ASE Education Foundation Automobile Accreditation Standards – 2022

This document outlines changes to the Automobile Standards, Evaluation Form, Task and Tools Lists, and other program requirements. Programs may begin submitting applications using these materials January 1, 2022. Applications using the 2018 requirements will no longer be accepted after June 30, 2022.

I. Accreditation Standards, Evaluation Form, and Rating Components

Summary of Changes

In 2019 and 2020, the ASE Accreditation Standards, Evaluation Form, and Rating Components were reviewed by staff members and consultants, and proposed changes were reviewed, edited, and endorsed by a broad panel of industry representatives, including representatives of automakers, dealers, and the aftermarket service industry as well as educators at all levels. These changes were then accepted by the ASE Education Foundation Directors and approved by the ASE Board of Directors.

Our overall intent is to clarify and streamline the evaluation. Yes/No questions are generally limited to go/no-go considerations. Everything else is rated on a 1 to 5 scale to allow for better feedback. Sample forms will be provided in several areas to make compliance easier to document.

Introduction

School administrators are *required* to participate in the evaluation process, rather than *recommended*.

Emphasis is moved from the Evaluation Team Leader (ETL) being responsible for the on-site review to the entire Evaluation Team.

Standard 1 - Purpose

"Name the person responsible for …" removed in multiple places. Collection of this information is busy work, and staff changes over time make it meaningless.

Standard 2 - Administration

Rename Standard 2 "Administrative Program Support" to clarify the requirement.

Remove 2.1 Student Competency Accreditation – the requirement that the diploma or certificate show the programs level of accreditation is unrealistic. Programs have little to no influence or control over diplomas and certificates.

Remove 2.2 Chain of Command – documentation of an org chart is unnecessary busy work.

Move 2.5 Customer Vehicles to Standard 7 – Instruction, where it is a better fit.

Remove <u>2.6 Legal Requirements</u> – we are not able to judge whether the schools meet all local, state, and federal requirements.

Move <u>2.7 First Aid</u> to Standard 9 – Facilities, where it is a better fit.

Move <u>7.11 Provisions for Individual Differences</u> from Standard 7 – Instruction to Standard 2. This is primarily the responsibility of Administrators.

Standard 3 – Learning Resources

<u>3.1 Service Information</u> – service information should be available electronically.

Combine <u>3.3 Periodicals</u> with <u>3.4 Student Resources</u> – many periodicals have moved online.

Standard 4 – Finances

Change the name of Standard 4 to "Funding" to be more clear.

Change <u>4.1 Budget</u> to "Funding" – instructors often have little influence over the budget. Document whether funding is adequate, then it is up to the Advisory Committee and Administration to address shortcomings.

Quarterly budget reports are an outdated notion. The instructor just needs to have access to current financial status information.

Standard 5 – Student Services

Remove <u>5.1 Learning Assessment</u> – automotive training programs typically do not get to screen who can register for the program. Provisions for individual differences are addressed in Standard 2 – Administrative Support.

Change <u>5.2 Pre-Admission Counseling</u> to Pre-Admission Program Advisement – the activities are broader than simple counseling, and are conducted by multiple staff members, not just counselors.

Change <u>5.3 Placement</u> to include current students as well as graduates.

Standard 6 – Advisory Committee

Add <u>6.2 Review of Student Surveys</u> to ensure Advisory Committee is getting feedback from current students as well as graduates.

Change <u>6.5 Evaluation of Instruction, Tools, Equipment and Facilities</u> to remove Advisory Committee review of the evaluation of instruction. This is between the instructor and their administrator.

Standard 7 – Instruction

Combine 7.2 Student Training Plan and 7.6 Student Progress with 7.7 Performance Standards, now renamed 7.5 Performance Standards and Student Progress. These elements all go together.

Modify 7.3 Teaching Load to allow for fluctuation of the instructor/student ratio from year to year.

Move ratings of tools and equipment from 7.5 Curriculum to Standard 8 – Tools and Equipment.

Standard 8 – Equipment

Rename Standard 8 "Tools & Equipment" for clarity.

Update 8.5 Replacement to ensure program graduates provide input.

Standard 9 – Facilities

Update 9.2 Safety to remove requirement for identification of vehicle traffic areas. This did not correspond to an industry standard practice and led to a wide variety of interpretations.

Rename 9.3 Emergency Maintenance and Repair to "Facility Maintenance". It should not primarily be an emergency.

Change 9.8 Support Facilities to remove references to gender-specific restrooms. Adequate facilities should be available to support all students.

Change 9.10 First Aid Kit to make it clear that school policy dictates whether first aid kits are available and who can administer it.

Standard 10 – Instructional Staff

Clarify the ASE certification requirements in 10.1 Technical Competency and remove the listing of ASE Master Certified Instructors. Master status is not required. The program simply must have instructors who are ASE certified in all required areas.

Standard 11 – Work Based Learning and **Standard 12 – E-Learning**

Warning added to Evaluation Form to make it clear that Standards 11 and 12 are optional.

Clarification added to show that a maximum of 25% of the total instructional-hour requirement may be met by Standards 11 and 12, separately or in combination.

Conclusion

Names and Signatures of Program Evaluation Participants is removed from this form. It is already collected elsewhere, making this redundant.

II. Automobile Program Standards, Policies, Procedures, and Task and Tool Lists

Summary of Changes

The Automobile task lists, tool lists and other program requirements were extensively reviewed in Spring 2021 by a group of subject matter experts that included representatives from automakers, dealers, independent repair shops, and retail chains, as well as instructors from ASE-accredited secondary, postsecondary, and dual enrollment automotive programs, representing programs at all three levels of accreditation.

Automobile Program Standards are updated to reflect the changes included in the updated Evaluation Form, as detailed above.

Automobile Minimum Requirements

- Minimum hour requirements remain unchanged at 540. 840, and 1200 hours respectively for Maintenance and Light Repair (MLR), Automobile Service Technology (AST), and Master Automobile Service Technology (MAST) programs.
- Minimum ASE certification requirements for instructors remain unchanged. Certification in Light Duty Hybrid/Electric Vehicle (L3) is recommended (but not required at this time) for instructors teaching Hybrid/Electric vehicle diagnosis and repair.
- Minimum update training requirements remain at 20 hours annually, but automobile instructors may now substitute 10 hours of documented hands-on work as a technician during the year for 1 training hour, up to a maximum of 10 hours per year toward the 20-hour annual requirement.
- Advisory Committee makeup is clarified to require at least five members from industry, in addition to members from education and other interested parties. A minimum of two meetings per year are still required.
- Minimum percentages of tasks that are required to be taught are being revised. The current requirements at P-1: 95%, P-2: 80%, and P-3: 50%. The new requirements are P-1: 90%, P-2: 75%, and P-3: 50%. This allows schools and their advisory committees more flexibility to tailor their programs to local needs, but still ensures that students receive comprehensive instruction.

On-Site Evaluation Team Member requirements are clarified and updated to give programs more flexibility. Teams evaluating manufacturer-specific programs may include just dealer technicians, while teams evaluating generic programs should be a mix of dealer and aftermarket technicians. The alternate team member may be an advisory committee member as long as that person did not participate in the self-evaluation process.

The **Go/No-Go Standards** list has been updated to reflect the new evaluation form numbering.

Educational Terms – The definition of E-Learning is updated to read as follows: *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.*

On-Site Evaluation Costs remain unchanged at this time.

Advisory Committee Tasks are updated to reflect new numbering in the Standards and Evaluation form. The duties are clarified to include reviewing student surveys, funding, graduate surveys, employer surveys, changes to the tasks included in the Course of Study, and the safety and adequacy of facilities, tools, and equipment annually, and providing appropriate feedback and guidance. The committee should also review e-learning if the program is using it to meet minimum program hours as provided for by Standard 12.

Task List Assumptions were updated, including this important prerequisite: *It is assumed that at all levels of accreditation, the student has developed an understanding of workflow documentation (written or electronic), including the ability to create and update work/repair orders, warranty reports, and inspection reports, to include information regarding problem resolution and the results of the work performed for the customer and manufacturer. This process will incorporate the "Three C's" (concern, cause, and correction) as a format to communicate this information.* The section also clarifies that all Foundational Tasks and Workplace Skills should be integrated into instruction, and that programs should cover all eight areas of automotive technology included in the task list.

Supplemental Tasks have been renamed Foundational Tasks to emphasize their primacy and importance to the educational process. Critical safety concerns are updated and summarized in two tasks:

- *Identify vehicle systems which pose a safety hazard during service such as: supplemental restraint systems (SRS), electronic brake control systems, stop/start systems, and remote start systems.*
- *Identify vehicle systems which pose a safety hazard during service due to high voltage such as: hybrid/electric drivetrain, lighting systems, ignition systems, A/C systems, injection systems, etc.*

Fastener and thread repair has been moved from the standard task list to the Foundational Task list.

New Foundational Tasks are added to ensure students at all levels can perform walk-around and multi-point inspections and employ a logical plan of action for service and diagnostic activities.

Workplace Skills are like Foundational Tasks in that they are critical for students to successfully transition from education to the industry. However, they may be more difficult to measure than other student activities. While they must be integrated as part of the ongoing program instruction, they are not required to be individually measured by student for the purposes of program accreditation.

A new Workplace skill has been added to emphasize the importance of Diversity, Equity, and Inclusion:

- *Contributes to an inclusive environment where every coworker and customer feels welcomed, heard, and valued.*

MLR, AST, and MAST Task Lists have been edited to ensure consistency in language from one level to another and reorganized so that all fundamental skills from the MLR task list are explicitly included in the AST and MAST task lists. In most cases, the MLR task list removes the requirement for MLR students to diagnose problems. Rather, it focuses on safety, system understanding, inspection, and performance of most basic maintenance tasks, especially in suspension and steering, brakes, and electrical/electronic systems. This allows students at the MLR level to spend more time on foundational skills needed for their first job in automotive service. Most diagnosis and more complex subjects are reserved for students in AST and MAST programs, where the additional program hours allow for in-depth exploration of these topics.

Most sections of the task list now begin with three new/updated tasks:

- *Research vehicle service information, including such as fluid type, vehicle service history, service precautions, technical service bulletins, and recalls including vehicles equipped with advanced driver assistance systems (ADAS).*
- *Identify {area-specific} system components and configurations.*
- *Retrieve and record DTCs, OBD monitor status, and freeze frame data; clear codes and data when directed.*

This reflects the global need for entry-level technicians to know what they are working on, recognize the overlaid effects of ADAS systems, and use a scan tool.

Other changes to the task list reflect the growing or waning prevalence of various technologies, typically reflected by changing the Priority Rating of that task.

Task List Priority Item Totals have changed slightly. This is partially due to the inclusion of the three tasks listed above in multiple places.

	Current Required Minimum Totals	New Required Minimum Totals
Maintenance & Light Repair (MLR)	156	147
Automobile Service Technology (AST)	254	266
Master Automobile Service Technology (MAST)	315	323
Foundational Tasks & Workplace Skills	43	49

Technical Terms removed the definition for CAN and updated the definitions for Demonstrate (give a practical exhibition and explanation), High Voltage (30+ VAC or 50+VDC), and Hone.

Hand Tools list changes specify that 3/8" drive metric shallow and deep sockets should be six point and add ¼" drive extensions and external Torx sockets. Floor jacks should now support a minimum of 2 tons, up from 1-1/2 tons.

General Lab/Shop Equipment list changes added an Engine Hoist/Crane and a Vehicle Lift.

The **Specialty Tools and Equipment** list has been reorganized to allow a quick review of the different tools needed at each level of accreditation. Notable changes are the removal of a four/five gas analyzer and the recommendation that wheel balancers be Road Force-capable.

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