Inflator	
Heat Gun		Twist Drill Sets:	
Hole Saw Set – 1/2" to 2"		Standard - 1/64" - 1/4" by 1/16" and Metric Equivalent	
Panel Splitter (hand held blades/accessories)		Standard - 1/4" - 1/2" by 1/16" and Metric Equivalent	
Pry Bar Set		Wire Brushes - hand and powered	
Putty Knife		Special Removing and Releasing Tools:	
Rivet Guns - heavy duty blind and large for 3/16" and 1/4"		Door handle removing tool	
Sanding Tools - assorted		Miscellaneous interior and exterior trim removing tools	
Scrapers		Moulding removal tools	
Scratch Awl		Spring lock line removal tool set (A/C, fuel line, etc.)	
Tap and Die Sets - Metric (standard optional)		Stationary glass removal tools (optional)	
Tape Measure – Standard and Metric		Windshield wiper removing tool	
Tin Snips			

BODY WORKING TOOLS

Assorted files - for metal and plastic finishing, including:		Dollies:	
Body Files		Bumping File	
Hand Sanding Pads		Dinging Spoon	
Metal Files		Door skin Dolly	
Mixing Board		Fender Dolly	
Sanding Blocks (short and long)		Inside Heavy Duty Spoon	
Sanding Boards (short and long)		Inside High Crown	
Body Hammers:		Inside Medium Crown	
Cross Chisel		Spoon Dolly (“Dolly on a stick”)	
Door Skin Hammer		Toe Dolly	
General Purpose Pick		Universal Dolly	
Large Face Finishing		Filler Spreaders and Applicators – assorted types and sizes	
Long Pick		Picks – assorted	
Short Utility Pick			
Shrinking			

ALUMINUM REPAIR TOOLS (RECOMMENDED)

Abrasive Tools		Glue Pull System	
Body Files		GMAW Welder Synergic Pulse	
Dedicated (Clean) Repair Station		Hammers	
Dent Pulling Equipment		Self-Piercing Rivet Guns	
Dollies		Stainless Steel Wire Brush	
Dye Penetrant		Wet Mix Technology Dust Extraction System approved for aluminum	

HYBRID/ELECTRIC VEHICLE TOOLS & EQUOPMENT (RECOMMENDED)

Hybrid/Electric Vehicle Safety Kit		Insulated Retrieval Hook	
Electrical Insulating Gloves – must meet CAT 0 1000 VAC and 1500 VDC electrical safety glove rating – may have expired certification if used for demonstration only		Insulation Tester/Multimeter and leads – must meet CAT III 600 volt, CAT III 1000 volt, or CAT IV 600 volt rating	
EV charging equipment		Battery Lift Table	
Vehicle lift with weight and physical configuration appropriate for hybrid/electric vehicles		Leather Gloves to go over Electrical Insulating Gloves	

SPECIALTY TOOLS AND EQUIPMENT

FOR EACH ACCREDITATION AREA

This section covers the tools and equipment a lab/shop should have for training in any given specialty area. This equipment is specialized and it must be available in the lab/shop or to the program. No specific type or brand names are identified because they will vary in each local situation.

For all tasks which are taught in the program, the training should be as thorough as possible with the tools and equipment necessary for those tasks. In other words, if a program does not teach a particular task, the tool from the tool list associated with that task is not required.

DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE

Computerized Estimating System		Tape Measure – Metric	
Digital camera or tablet with camera		Tram gauge	
J2534 compatible Scan Tool, capable of performing adaptations/recalibrations			

PAINTING AND REFINISHING

Air Amplifier/Venturi Style Blower used to dry waterborne paint (optional)		Paint Storage Room/Locker in accordance with local, state, and federal regulations	
Air Cap Test Gauge (optional)		Personal Safety Equipment (painting gloves, suits, hoods, and NIOSH-approved respiratory protection systems, respirators, etc.)	
Anti-static Gun (optional)		Portable Paint Curing Equipment (infrared)	
Color-matching Light System		Positive Pressure Air Respirator	
Dust Extraction Equipment (optional)		Power Sanders	
Electronic Dry Film Thickness Gauge with a + or - of 1/10th of a mil thickness capabilities (ferrous/non-ferrous)		Prep Station - (recommended) in accordance with local, state, and federal regulations	
Enclosed Paint Spray Booth to comply with local, state and federal regulation (downdraft booth recommended)		Sanding Blocks (short and long)	
Hand Sanding Pads		Spray Guns - HVLP (high volume low pressure) or compliant with high air flow fittings	
Masking Equipment -		Spray gun cleaning equipment or disposable liner cup system in accordance with local, state, and federal regulations	
Car Covers/Plastic Sheeting		Ultrasonic film thickness gauge – plastic (optional)	
Paper and Tape Dispenser		UV Curing Light (optional)	
Paint Mixing Bank with Measuring Equipment		Variable Speed Buffer/Polisher	
Paint Mixing Room (in accordance with local, state, and federal regulations)		Viscosity Cups (optional)	
Paint Shaker		Waste disposal/recycle program in accordance with local, state, and federal regulations	
Parts Stands (Assorted)		Waterborne Spray Gun Equipment (optional)	

NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

Abrasive Cut-off Tool and Discs		Panel Splitter	
Anchoring System (recommended)		Slide Hammer - complete with attachments	
Car Lift (capable of totally lifting the vehicle) (recommended)		Stationary Power Tools -	
Glue Pull Equipment (optional)		Bench Grinder	
GMAW Welders and accessories (flow meter, cart, gas cylinder, nozzle cleaner) 140 amp minimum, 180 amp (recommended)		Drill Press (recommended)	
Heat Shrinking Tool		Welding Safety Equipment - to include:	
Portable Hydraulic Ram - with attachments		Aprons	
Plastic and Adhesives Tools -		Face Shields	
Plastic Welder		Gloves	
Die Grinding Tool Set		Goggles	
Disc Grinder		Helmets	
Structural Adhesives Guns (dispenser) - two-component		Jackets	
Portable Power Tools -		Respirators	
Eraser Wheel		Safety Glasses	
Angle Grinders		Skull Cap	
Hole Punch		Welding Blanket	
Metal Shears (optional)		Welding Pliers	
Mini Belt Sander for Removal of Plug Welds		And all appropriate safety equipment	
Nibbler (optional)		Squeeze-type Resistant Spot Welder (STRSW) (10,000 amp/790 lb. (351 daN deca newtons clapming force at the electrode tip minimum) (recommended) with shunt pliers	
Power Reciprocating Saw and Blades		Weld-on Pulling Tool and Attachments	
Sanders			
Spot Weld Removal Tool (optional)			

STRUCTURAL ANALYSIS AND DAMAGE REPAIR

Everything listed under Non-Structural Analysis and Damage Repair (Body Components) plus:

Blind Rivet Tool 3/16" – 1/4" (3,822 lbs. Minimum)		Pulling and Holding Equipment Set:	
Body over frame anchoring systems (recommended)		Body Clamps (recommended)	
Frame/Unibody Straightening Equipment – Bench/rack with pinch weld clamps/anchoring system and multiple pull capacity		Safety Chains/Cables	
GMAW (Pulse) Welder and accessories (flow meter, cart, gas cylinder and nozzle cleaner) 220 Volt 180 amps		Universal Anchoring System (recommended)	
Grounded Extension Cord (220 volt) (optional)		Three-dimensional Measuring System with the capability to measure the total vehicle.	
Heat Monitoring Crayons		Tram Gauges	

MECHANICAL AND ELECTRICAL COMPONENTS

A/C Recycling/Recovery Machine		Jumper Wire Set (with various adapters)	
ADAS recalibration targets and related equipment (optional)		Laptop/Tablet with applicable Diagnostic Software & Tools or Scan Tool with OBDII capabilities	
AGM Battery Charger/Booster		Plugs and Caps for Hydraulic, Fluid and A/C Lines	
Battery Post Cleaner		Portable Battery Jump Box	
Battery Terminal Pliers		Soldering Gun/Iron	
Battery Terminal Puller		Torx ® Tamper Proof Set: T8, T10, T15, T20, T27, T30, T40	
Brake Bleeder		Vac and Fill Equipment to Extract and Install Fluids (oil, transmission, coolant, etc.)	
Brake Spoon		Wheel Alignment System (4-wheel) (optional)	
Connector Pick Tool Set		Wire and Terminal Repair Kit	
Coolant Tester			
Cooling System Pressure Tester			
DVOM (Digital Volt-Ohmmeter)			
Flexible Dial Indicator Gauge (optional)			

COLLISION REPAIR AND REFINISH FUNDAMENTALS

Computerized Estimating System (recommended)			
Air Amplifier/Venturi Style Blower used to dry waterborne paint (optional)		Paint Storage Room/Locker in accordance with local, state, and federal regulations	
Enclosed Paint Spray Booth or Spray Environment to comply with local, state and federal regulation (downdraft booth recommended)		Personal Safety Equipment (painting gloves, suits, hoods, and NIOSH-approved respiratory protection systems, respirators, etc.)	
Hand Sanding Pads		Portable Paint Curing Equipment (infrared)	
Masking Equipment -		Power Sanders	
Car Covers / Plastic Sheeting		Sanding Blocks (short and long)	
Paper and Tape Dispenser		Spray Guns - HVLP (high volume low pressure) or compliant with high air flow fittings	
Paint Mixing Room (in accordance with local, state, and federal regulations) (recommended)		Spray gun cleaning equipment or disposable liner cup system in accordance with local, state, and federal regulations	
Paint Shaker		Waste disposal/recycle program in accordance with local, state, and federal regulations	
Parts Stands (assorted)			
Glue Pull Equipment		Disc Grinder	
Heat Shrinking Tool		Structural Adhesives Guns (dispenser) - two-component	
Portable Hydraulic Ram - with attachments (optional)		Portable Power Tools -	
Plastic and Adhesives Tools -		Eraser Wheel	
Plastic Welder		Slide Hammer - complete with attachments	
Die Grinding Tool Set		Weld-on Pulling Tool and Attachments	
AGM Battery Charger/Booster		Battery Terminal Pliers	
Battery Post Cleaner		Battery Terminal Puller	

FORMS

COLLISION REPAIR & REFINISH PROGRAM EVALUATION FORM

School/Program Name: _____

City and State: _____

Accreditation Areas Sought:

- ☒ Damage Analysis/Estimating/Customer Service – 50 hours* minimum (Required, except those choosing to accredit under Collision Repair and Refinish Fundamentals)
- ☐ Painting & Refinishing – 300 hours* minimum
- ☐ Non-Structural Analysis & Damage Repair – 300 hours + 75 additional hours of Welding, Cutting & Joining – 375 hours* minimum
- ☐ Structural Analysis & Damage Repair – 175 hours* minimum. Accreditation in Non-Structural Analysis & Damage Repair is required
- ☐ Mechanical and Electrical Components – 200 hours* minimum

-OR-

- ☐ Collision Repair and Refinish Fundamentals – 300 hours* minimum

* Combined classroom and lab/shop instructional activities, plus work-based learning hours if Standard 11 applies and e-learning hours if Standard 12 applies.

Type: ☐ **Initial Accreditation** ☐ **Renewal of Accreditation**

Please use this form when conducting a program evaluation.

POSSIBLE DOCUMENTS: These helpful hints are provided to assist the program prepare for the accreditation process and on-site visit. These suggestions are meant as examples of items that may be used to support the rating.

For all items requiring responses on a 5-point scale, use the following to rate your responses:

1	2	3	4	5
not at all	very little	somewhat, needs improvements	average, adequate	above average

STANDARD 1 - PURPOSE

THE COLLISION REPAIR & REFINISH TECHNICIAN TRAINING PROGRAM SHOULD HAVE CLEARLY STATED PROGRAM GOALS, RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS SERVED.

1.1 EMPLOYMENT POTENTIAL 1.1

The employment potential for collision repair & refinish technicians, trained to the level for the specialty or general areas outlined in the program goals, should exist in the geographic area served by the program.

A. Rate the administration and use of an annual survey of employers to determine the needs of their potential employees. _____

B. Rate the administration and use of an annual program completer survey to determine the percentage of students who are about to complete the program and obtain employment in the automotive industry or continue automotive education. _____

POSSIBLE DOCUMENTS: A. - B. Provide a copy of the annual survey and a summary of the results.

1.2 PROGRAM DESCRIPTION/GOALS 1.2

The written description/goals of the program should be shared with potential students and may include admission requirements if applicable, employment potential, area(s) of specialty training offered, and the cost of all tuition and fees. Technical qualifications of the faculty and the overall goal(s) of the program should also be included.

A. Rate the program material(s) available (brochure, catalog, or website) on the inclusion of the following (rate collectively not individually): _____
   1. admission requirements (if applicable)
   2. employment potential
   3. areas of collision repair & refinish training offered
   4. cost of tuition and fees (if applicable)
   5. technical qualifications of the instructional staff
   6. overall goals of the program

POSSIBLE DOCUMENTS: A. Provide a copy of the brochure and/or catalog with appropriate pages identified (use sticky notes, highlighter, etc. to make the information easy to find).

For items rated above or below a 4 – provide explanation below:

Standard 1
Average Score (3 items) _____

STANDARD 2 – ADMINISTRATIVE PROGRAM SUPPORT

PROGRAM ADMINISTRATION SHOULD ENSURE THAT INSTRUCTIONAL ACTIVITIES SUPPORT AND PROMOTE THE GOALS OF THE PROGRAM.

2.1 ADMINISTRATIVE SUPPORT 2.1

Positive administrative support from institutional and local governing bodies should be demonstrated. Indicators of administrative support would include: support for staff in-service and update training; provision of appropriate facilities; up-to-date tools, equipment, training support materials, curriculum and support of continuing program improvement.

A. Rate the administrative support for implementing the on-site evaluation team recommendations made at the previous on-site evaluation. N/A for initial accreditation only – required to be rated for renewal accreditation. _____ ☐ N/A

B. Rate the administrative support that demonstrates provisions have been made for instructors to attend planned in-service and update training on a regular basis. _____

C. Rate the administrative support in terms of providing necessary resources to ensure the program is supplied with adequate tools, equipment, and service publications required to meet program goals and objectives. _____

D. Rate the administrative support for on-going curriculum development, review, and revision. _____

E. Rate the extent to which the institution administration involves the program faculty in preparation of the annual budget. _____

F. Rate the extent to which the institution administration is involved in and attends the program advisory committee meetings. _____

POSSIBLE DOCUMENTS: A. - F. Provide a copy of the purchase order, school policy or letter of support from the administration that addresses the various issues of planned in-service and update training; tools, equipment, and service publications; curriculum; and budget preparation.

2.2 WRITTEN POLICIES 2.2

Written policies should be adopted by the administration and policy board for use in decision-making situations and to provide guidance in achieving the program goals. Policies regarding safety, liability, and lab/shop operation should be written and prominently displayed as well as provided to all students and instructors.

A. Have written policies regarding student and institutional responsibilities been approved by the administrative and/or policy board? ☐ **YES** ☐ **NO**

B. Rate the written policies regarding safety, liability, and lab/shop operation in terms of being prominently displayed in the lab/shop area. _____

C. Rate the policies in terms of being provided to each student and instructor. _____

D. Rate the availability of a written policy approved by the school administration on First Aid administration and the instructors' knowledge of these procedures. _____

POSSIBLE DOCUMENTS: A. - D. Provide a copy of the school policy and teacher/student handbook with pages marked with sticky notes and references highlighted.

2.3 PROVISIONS FOR INDIVIDUAL DIFFERENCES 2.3

The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accommodated.

A. Rate the structure of the training program to accommodate students with different levels of cognitive and psychomotor ability. _____

POSSIBLE DOCUMENTS: A. Provide ADA information (if applicable), equipment modifications, differential instruction, and provide an example of Individual Education Plan (IEP).

For items rated above or below a 4 – provide explanation below:

Standard 2
Average Score (as many as 10 items) _____

STANDARD 3 - LEARNING RESOURCES

SUPPORT MATERIAL, CONSISTENT WITH BOTH PROGRAM GOALS AND PERFORMANCE OBJECTIVES, SHOULD BE AVAILABLE TO STAFF AND STUDENTS.

3.1 SERVICE INFORMATION 3.1

Service information with current manufacturer's service procedures and specification data for vehicles manufactured within the last ten (10) years should be available. This information should be accessible to students in the lab/shop area.

A. Rate the availability of pertinent electronic service information to students in the lab/shop area with procedures and specifications for vehicles manufactured within the last 10 years. _____

POSSIBLE DOCUMENTS: A. State the location of all service information such as manuals, CDs, on-line access, etc.

3.2 MULTIMEDIA 3.2

Appropriate up-to-date multimedia materials and technology should be readily available and utilized in the training process.

A. Rate the use of current multimedia technology and equipment in the training process as appropriate. _____

B. Rate the availability of multimedia equipment and materials for instructional purposes. _____

POSSIBLE DOCUMENTS: A. – B. Provide a list and give the location of all technology available for student and instructor use.

3.3 STUDENT RESOURCES 3.3

Pertinent instructional texts, resources, and e-learning materials should be available for each student to satisfy the objectives of the mode of instruction used. Basic and specialty learning resources should have copyright dates that are not over six (6) years old.

A. Rate the pertinent instructional texts, resources and e-learning materials available for each student in terms of satisfying the objectives of the mode of instruction. Basic and specialty learning resources should have copyright dates that are not over six (6) years old. _____

B. Rate the general and technical automotive magazines, newspapers, and websites available for student and instructor use in terms of being current. _____

POSSIBLE DOCUMENTS:
A. Provide a copy of each textbook or online/electronic texts, and other materials used for instruction.
B. Provide a list, give the location, and show examples of physical copies.

For items rated above or below a 4 – provide explanation below:

Standard 3
Average Score (5 items) _____

STANDARD 4 – FUNDING

FUNDING SHOULD BE PROVIDED TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

4.1 FUNDING 4.1
Adequate funding should be allocated and used for the operation of the program. The funding should be allocated by the institutional administration in conjunction with the program faculty with input from the advisory committee. Funding reports should be made available to program staff.

A. Rate the funding in terms of being adequate for program operation. _____

B. Rate the extent to which the program staff input is included in funding planning. _____

C. Rate availability of funding status reports to instructional staff. _____

POSSIBLE DOCUMENTS:
A. Highlight pertinent discussion regarding funding in Advisory Committee minutes.
B. Provide copies of funding or budget requests. The evaluation team may interview program staff.
C. Provide a copy of the budget or funding report.

For items rated above or below a 4 – provide explanation below:

Standard 4
Average Score (3 items) _____

STANDARD 5 - STUDENT SERVICES

SYSTEMATIC COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES SHOULD BE USED.

5.1 PRE-ADMISSION PROGRAM ADVISEMENT 5.1

Prior to program admission, a student should be counseled regarding automotive careers.

A. Rate the use of student advisement on automotive career opportunities and career exploration activities prior to program admission. _____

POSSIBLE DOCUMENTS: A. Highlight access to the career process and student services available, as cited in catalog or other materials.

5.2 PLACEMENT 5.2

A student placement process should be used to assist students in obtaining employment in industry, related to their training.

A. Rate the placement process used to assist students obtain employment or work-based learning in the industry. _____

POSSIBLE DOCUMENTS: A. Provide the policy or explanation of the placement process.

5.3 ANNUAL GRADUATE FOLLOW-UP 5.3

A follow-up system should be used to determine graduates' employment location and for feedback regarding the efficiency, effectiveness, and appropriateness of training. The follow-up procedure should be designed to assure feedback regarding needed additions to or deletions from the training program including instruction, tools, and equipment. Follow-up of graduates employed outside of the collision repair & refinish industry should indicate reasons for non-collision repair service employment. When applicable, this information should be used to modify the training quality and/or content.

A. Rate the annual formal follow-up system used to determine graduates' employment location or continuing education. _____

B. Rate the annual follow-up procedure/survey used to obtain the graduates assessment of the efficiency and effectiveness of their training. _____

C. Rate the annual follow-up procedure/survey in terms of obtaining feedback regarding needed additions or deletions to the training:

1. instruction _____
2. program/skills learned _____
3. tools and equipment _____

D. Rate the annual follow-up system used to obtain information from program graduates who are employed outside of the automotive industry. _____

E. Rate the use of the information from annual follow-up procedures/survey to modify the training program. _____

POSSIBLE DOCUMENTS:

A. - D. Provide an explanation and a sample document (e.g., Graduate Surveys).

E. Describe the procedure to use the information obtained in follow-up and give an example of

changes made to program based on feedback, if available.

For items rated above or below a 4 – provide explanation below:

Standard 5

Average Score (9 Items) _____

STANDARD 6 – ADVISORY COMMITTEE

AN OFFICIALLY SANCTIONED PROGRAM ADVISORY COMMITTEE MUST BE USED TO PROVIDE INPUT ON PROGRAM GOALS

6.1 MEMBERSHIP 6.1

An Advisory Committee of at least five (5) industry members in attendance (not counting school personnel or educators from other programs), must convene at least two (2) working meetings a year to provide information, counsel, and recommendations on behalf of the community served by the training program. This Committee should be broadly based and include former students, employed technicians, and employers. Members of the Advisory Committee should not all be from the same business.

A. Does the Advisory Committee, consisting of at least 5 members in attendance (not counting school personnel or educators from other programs) convene a minimum of two working meetings per year? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

B. Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes. _____

C. Rate the mix of committee members in terms of being inclusive of all industry sectors by representing at least the following groups: (rate collectively not individually) _____

1. collision repair & refinish technicians
2. local employers
3. former students
4. others (automotive trainers, parents, educators from other programs, etc., please specify)

POSSIBLE DOCUMENTS: A. – C. Agendas and meeting minutes from at least two meetings per year (one year for initial accreditation; five years for reaccreditation), including sign in sheets with advisory committee members affiliations.

6.2 REVIEW OF STUDENT SURVEYS 6.2

The Advisory Committee should provide input and review student surveys.

A. Rate the use of the Advisory Committee review of student surveys in the evaluation process. _____

POSSIBLE DOCUMENTS: A. Highlight pertinent discussion in Advisory Committee Meeting minutes.

6.3 REVIEW OF PROGRAM FUNDING 6.3

The Advisory Committee should provide input and review funding.

A. Rate the Advisory Committee input in reviewing funds allocated to and used by the program. _____

B. Rate the Advisory Committee input on whether the funding is adequate for program operation. _____

POSSIBLE DOCUMENTS:
A. Highlight pertinent discussion in Advisory Committee meeting minutes.
B. Provide funding information and highlight pertinent discussion regarding adequacy of funding in Advisory Committee minutes.

6.4 REVIEW OF GRADUATE FOLLOW-UP AND EMPLOYER SURVEYS 6.4

Information gathered from the annual follow-up of program graduates and employer surveys should be reviewed by the Advisory Committee to assess employment potential and provide input on program modifications.

A. Rate the Advisory Committee's review of information from the annual follow-up completed by the graduate and employer surveys and resulting recommendations for modifications to the training program. _____

POSSIBLE DOCUMENTS: A. Describe the annual review process and provide an example from the annual survey data and Advisory committee minutes with pertinent information highlighted.

6.5 REVIEW OF COURSE OF STUDY 6.5

The Advisory Committee should provide guidance and approve all tasks added to or removed from the mandatory task list required for the program accreditation level being sought.

A. Rate the use of the Advisory Committee to provide input on the addition/deletion of tasks and its approval of task changes. _____

POSSIBLE DOCUMENTS: A. Highlight pertinent discussion in Advisory Committee meeting minutes.

6.6 REVIEW OF TOOLS, EQUIPMENT, AND FACILITIES 6.6

The Committee should conduct annual inspections of tools and equipment to assure that they are up-to-date and comparable to industry standards for quality and safety. The Advisory Committee should review information from safety inspections and conduct an annual evaluation of the facilities to assure compliance with local, state and federal safety and environmental rules and regulations. Additionally, the committee should review all safety practices for appropriateness in meeting program goals.

A. Rate the Advisory Committee use of the annual review process to provide input on maintaining up-to-date tools and equipment. _____

B. Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure safety and adequacy in meeting program goals? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

POSSIBLE DOCUMENTS: A. – B. Highlight pertinent discussion in Advisory Committee meeting minutes.

For items rated above or below a 4 – provide explanation below:

Standard 6
Average Score (as many as 8 items) _____

STANDARD 7 – INSTRUCTION

INSTRUCTION MUST BE SYSTEMATIC AND REFLECT COLLISION REPAIR & REFINISH PROGRAM GOALS. A TASK LIST AND SPECIFIC PERFORMANCE OBJECTIVES WITH CRITERION REFERENCED MEASURES MUST BE USED.

7.1 PROGRAM 7.1
The training program should progress in logical steps, provide for alternate sequences, where applicable, and be made available to each student.

A. Rate the training program in terms of what is taught (scope) and when it's taught (sequence) being logically ordered. _____

POSSIBLE DOCUMENTS: A. Provide a copy of the course of study.

7.2 PREPARATION TIME 7.2
Adequate time should be provided for teacher preparation and program development.

A. Rate the instructor's schedule in terms of providing adequate time for planning. _____

POSSIBLE DOCUMENTS: A. Show a copy of the Master Schedule and instructor office hours.

7.3 TEACHING LOAD 7.3

The instructor/student ratio and class contact hours should allow time for interaction on a one-to-one basis. A safe working environment should be considered when determining teacher/student ratio.

A. Rate the average instructor/student ratio for the current year and a) past year for initial accreditation or b) past 5 years for renewal, in terms of being educationally sound and maintaining a safe environment. _____

POSSIBLE DOCUMENTS: A. Show student enrollment sheets, indicate the number of training stations, and identify teaching assistants (if any).

7.4 COURSE OF STUDY 7.4

All tasks have been given a priority rating. At least ninety percent (90%) of the tasks designated as High Priority – Individual (HP-I) must be taught in the course of study. At least eighty-five percent (85%) of the tasks designated as High Priority – Group (HP-G) must be taught in the course of study.

Instruction on the legal aspects and responsibilities of the collision repair & refinish technician in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements must be included in the course of study. Instruction and practice in filling out work order forms, ordering parts, and basic record keeping should be a part of the training program. Tools and equipment must be available to perform the tasks in each of the areas for which accreditation is requested.

A. For the areas of accreditation being sought, does the program provide theory and "hands-on" training for at least 90% of the HP-I and 85% of the HP-G tasks, as evidenced by cross-referencing the lesson plans, job sheets, and student progress charts? (GO/NO GO REQUIREMENT)

Complete only the areas of accreditation being sought	**90% - HP-I**	**85% - HP-G**
Damage Analysis/Estimating/Customer Service	☐ **YES** ☐ **NO**	☐ **YES** ☐ **NO**
Painting & Refinishing	☐ **YES** ☐ **NO**	☐ **YES** ☐ **NO**
Non-Structural Analysis & Damage Repair (must include Welding, Cutting, & Joining)	☐ **YES** ☐ **NO**	☐ **YES** ☐ **NO**
Structural Analysis & Damage Repair	☐ **YES** ☐ **NO**	☐ **YES** ☐ **NO**
Mechanical & Electrical Components	☐ **YES** ☐ **NO**	☐ **YES** ☐ **NO**
Collision Repair and Refinish Fundamentals	☐ **YES** ☐ **NO**	☐ **YES** ☐ **NO**

B. Rate the course of study in terms of including instruction on:

1. Safety regulations the student may encounter upon employment _____
2. Legal responsibilities of the technician regarding Environmental Protection Agency regulations _____
3. Other appropriate requirements which may affect their on-the-job activities _____
4. Identification and proper use of appropriate tools and test and measurement equipment _____
5. Use of current service information and industry publications _____
6. The inclusion of tasks on filling out work order forms, ordering parts, and recording the time spent on task. _____

POSSIBLE DOCUMENTS:
A. Cross reference lesson plans, job sheets and student progress instrument to the course of study.
B. Provide syllabus (with information highlighted), course descriptions, lesson plans, job sheets, student materials, samples of work order forms, parts order form, and show how time spent on task is recorded. Refer to the New Instructor Guide for possible examples.

7.5 PERFORMANCE STANDARDS AND STUDENT PROGRESS 7.5

All instruction should be performance based, with an acceptable performance standard stated for each task. These standards should be shared with students and potential employers. A record of each student's progress should be maintained. The record should indicate tasks required for program completion and students should demonstrate competency of a task.

A. Rate the use of clearly stated performance levels for each task. _____

B. Rate the availability of stated performance levels to students and potential employers. _____

C. Rate the opportunity for students to demonstrate (practice) competency of a task before the instructor verifies a student's performance. _____

D. Rate the use of a progress chart or other method (with specific tasks) to indicate students' progress. _____

POSSIBLE DOCUMENTS (paper or electronic records):
A. Provide a task sheet or other measurement tools.
B. Provide the evaluation criteria from the syllabus, progress chart, or task sheet.
C. Provide a task sheet or student progress chart.
D. Provide the school policy on student evaluation, sample of student progress chart, and use an actual record with student identifying information blocked out.

7.6 SAFETY STANDARDS 7.6

Safety instruction must be given prior to lab/shop work and be an integral part of the training program. A safety test must be included in the training program. Students and instructors should comply with personal and environmental safety practices associated with clothing; eye protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

A. Is safety instruction given prior to lab/shop work? ☐ YES ☐ NO

B. Are safety tests given in the training program? ☐ YES ☐ NO

POSSIBLE DOCUMENTS:
A. Show an example of the safety test, course of study, course outline, posters, etc.
B. Provide the course of study and sample of the safety test.

7.7 PERSONAL STANDARDS 7.7

All training activities and instructional material should emphasize the importance of maintaining high personal standards.

A. Rate the emphasis placed on the following in all training activities and instructional materials:
   1. the importance of maintaining good relationships with fellow employees _____
   2. respect for fellow students' tools and other property _____
   3. the development of good customer relations _____
   4. appropriate clothing like that found in local shops _____
   5. student cleanliness to ensure seats, steering wheels, etc. are not greasy or damaged after the job is complete _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide instructional materials, class / lab / shop rules.

7.8 WORK HABITS/ETHICS 7.8

The training program should be organized in such a manner that work habits and ethical practices required on the job are an integral part of the instruction.

A. Rate the degree to which the training program develops work habits that coincide with work habits required on the job. _____

B. Rate the emphasis placed upon ethical practices. _____

POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection. Describe attendance policy, etc.

7.9 RELATED INSTRUCTION 7.9

Instruction in related mathematics, science, communications, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program.

A. Rate the degree to which related mathematics, science, communications, and interpersonal-relations instruction are integrated with instruction in the training program. _____

POSSIBLE DOCUMENTS:
A. Show syllabus with objectives and examples of tasks where related instruction is provided (Ohm's Law, Pascal's Law, gear ratio, etc.); SkillsUSA Professional Development Program, if appropriate.

7.10 TESTING 7.10

Both written and performance-based tests should be used to validate student competency. Students should be encouraged to take industry recognized certification tests, such as the ASE Entry-Level Certification or ASE Professional Certification tests.

A. Rate the use of written tests to evaluate cognitive task performance. _____

B. Rate the use of performance tests to evaluate manipulative task performance. _____

C. Rate the use of an acceptable level of performance in cognitive and manipulative tests. _____

D. Rate the degree to which students are encouraged to take accreditation tests that are industry recognized certification tests, such as the ASE Entry-Level Certification or ASE Professional Certification tests. _____

POSSIBLE DOCUMENTS:
A. Show samples of written tests.
B. Show sample job sheets.
C. Show sample of the rating scale used.
D. Show posters, ASE test registration materials, student certificates of achievement, and/or describe provisions made for taking ASE tests.

7.11 EVALUATION OF INSTRUCTION 7.11

Instructional procedures should be evaluated in a systematic manner. This evaluation should be through regular reviews by students and the administration.

A. Rate the use of student input/participation (survey) in the evaluation process of instruction. _____

B. Rate the process used by administration to evaluate instructors. _____

POSSIBLE DOCUMENTS: A. – B. Provide an explanation of the overall program evaluation policy and plan. Show samples of the instructor evaluation instrument, etc.

7.12 ON-VEHICLE SERVICE AND REPAIR WORK 7.12

On-vehicle service and repair work should be scheduled to benefit the student and supplement ongoing instruction on items specified in the task list. A student should have had instruction and practice on a specific repair task before on-vehicle service and repair work requiring that task is assigned. Vehicles donated by the manufacturers or other sources, customer-owned vehicles, and other training vehicles may be used as the primary source of on-vehicle service and repair work. Training program student-owned vehicles, school buses, and other vehicles owned and operated by the governing body of the school must not be the primary source of on-vehicle service and repair work vehicles. All vehicles in the lab/shop should have a completed industry-type work order attached to or on the vehicle.

A. Rate the availability of on-vehicle service and repair work that benefits the student and supplements on-going instruction. _____

B. Rate the degree to which a student had instruction and practice on a specific repair task before on-vehicle service and repair work is assigned. _____

C. Rate the degree to which the program policies do not allow the following as the primary source of on-vehicle service and repair work:
   1. students in the collision repair & refinish technician training program working on their own vehicles _____
   2. school buses or other vehicles owned and operated by the governing body of the school. _____

(NOTE: VEHICLES DONATED BY MANUFACTURERS OR OTHER SOURCES ARE ACCEPTABLE AS THE PRIMARY SOURCE OF ON-VEHICLE SERVICE AND REPAIR WORK.)

D. Rate the use of a written, industry type work order attached to or placed inside the vehicle. _____

POSSIBLE DOCUMENTS:

A. Show task sheets and repair orders. The evaluation team will conduct a visual inspection.
B. Show course of study and a copy of the student task sheets, lab sheets, or progress charts, or work order.
C. Provide a copy of the program policy.
D. Show a sample work order. The evaluation team will conduct a visual inspection.

7.13 CUSTOMER VEHICLES 7.13

A systematic method of collecting, documenting, and disbursing customer vehicle work repair receipts should be used. Instructional staff should not be required to collect payment for customer vehicle work repairs. (This applies only to programs that accept customer vehicles for instruction.)

A. Rate the system used to collect, document, and disburse customer work repair receipts (N/A if no customer work is done). _____ ☐ N/A

B. Rate the use of support staff to collect payment for customer work repairs (N/A if no money is ever exchanged). _____ ☐ N/A

POSSIBLE DOCUMENTS: A. - B. This applies only to programs that use customer vehicles. Show the policy statement on collecting, disbursing, and accounting for funds.

7.14 ARTICULATION 7.14

Agreements between programs with equivalent competencies should be used to eliminate unnecessary duplication of instruction and foster continued study.

A. Rate the articulation agreements used between programs with equivalent competencies to eliminate unnecessary duplication of instruction. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Show copy of the articulation agreement. Note: this may be N/A if there are no articulation agreements in place.

For items rated above or below a 4 – provide explanation below:

Standard 7
Average Score (as many as 35 items) _____

STANDARD 8 – TOOLS & EQUIPMENT

TOOLS AND EQUIPMENT USED IN THE COLLISION REPAIR & REFINISH TECHNICIAN TRAINING PROGRAM MUST BE OF THE TYPE AND QUALITY FOUND IN THE REPAIR INDUSTRY AND MUST ALSO BE THE TYPE NEEDED TO PROVIDE TRAINING TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

8.1 SAFETY 8.1

Equipment and tools used in the training program must have all shields, guards, and other safety devices in place, operable, and used. Safety glasses must be worn by all students, instructors, and visitors in the lab/shop area while lab is in session.

A. Are all shields, guards, and other safety devices in place, operable, and used? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

B. Do all students, instructors, and visitors comply with safety practices and wear safety glasses in the lab/shop area while lab is in session? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

POSSIBLE DOCUMENTS: A.- B. The evaluation team will conduct a visual inspection.

8.2 QUANTITY AND QUALITY 8.2

The tools and equipment used in the training program should reflect the program goals and performance objectives. Sufficient tools and equipment should be available for the training offered. The tools and equipment should meet industry quality standards.

A. Are the tools and equipment available for the tasks being taught for the level of accreditation being requested? ☐ **YES** ☐ **NO**

B. Rate the quantity of tools and equipment in terms of the quantity needed for efficient and effective instruction. _____

C. Rate the tools and equipment used in terms of meeting industry quality standards. _____

POSSIBLE DOCUMENTS:
A. The evaluation team will conduct a visual inspection. Provide a copy of the tool inventory & location.
B. The evaluation team will conduct a visual inspection of class size and inventory.
C. The evaluation team will conduct a visual inspection of tools and equipment used to meet industry quality standards.

8.3 CONSUMABLE SUPPLIES 8.3

Sufficient consumable supplies should be readily available to assure continuous instruction.

A. Rate the consumable supplies in terms of availability to assure continuous instruction. _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide inventory sheets and describe replenishment procedure.

8.4 PREVENTIVE MAINTENANCE 8.4

A preventive maintenance schedule should be used to minimize equipment down-time.

A. Rate the use of a preventive maintenance schedule to minimize equipment down time. _____

POSSIBLE DOCUMENTS: Provide a copy of the preventive maintenance schedule or spreadsheet. See example document in Resources section of ASE Education Foundation website.

8.5 REPLACEMENT 8.5

An annual review process should be used to maintain up-to-date tools and equipment at industry and safety standards. Graduate follow-up surveys and Advisory Committee input should be used in this process.

A. Rate the use of an annual review process, including the use of graduate follow-up information to maintain up-to-date tools and equipment at industry and safety standards. _____

POSSIBLE DOCUMENTS: A. Describe the annual review process and provide an example from the annual survey data.

8.6 TOOL INVENTORY AND DISTRIBUTION 8.6

An inventory system should be used to account for tools, equipment, parts, and supplies.

A. Rate the use of an inventory system to account for tools, equipment, parts, supplies and the process of disbursing tools to students. _____

POSSIBLE DOCUMENTS: A. Provide the inventory list and describe how tools are disbursed and/or signed in/out to students.

8.7 PARTS PURCHASING 8.7

A systematic parts purchasing system should be in place.

A. Rate the use of a systematic parts purchasing system. _____ ☐ N/A

B. Rate the efficiency of acquiring parts for task performance. _____ ☐ N/A

POSSIBLE DOCUMENTS:
A. If purchasing parts, provide a written procedure or parts request form.
B. The evaluation team may discuss this issue with instructor.

8.8 HAND TOOLS 8.8

Each student should have access to basic hand tools comparable to tools required for employment. Students should be encouraged to purchase a hand tool set during the period of instruction.

A. Rate the availability of hand tools for students' use during lab/shop instruction, comparable to the tools that will be required for employment. _____

B. Rate the emphasis placed on encouraging students to purchase a hand tool set (during the period of instruction) which is appropriate to the level in which they are being trained. _____

POSSIBLE DOCUMENTS:
A. Provide an inventory. The evaluation team will conduct a visual inspection.
B. Explain policy and provide information available for students detailing recommended tool list and vendor visits.

For items rated above or below a 4 – provide explanation below:

_____

_____

Standard 8
Average Score (as many as 10 items) _____

STANDARD 9 - FACILITIES

THE PHYSICAL FACILITIES MUST BE ADEQUATE TO PERMIT ACHIEVEMENT OF THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

9.1 TRAINING STATIONS 9.1

Training stations (bench and on-vehicle service and repair work) should be available in the type and number required for the performance of tasks outlined in the program goals and performance objectives.

A. Rate the training stations available in the type and number required for task performance as outlined in the program goals and performance objectives in terms of:
    1. adequate bench space _____
    2. adequate lab/shop space _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide information on class size for each course.

9.2 SAFETY 9.2

The facilities should meet all applicable safety standards and an emergency plan should be in place and posted in all classrooms and lab/shop areas.

A. Rate the identification of hazardous areas (painting, welding, etc.) with signs. _____

B. Rate the fire extinguishers in terms of having regular, current inspection tags attached and meeting fire codes for different types of fires. _____

C. Rate the availability of an electrical disconnect system or posted procedure to shut down all outlets in case of an emergency. _____

D. Rate the lighting in terms of being adequate for task performance and safety. _____

E. Rate safety inspections in terms of being regularly held. _____

F. Rate the degree to which a functional eye wash station is available. _____

POSSIBLE DOCUMENTS:
A. – F. The evaluation team will conduct a visual inspection of the location of signs, fire extinguishers, posted policy/procedures, lighting, inspection schedule, applicable safety standards, and eye wash stations.

9.3 FACILITY MAINTENANCE 9.3

A written maintenance program policy should exist to ensure facilities are suitable for instruction.

A. Rate the use of a written facility maintenance procedure to ensure suitability for instruction. _____

POSSIBLE DOCUMENTS: A. Provide copy of written policy or procedures.

9.4 HOUSEKEEPING 9.4

The classroom(s), lab/shop, and support area(s) should be kept clean and orderly.

A. Rate the classroom and lab/shop area for being kept clean and orderly. _____

B. Rate the parking and storage areas for being kept clean and orderly. _____

POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection.

9.5 OFFICE SPACE 9.5

An area separate from the lab/shop should be available and convenient for the instructor(s) to use as an office.

A. Rate the availability of an area separate from the lab/shop for the instructor's use as an office. _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection.

9.6 INSTRUCTIONAL AREA 9.6

A classroom convenient to, but separate from, the lab/shop area should be available for instruction and other non-lab/shop activities.

A. Rate the availability of an area convenient to, but separate from, the lab/shop for theory instruction and other non-lab/shop activities. _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection.

9.7 STORAGE 9.7

Storage areas for tools, parts, supplies, and automobiles should be sufficient to support the activities outlined in the program goals and performance objectives. Security should be provided to prevent pilferage and vandalism.

A. Rate the storage area for specialized tools in terms of being adequate to support the activities outlined in the program goals and objectives. _____

B. Rate the storage area for parts and supplies in terms of being adequate to support the activities outlined in the program goals and performance objectives. _____

C. Rate the storage area for vehicles in terms of being adequate to support the activities outlined in the program goals and performance objectives. _____

D. Rate the storage area in terms of being provided for student toolboxes. _____ ☐ N/A

E. Rate the security from pilferage and vandalism of the storage areas. _____

POSSIBLE DOCUMENTS: A. – E. The evaluation team will conduct a visual inspection.

9.8 SUPPORT FACILITIES 9.8

Clean-up areas should be provided for both male and female students and should be convenient to the instructional area.

A. Rate the area provided for clean-up after lab/shop activities in terms of being conveniently located. _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection.

9.9 VENTILATION 9.9

An exhaust fume removal system should be in place and operational. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning.

A. Rate the exhaust fume removal system in terms of being in place and operable. _____

B. Rate the heating and cooling systems in terms of providing sufficient comfort for learning. _____

POSSIBLE DOCUMENTS:
A. The evaluation team will conduct a visual inspection and verify the function of exhaust fume removal system.
B. The evaluation team will interview instructors and students.

9.10 FIRST AID KIT 9.10

If allowed by school policy, a first aid kit should be in place and should be maintained and comply with local regulations.

A. If allowed, rate the first aid kit in terms of being equipped with basic, up-to-date first aid supplies. If not allowed, mark N/A. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Provide copy of the written policy. The evaluation team will conduct a visual inspection if a first aid kit is allowed.

For items rated above or below a 4 – provide explanation below:

Standard 9
Average Score (as many as 22 items) _____

STANDARD 10 - INSTRUCTIONAL STAFF

THE INSTRUCTIONAL STAFF MUST HAVE TECHNICAL COMPETENCY AND MEET ALL STATE AND LOCAL REQUIREMENTS FOR CERTIFICATION/CREDENTIALS.

10.1 TECHNICAL COMPETENCY 10.1

Instructors must hold current ASE certification in each collision repair and refinish areas they teach, and which is being evaluated for program accreditation. (GO/NO GO REQUIREMENT)

How many instructors teach in this program? _____

A. Do all instructors hold current ASE certification in the collision repair & refinish area(s) they teach?

1. **B2 Painting & Refinishing** ☐ **YES** ☐ **NO**
2. **B3 Non-Structural Analysis & Damage Repair** ☐ **YES** ☐ **NO**
3. **B4 Structural Analysis & Damage Repair** ☐ **YES** ☐ **NO**
4. **B5 Mechanical & Electrical Components** ☐ **YES** ☐ **NO**

POSSIBLE DOCUMENTS: A. Provide information on each instructor, diplomas earned, and copy of ASE Certification.

10.2 INSTRUCTIONAL COMPETENCY 10.2

Instructors should meet all state, local, or institutional teaching requirements.

A. Rate the degree to which all instructors meet all state, local, or institutional teaching requirements. _____

POSSIBLE DOCUMENTS: A. Provide a copy of the teaching certificate, or equivalent, for each instructor.

10.3 TECHNICAL UPDATING 10.3

Faculty members should be provided technical materials required to maintain their competency. Instructors must complete a specified minimum amount of technical update training each year.

Collision Repair/Refinish instructors may substitute ten (10) hours of documented hands-on work as a technician in a retail or fleet collision repair business outside the school (e.g., part-time work or summer externship) for one (1) hour of update training, up to a maximum of ten (10) hours of update training each year, toward the annual update training requirement. The work must be related to the areas they teach and take place in the same year for which substitute credit is sought.

A. Rate the availability of automotive trade publications, service bulletins, and other materials needed to maintain technical competence for the instructional staff. _____

B. Do all instructors attend a minimum of 20 hours per year of recognized industry update training (or equivalent) relevant to the program? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

POSSIBLE DOCUMENTS:

A. Provide a copy of the inventory of trade publications, service bulletins, etc. The evaluation team will conduct a visual inspection.
B. Provide certificate, transcript, or completion forms for each instructor. For hands-on work equivalent, provide the Hands-on Work Report, with detailed description of work performed and signed by employer.

10.4 SUBSTITUTES 10.4

A written policy or procedure regarding the use of "substitute" instructors should exist and be provided to all instructors.

A. Rate the degree to which instructors receive a written policy or procedure regarding the use of substitutes. _____

POSSIBLE DOCUMENTS: A. Provide written policy or procedure on substitute teachers.

For items rated above or below a 4 – provide explanation below:

Standard 10
Average Score (3 items) _____

STOP!
THE NEXT TWO STANDARDS ARE <u>OPTIONAL</u>.
YOU SHOULD ONLY COMPLETE STANDARDS 11 AND/OR 12 IF ADDITIONAL PROGRAM HOURS ARE NEEDED TO MEET MINIMUM HOUR REQUIREMENTS.

STANDARD 11 – WORK-BASED LEARNING

WRITTEN POLICIES AND PROCEDURES SHOULD BE USED FOR ALL PROGRAM-SANCTIONED WORK-BASED LEARNING AND APPRENTICESHIP ACTIVITIES. (This standard applies only to programs that are using work-based learning or apprenticeship training to meet minimum program hour requirements.)

* A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both work-based learning and e-learning activities.

Will work-based learning be used to meet the minimum hour requirements for accreditation? If not, skip the rest of standard 11.	☐ *YES* ☐ *NO*

11.1 STANDARDS 11.1

The work-based learning component must be an integral part of the automotive program and available to all students. Students spend part of the scheduled time, either on a daily basis or in a block-time configuration, on-site in related classroom instruction and part of the scheduled-time off-site in a related and structured work environment.

A. Rate the use of a training plan and performance standards a student will be expected to meet in terms of being developed and coordinated by the collision repair & refinish instructor. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Show overall work-based or apprenticeship plan, sample training plan, and the evaluation team will talk with instructor. This may be N/A.

11.2 AGREEMENTS 11.2

All legally binding agreements should be written and signed by the student, the student's parent *(if the student is under 18 years of age)*, the employer and the program instructor or the institution's designated work-based learning coordinator.

A. Rate the use of all agreements between the institution and the work location in terms of being written and legally binding. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Show a sample agreement. This may be N/A.

11.3 SUPERVISION 11.3

A supervising collision repair & refinish instructor or supervising work-based learning coordinator should be assigned responsibility, authority, and time to coordinate and monitor collision work-based learning components.

A. Rate the use of a collision repair instructor or supervising coordinator assigned the responsibility, authority, and time to coordinate and monitor work-based learning automotive programs. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Show written policy on supervision, identify the person responsible for supervision; the evaluation team should interview the person who supervises work-based learning or apprenticeship. This may be N/A.

For items rated above or below a 4 – provide explanation below:

Standard 11
Average Score (as many as 3 items) _____

STANDARD 12 – E-LEARNING

WRITTEN POLICIES AND PROCEDURES MUST BE FOLLOWED WHEN E-LEARNING CURRICULAR MATERIALS ARE USED OUTSIDE OF SCHEDULED CLASSROOM/LAB/SHOP TIME. (This standard only applies to programs that are using e-learning to meet program hour requirements. This is a go/no go Standard that requires validation of a 'yes' response to each of the criterion.)

* A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both work-based learning and e-learning activities.

Will e-learning be used to meet the minimum hour requirements for accreditation? ☐ *YES* ☐ *NO*
If not, skip the rest of standard 12.

12.1 ACCESS 12.1

Students must have access to the appropriate technology needed to access e-learning materials.

A. Is there documentation that students have access to appropriate technology for e-learning purposes? (GO/NO GO REQUIREMENT)	☐ **YES**	☐ **NO**	☐ **N/A**

POSSIBLE DOCUMENTS: A. Provide a copy of the policy regarding the availability of appropriate technology for students to access e-learning instructional materials

12.2 CURRICULUM AND STUDENT PROGRESS 12.2

All content/tasks taught by e-learning must be identified and a record of each student's progress must be maintained through the use of a Learning Management System (LMS).

A. Are the content/tasks that are to be delivered via e-learning clearly highlighted in the Course of Study? (GO/NO GO REQUIREMENT)	☐ **YES**	☐ **NO**	☐ **N/A**
B. Is there documentation that e-learning is incorporated into the content/tasks in the program plan? (GO/NO GO REQUIREMENT)	☐ **YES**	☐ **NO**	☐ **N/A**
C. Do the instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements correlate with the vendor's average completion time for each instructional module? (GO/NO GO REQUIREMENT)	☐ **YES**	☐ **NO**	☐ **N/A**

D. Is there documentation of the implementation and use of e-learning instructional materials as evidenced in a Learning Management System (LMS)? (GO/NO GO REQUIREMENT) ☐ YES ☐ NO ☐ N/A

POSSIBLE DOCUMENTS:
A. Highlight e-learning activities in the course of study materials.
B. Cross-reference e-learning activities to content/tasks in the program plan.
C. Correlate instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements with the vendor's average completion time for each instructional module.
D. Show an example of the Learning Management System (LMS) used to track student progress.

12.3 ADVISORY COMMITTEE INPUT 12.3

E-learning, for the purpose of meeting the hour requirements, should be discussed and approved by the Advisory Committee.

A. Are Advisory Committee meeting minutes available to confirm that the committee has discussed e-learning? (GO/NO GO REQUIREMENT) ☐ YES ☐ NO ☐ N/A

POSSIBLE DOCUMENTS: A. Highlight pertinent information in the Advisory Committee meeting minutes.

Standard 12
Number of 'Yes' responses (as many as 7 items) _____

For Office Use Only
Program ID:

COLLISION REPAIR & REFINISH FINAL REPORT FORM - 2023

ACCREDITATION ☐ RENEWAL OF ACCREDITATION ☐

Complete and return separate forms for each program evaluated

1. INSTITUTION:

School Name

Program

Street

City State Zip

Telephone Program Website

Administrator Name Title Email

2. EDUCATIONAL LEVEL OF PROGRAM BEING EVALUATED:

☐ Secondary ☐ Post-Secondary ☐ Secondary & Post-Secondary

3. ACCREDITATION AREAS EVALUATED:

☐ **Damage Analysis/Estimating/Customer Service**
(Required for all accredited programs)

☐ **Painting & Refinishing**

☐ **Non-Structural Analysis & Damage Repair**
(75 additional hours required for Welding, Cutting & Joining)

☐ **Structural Analysis & Damage Repair**
(Accreditation in Non-Structural Analysis & Damage Repair is also required)

☐ **Mechanical and Electrical Components**

A new option has been added in 2023. This option cannot be combined with any other areas:

☐ **Collision Repair and Refinish Fundamentals**

4. NAMES OF EVALUATION TEAM MEMBERS:

Name	Title	Employer (Dealership)
Name	Title	Employer (Independent)
Name	Title	Employer (Alternate)

5. Please average rating of **administrative services** offered by the school *(Standards 1-5 are to be rated during initial accreditation only unless otherwise indicated).*

STANDARDS

	1	2	3	4	5
Number of evaluators					
AVERAGE RATING					

6. EVALUATION SUMMARY - Complete only those areas evaluated. Average the ratings given by the team members and record in the appropriate box.

STANDARDS

ACCREDITATION AREAS	6	7	8	9	10	11 (if applicable)
Damage Analysis/Estimating/ Customer Service (DAECS)						
Painting & Refinishing						
Non-Structural Analysis & Damage Repair (Body Components)						
Structural Analysis & Damage Repair						
Mechanical & Electrical Components						
Collision Repair and Refinish Fundamentals						

7. Complete **Instructor Qualification Sheets** for **ALL** instructors. (Attach additional copies if necessary)

8. Verify documentation of *industry update training and/or equivalent.* (20 hours required for each instructor).

1 year of update training for Initial Accreditation
5 years of update training for Renewal _____ ETL initials

9. Does an Advisory Committee with at least five members in attendance (excluding school personnel or educators from other programs) convene a minimum of two working meetings per year? **YES** ☐ **NO** ☐

10. Do Advisory Committee minutes reflect the Advisory Committee's review of information from an annual evaluation of the facilities? **YES** ☐ **NO** ☐

11. For programs applying under ***Standard 12*** please answer the following questions ***(This applies only to programs that are using E-Learning to meet program hour requirements. This is a go/no go Standard that requires validation of a 'yes' response to each of the criterion.)***:

Is there documentation that students have access to appropriate technology for e-learning purposes?	**YES** ☐	**NO** ☐	**N/A** ☐
Are the content/tasks that are to be delivered via e-learning clearly highlighted in the course of study?	**YES** ☐	**NO** ☐	**N/A** ☐
Is there documentation that e-learning is incorporated into the content/tasks in the program plan?	**YES** ☐	**NO** ☐	**N/A** ☐
Do the instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements correlate with the vendor's average completion time for each instructional module?	**YES** ☐	**NO** ☐	**N/A** ☐
Is there documentation of the implementation and use of e-learning instructional materials as evidenced in a Learning Management System (LMS)?	**YES** ☐	**NO** ☐	**N/A** ☐
Are Advisory Committee meeting minutes available to confirm that the committee has discussed and approved e-learning?	**YES** ☐	**NO** ☐	**N/A** ☐

12. For programs seeking re-accreditation, was documentation provided regarding the status of the on-site evaluation team recommendations made at the previous on-site evaluation.

☐**Yes** ☐**No**

If No, please explain:

13. I recommend accreditation in the following areas for the program listed above:

		% HP-I	% HP-G
☐	Damage Analysis/Estimating/Customer Service (DAECS)		
☐	Painting & Refinishing		
☐	Non-Structural Analysis & Damage Repair		
☐	Welding, Cutting, and Joining		
☐	Structural Analysis & Damage Repair		
☐	Mechanical & Electrical Components		
	-OR-		
☐	Collision Repair and Refinish Fundamentals		

14. The following team members concur with me the information contained in this final report represents a consensus of the on-site evaluation team. A copy of the final report (including the signed Summary of Debriefing Meeting form) with participant signatures will be kept in my personal files and a copy will be provided to the ASE Education Foundation.

_____
Team Member

_____
Team Member

_____
Team Member

15. I have provided the institution a copy of the supplementary sheets and debriefing form. _____ETL initials

I hereby certify this report to the ASE Education Foundation:

_____
Evaluation Team Leader (typing name here serves as a 'signature') Date – M/D/YYYY

_____
Home Phone Number Work Phone Number E-mail address

* The final report should be e-mailed to info@ASEeducationfoundation.org within one week of completing the on-site evaluation. A confirmation email will be sent to you within 48 hours of receiving these documents. All payment forms and receipts should be submitted to the ASE Education Foundation at the same time the final report is submitted.

COLLISION REPAIR & REFINISH SUPPLEMENTARY SHEETS
(Standards 1-5)

ACCREDITATION ☐ RENEWAL OF ACCREDITATION ☐

1. Please average **administrative services** offered by the school.

STANDARDS

	1	2	3	4	5
Number of evaluators					
AVERAGE					

Strengths/Recommendations for Improvement (give Standard number)

2. Please use the **Employer Questionnaire** forms to rate the graduates from this collision repair and refinish training program.

STUDENTS

	A	B	C	D	E	F
EMPLOYER AVERAGE						

COLLISION REPAIR & REFINISH SUPPLEMENTARY SHEETS
(Standards 6-11)

****USING THE EVALUATION GUIDE RATING SHEETS FOR STANDARDS 6-10 EVALUATE THE PROGRAM BASED ON THE AREAS OF ACCREDITATION APPROVED FOR TEAM REVIEW.****

ACCREDITATION ☐ **RENEWAL OF ACCREDITATION** ☐

AREA: DAMAGE ANALYSIS/ESTIMATING/CUSTOMER SERVICE (DAECS)

a. Number of hours in the course of study: _____

b. Is this program using Standard 12 (E-Learning) to meet hour requirements for this specialty area?

YES ☐ NO ☐ If so, how many hours? _____

c. Percentage of: HP-I __ **%** HP-G __**%**

STANDARDS

	6	**7**	**8**	**9**	**10**	**11** **(If applicable)**
Number of evaluators						
AVERAGE						

Strengths/Recommendations for Improvements (give Standard number)

AREA: PAINTING & REFINISHING

a. Number of hours in the course of study: _____

b. Is this program using Standard 12 (E-Learning) to meet hour requirements for this specialty area?

YES ☐ NO ☐ If so, how many hours? _____

c. Percentage of: HP-I ___% HP-G___%

d. Does the instructor(s) meet the minimum qualifications? Yes ☐ No ☐

e. Does the instructor(s) have current **ASE B2** certification? Yes ☐ No ☐

STANDARDS

	6	7	8	9	10	11 (If applicable)
Number of evaluators						
AVERAGE						

Strengths/Recommendations for Improvements (give Standard number)

AREA: NON-STRUCTURAL ANALYSIS & DAMAGE REPAIR (BODY COMPONENTS)

a. Number of hours in the course of study: _____

b. **Welding, Cutting, & Joining hours in the course of study: _____**

c. Is this program using Standard 12 (E-Learning) to meet hour requirements for this specialty area?

YES ☐ NO ☐ If so, how many hours? _____

d. Percentage of: HP-I **__%** HP-G **__%**

e. **Welding, Cutting, & Joining: HP-I __% HP-G __%**

f. Does the instructor(s) meet the minimum qualifications? Yes ☐ No ☐

g. Does the instructor(s) have current **ASE B3** certification? Yes ☐ No ☐

STANDARDS

	6	7	8	9	10	11 (If applicable)
Number of evaluators						
AVERAGE						

Strengths/Recommendations for Improvements (give Standard number)

AREA: STRUCTURAL ANALYSIS & DAMAGE REPAIR

a. Number of hours in the course of study: _____

b. Is this program using Standard 12 (E-Learning) to meet hour requirements for this specialty area?

YES ☐ NO ☐ If so, how many hours? _____

c. Percentage of: HP-I ___% HP-G ___%

d. Does the instructor(s) meet the minimum qualifications? Yes ☐ No ☐

e. Does the instructor(s) have current **ASE B4** certification? Yes ☐ No ☐

STANDARDS

	6	7	8	9	10	11 (If applicable)
Number of evaluators						
AVERAGE						

Strengths/Recommendations for Improvements (give Standard number)

AREA: MECHANICAL & ELECTRICAL COMPONENTS

a. Number of hours in the course of study: _____

b. Is this program using Standard 12 (E-Learning) to meet hour requirements for this specialty area?

YES ☐ NO ☐ If so, how many hours? _____

c. Percentage of: HP-I ___% HP-G ___%

d. Does the instructor(s) meet the minimum qualifications? Yes ☐ No ☐

e. Does the instructor(s) have current **ASE B5** certification? Yes ☐ No ☐

STANDARDS

	6	7	8	9	10	11 (If applicable)
Number of evaluators						
AVERAGE						

Strengths/Recommendations for Improvements (give Standard number)

OPTION: COLLISION REPAIR AND REFINISH FUNDAMENTALS

a. Number of hours in the course of study: _____

b. Is this program using Standard 12 (E-Learning) to meet hour requirements for this specialty area?

YES ☐ NO ☐ If so, how many hours? _____

c. Percentage of: HP-I ___ **%** HP-G ___**%**

d. Does the instructor(s) meet the minimum qualifications? Yes ☐ No ☐

e. Does the instructor(s) have current **ASE B3** certification? Yes ☐ No ☐

STANDARDS

	6	**7**	**8**	**9**	**10**	**11** **(If applicable)**
Number of evaluators						
AVERAGE						

Strengths/Recommendations for Improvements (give Standard number)

EMPLOYER QUESTIONNAIRE

On-Site Team Members should use this form for contacting employers of graduates in the collision repair and refinish training program under review.

_____
Place of Employment

_____
Employer Contact

_____
Street

_____ _____ _____
City State Zip

_____
Telephone

Evaluate program graduates on the factors listed below in comparison with ENTRY LEVEL persons of a SIMILAR AGE. Use the following rating scale:

5 = excellent
4 = above average
3 = average
2 = below average
1 = poor

	Rating
1. Entry level skills	_____
2. Work habits and attitudes	_____
3. Attendance and punctuality	_____
4. Opportunities for advancement	_____
Rating Average	_____

NOTE to the ETL:

PLEASE RETURN THESE EMPLOYER QUESTIONNAIRE FORMS WITH THE FINAL REPORT.

EMPLOYER QUESTIONNAIRE

On-Site Team Members should use this form for contacting employers of graduates in the collision repair and refinish training program under review.

_____
Place of Employment

_____
Employer Contact

_____
Street

_____ _____ _____
City State Zip

_____
Telephone

Evaluate program graduates on the factors listed below in comparison with ENTRY LEVEL persons of a SIMILAR AGE. Use the following rating scale:

5 = excellent
4 = above average
3 = average
2 = below average
1 = poor

	Rating
1. Entry level skills	_____
2. Work habits and attitudes	_____
3. Attendance and punctuality	_____
4. Opportunities for advancement	_____
Rating Average	_____

NOTE to the ETL:

PLEASE RETURN THESE EMPLOYER QUESTIONNAIRE FORMS WITH THE FINAL REPORT.

EMPLOYER QUESTIONNAIRE

On-Site Team Members should use this form for contacting employers of graduates in the collision repair and refinish training program under review.

_____
Place of Employment

_____
Employer Contact

_____
Street

_____ _____ _____
City State Zip

_____
Telephone

Evaluate program graduates on the factors listed below in comparison with ENTRY LEVEL persons of a SIMILAR AGE. Use the following rating scale:

5 = excellent
4 = above average
3 = average
2 = below average
1 = poor

	Rating
1. Entry level skills	_____
2. Work habits and attitudes	_____
3. Attendance and punctuality	_____
4. Opportunities for advancement	_____
Rating Average	_____

NOTE to the ETL:

PLEASE RETURN THESE EMPLOYER QUESTIONNAIRE FORMS WITH THE FINAL REPORT.

2023 COLLISION REPAIR & REFINISH INSTRUCTOR QUALIFICATION SHEET

Instructor _____ **ASE ID# (required)** _____
(please print or type instructor's name) (as it appears on their ASE Certificate)

Are they a new instructor with the program? ☐**No** ☐**Yes - Hire Date:**_____

Please indicate the areas of accreditation being sought:

☒ **Damage Analysis/Customer Service/Estimating**
☐ **Painting & Refinishing**
☐ **Non-Structural Analysis & Damage Repair**
☐ **Structural Analysis & Damage Repair**
☐ **Mechanical & Electrical Components**
OR
☐ **Collision Repair and Refinish Fundamentals**

Current ASE Certifications:	**Expiration Date**	**Required**
B2 Painting & Refinishing		If taught
B3 Non-Structural Analysis & Damage Repair		If taught
B4 Structural Analysis & Damage Repair		If taught
B5 Mechanical & Electrical Components		If taught

***** Collision Repair and Refinish Fundamental Instructors must hold a current ASE Non-Structural Analysis and Damage Repair (B3) certification.*

Programs must indicate the areas being taught by this instructor

Painting & Refinishing ☐

Non-Structural Analysis & Damage Repair ☐

Structural Analysis & Damage Repair ☐

Mechanical & Electrical ☐

OR

Collision Repair and Refinish Fundamentals ☐

ON-SITE EVALUATION TEAM MEMBER LIST

Collision Repair & Refinish Accreditation

NOTE: There must be one evaluation team member from a dealership, one evaluation team member from an independent repair facility, and one from either a dealership, independent repair facility, or current advisory member. A maximum of one current advisory committee member that has not participated in the program self-evaluation may be selected. A third alternate team member (dealership or independent repair facility) must be identified for an initial accreditation. Manufacturer specific programs may use only team members from the respective manufacturer dealerships. See the "Qualifications of On-site Evaluation Teams Members" section for selection criteria.

Team members for the on-site visit must not be former instructors or graduates of the program within the past two years. Relatives of the administrator or instructor may not serve as a team member.

1. **TEAM MEMBER FROM DEALERSHIP:**

Name

Position (Title)

Company Name

Company Address

Phone Number

Years of hands-on collision repair and refinish experience: _____

High school graduate or equivalent: ☐YES ☐NO

ASE Collision Repair & Refinish Certifications (recommended):

2. **TEAM MEMBER FROM INDEPENDENT REPAIR FACILITY:**

Name

Position (Title)

Company Name

Company Address

Phone Number

Years of hands-on collision repair and refinish experience: _____

High school graduate or equivalent: ☐YES ☐NO

ASE Collision Repair & Refinish Certifications (recommended):

3. ALTERNATE TEAM MEMBER (DEALERSHIP, INDEPENDENT REPAIR FACILITY, OR ADVISORY COMMITTEE MEMBER) – Initial Accreditation Only

Name

Position (Title)

Company Name

Company Address

Phone Number

Advisory Committee Member: ☐YES ☐NO

Years of hands-on collision repair and refinish experience: _____

High school graduate or equivalent: ☐YES ☐NO

ASE Collision Repair & Refinish Certifications (recommended):

INTEGRATED ACADEMIC SKILLS RECOGNITION (OPTIONAL)

Note: For more information, refer to the Integrated Academic Skills Recognition page in the Policies Section.

Program Name

Collision Repair & Refinish Instructor(s) to be recognized:

Academic areas and instructors to be recognized:

English	Approved ☐Yes ☐No	Instructor Name _____
Mathematics	Approved ☐Yes ☐No	Instructor Name _____
Science	Approved ☐Yes ☐No	Instructor Name _____

1. Is there coordination between the collision repair and refinish program and the academic department(s) for planning, developing, and teaching applied academics to collision repair students?

   ☐Yes ☐No

2. How often do the automotive and academic instructors meet to plan and coordinate classroom activities?

3. Do collision and academic instructor's team teach collision repair students?

   ☐Yes ☐No

4. Are collision and academic instructors actively involved with collision student organizations, activities, or competitions?

   ☐Yes ☐No

5. Are students given academic credit for their technical classes?

   ☐Yes ☐No

6. If applicable, did the program use the *Integrated Academic Skills* manual for Collision Repair & Refinish Technicians to integrate academic and technical skills student activities?

   ☐Yes ☐No

SUMMARY OF DEBRIEFING MEETING FORM

The Summary of Debriefing Meeting Form must be completed and signed concluding the on-site evaluation.
A signed copy must be left with the institution and provided to the ASE Education Foundation.

Institution Name: _____

Date and time of meeting: _____

Please outline details of the meeting. Include information on program strengths and standards that need improvement.

Program strengths:

3,000 character limit

SUMMARY OF DEBRIEFING MEETING FORM (cont.)

Standards that need improvement (provide standard number - example 7.1A):

3,000 character limit

SUMMARY OF DEBRIEFING MEETING FORM (cont.)

The following recommendations must be addressed and documented at the next on-site evaluation. (The disposition of recommendations listed here will be addressed at the next on-site evaluation as part of the continuous improvements process.)

2,500 character limit

Signatures below verify that the program's strengths and weaknesses were verbally shared with the program administrator and program instructor concluding the on-site visit, and that a copy of this form has been provided to the institution for their records.

1. _____
   Program Administrator Signature | Typed or Printed Name | Date (m/d/yyyy)
2. _____
   Program Instructor Signature | Typed or Printed Name | Date (m/d/yyyy)
3. _____
   Team Member Signature | Typed or Printed Name | Date m/d/yyyy)
4. _____
   Team Member Signature | Typed or Printed Name | Date (m/d/yyyy)
5. _____
   Team Member Signature | Typed or Printed Name | Date (m/d/yyyy)
6. _____
   ETL Signature | Typed or Printed Name | Date (m/d/yyyy)