

Standard 1: PURPOSE

#	Looks good	Requirement	Needs work	
1.1		EMPLOYMENT POTENTIAL		
1.1A	☐	Does the program survey local automotive service employers annually to determine their current employment needs?	☐	
1.1B	☐	Does the program ask what program completers/graduates plan to do after leaving the program? Specifically, how many are planning to pursue: - Continued automotive education - Employment in the automotive service industry - Other – military, other education, other industry, etc.	☐	
1.1C	☐	Does the program follow up with employers that have and have not hired graduates?	☐	
1.1D	☐	Does the program use the data from the annual employer surveys to modify the training program?	☐	
1.2		PROGRAM DESCRIPTION AND GOALS		
1.2A	☐	Do the materials used to inform and recruit new students (brochures, website, or catalog) include the following? - Admission requirements, if any - Employment opportunities for program graduates - Type and level of automotive training offered - Tuition and fees, if any - Technical qualifications of instructors - Overall goals of the program	☐	
#	Standard 1 Action plan		Who is responsible	Target Date

Possible Documentation: Copy of annual employer surveys with summary of results (1.1); Copy/link to brochure and/or catalog (1.2)

Standard 2: ADMINISTRATIVE PROGRAM SUPPORT

#	Looks good	Requirement	Needs Work
2.1		ADMINISTRATIVE SUPPORT	
2.1A	☐	Renewal of Accreditation Only – Does the program have a copy of the previous site visit Final Report? If not, contact the ASE Education Foundation at info@aseeducationfoundation.org for a copy.	☐
2.1A	☐	Renewal of Accreditation Only - Has the administration reviewed and implemented any of the on-site evaluation team recommendations included in the last site visit Final Report?	☐
2.1B	☐	Does the administration provide support for instructors to attend planned in-service and update training on a regular basis? The ASE Education Foundation requires a minimum of 20 hrs. of <u>technical</u> update training per year by each instructor.	☐
2.1C	☐	Does the administration provide the resources needed to supply adequate tools, equipment, and service information/publications required to meet program goals and objectives?	☐
2.1D	☐	Does the administration support on-going curriculum development, review, and revision, including resources needed to implement those revisions?	☐
2.1E	☐	Does the administration involve the program faculty in preparation of the annual budget?	☐
2.1F	☐	Do administrators consistently attend the program advisory committee meetings?	☐
2.2		WRITTEN POLICIES	
2.2A	☐	Have written policies regarding student and institutional responsibilities been approved by the administrative and/or policy board?	☐
2.2B	☐	Are written policies (shop rules) regarding safety, liability, and lab/shop operation prominently displayed in the lab/shop area?	☐
2.2C	☐	Are written policies provided to each student and instructor?	☐
2.2D	☐	Do instructors have knowledge of the written policy approved by the school administration on administering first aid?	☐
2.3		PROVISIONS FOR INDIVIDUAL DIFFERENCES	
2.3A	☐	Does the program accommodate students with different levels of cognitive and psychomotor ability?	☐
2.4		FUNDING	
2.4A	☐	Is funding considered to be adequate for program needs?	☐
2.4B	☐	Does program staff have any input in budget planning?	☐
2.4C	☐	Are there funding status reports available to the staff?	☐

#	Standard 2 Action Plan	Who is responsible	Target Date

Possible Documentation: 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 (2.1); Copy/link of the school policy and teacher/student handbook with references noted (2.2); Copy/link of ADA information (if applicable), equipment modifications, differential instruction, and provide an example of Individual Education Plan (IEP) (2.3); Copy of funding or budget requests; copy of the budget or funding report (2.4).

Standard 3: LEARNING RESOURCES

#	Looks good	Requirement	Needs work
3.1		SERVICE INFORMATION	
3.1A	☐	Does the program have pertinent electronic service information available in the lab/shop area with procedures and specifications for vehicles manufactured within the last 10 years?	☐
3.2		MULTIMEDIA	
3.2A	☐	Do instructors use current multimedia technology and equipment in the training process as appropriate?	☐
3.2B	☐	Does the school administration make current multimedia equipment and materials available to the program?	☐
3.3		STUDENT RESOURCES	
3.3A	☐	Does the program have instructional texts, resources, and e-learning materials needed for each mode of instruction used, with copyright dates that are not over six (6) years old ?	☐
3.3B	☐	Does the program have current general and technical automotive magazines, newspapers, and websites available for student and instructor use?	☐

#	Standard 3 Action Plan	Who is responsible	Target Date

Possible Documentation: State the location of all service information such as manuals, CDs, on-line access, etc. (3.1); A list and location of all technology available for student and instructor use (3.2); Copy of each textbook or online/electronic texts, and other materials used for instruction (3.3)

Standard 4: STUDENT SERVICES

#	Looks good	Requirement	Needs work
4.1		PRE-ADMISSION PROGRAM ADVISEMENT	
4.1A	☐	Do prospective students receive advisement on automotive career opportunities and career exploration activities prior to admission?	☐
4.2	☐	PLACEMENT	☐
4.2A	☐	Does the program provide placement assistance?	☐
4.3		ANNUAL GRADUATE FOLLOW UP	
4.3A	☐	Is there a follow up system in place to determine graduate employment or continued education?	☐
4.3B	☐	Are graduates of the program surveyed to get their input on the effectiveness of their training?	☐
4.3C	☐	Does the annual follow up system obtain feedback on necessary additions and deletions of tasks taught, effectiveness of instruction, and tools and equipment?	☐
4.3D	☐	Does the follow up system obtain information from graduates that left the industry?	☐
4.3E	☐	Is information from the annual follow up used to modify the training program?	☐

#	Standard 4 Action Plan	Who is responsible	Target Date

Possible Documentation: Copy/link to career process and student services available, as cited in catalog or other materials (4.1); Copy/link to policy or explanation of the placement process (4.2); Copy of an explanation and a sample document (e.g., Graduate Surveys); 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. (4.3)

Standard 5: ADVISORY COMMITTEE

#	Looks good	Requirement	Needs work
5.1		MEMBERSHIP	
5.1A	☐	Does the program have an Advisory Committee that holds a minimum of two working meetings per year with at least five members in attendance (not counting school personnel) ?	☐
5.1B	☐	Do the meeting minutes clearly document the committee members' attendance, participation, and input on program improvement?	☐
5.1C	☐	Are all the following groups represented by active Advisory Committee members? 1. Service Technicians 2. Local Employers 3. Former Students 4. Others (trainers, parents, educators from other programs, etc.)	☐
5.2		REVIEW OF STUDENT SURVEYS	
5.2A	☐	Does the Advisory Committee review student survey results and make recommendations for program improvements?	☐
5.3		REVIEW OF PROGRAM FUNDING	
5.3B	☐	Does the Advisory Committee provide input on whether the funding is adequate for program operation?	☐
5.4		REVIEW OF GRADUATE FOLLOW-UP AND EMPLOYER SURVEYS	
5.4A	☐	Does the Advisory Committee review graduate and employer survey results and make recommendations for program improvements?	☐
5.5		REVIEW OF COURSE OF STUDY	
5.5A	☐	Does the Advisory Committee provide input on which tasks from the ASE Accreditation Task List should be included or excluded in the program's course of study?	☐
5.6		REVIEW OF TOOLS, EQUIPMENT, AND FACILITIES	
5.6A	☐	Does the Advisory Committee participate in an annual review to assure that tools and equipment are up to date?	☐
5.6B	☐	Does the Advisory Committee participate in an annual evaluation to assure that school facilities are adequate for meeting program goals?	☐

#	Standard 5 Action Plan	Who is responsible	Target Date

Possible Documentation: Agendas and meeting minutes from at least two meetings per year including sign-in sheets with advisory committee members affiliations (5.1); Highlight pertinent discussion in Advisory Committee Meeting minutes (5.2-5.6)

Standard 6: INSTRUCTION

#	Looks good	Requirement	Needs work
6.1		PROGRAM	
6.1A	☐	Does the training program follow a logical order for what is taught and the order in which it is taught (scope and sequence)?	☐
6.2		PREPARATION TIME	
6.2A	☐	Do instructors have adequate time in their schedule for planning/conference periods?	☐
6.3		TEACHING LOAD	
6.3A	☐	Initial Accreditation: Does the program have a record of the average student/teacher ratio for each course in the past year? Renewal of Accreditation: does the program have these records for the past five years?	☐
6.3A	☐	Is the ratio educationally sound?	☐
6.3A	☐	Does the ratio support a safe environment, particularly in the lab?	☐
6.4		COURSE OF STUDY	
6.4A	☐	Has the program's course of study, lesson plans, job sheets, and student progress charts been cross-referenced to the current ASE Accreditation Task List?	☐
6.4A	☐	Does the program's Course of Study include the following documented items? • Syllabus for each class. • Tasks to be taught specified by priority designations P-1, P-2, and P-3 (Auto and Truck) or HP-G and HP-I (Collision). • Number of contact hours. • Sequence of instruction to be included in the program. • List of training materials used. • Sample evaluation forms to track student progress.	☐
6.4A	☐	Does the program meet or exceed the minimum number of required hours in the Course of Study for the type and level of accreditation being sought?	☐
6.4A	☐	Does the program meet or exceed the required minimum number of P-1, P-2, and P-3 tasks (Auto and Truck) or HP-G and HP-I tasks (Collision) for the level of ASE accreditation being sought?	☐
6.4B	☐	Does the Course of Study include instruction on each of the following? 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 use of appropriate tools and test and measurement equipment 5. Use of current service information and industry publications 6. Completing work order forms, ordering parts, and recording the time spent on task	☐
6.5		PERFORMANCE STANDARDS AND STUDENT PROGRESS	
6.5A	☐	Does the program use clearly stated performance levels/rubric for each task?	☐
6.5B	☐	Are the stated performance levels/rubric shared with students and potential employers?	☐

#	Looks good	Requirement	Needs work
6.5C	☐	Do students have time to practice different tasks before the instructor verifies their performance?	☐
6.5D	☐	Is student progress on specific tasks tracked using a progress chart or other method?	☐
6.6		SAFETY STANDARDS	
6.6A	☐	Is safety instruction given prior to lab/shop work?	☐
6.6B	☐	Are safety tests given in the training program?	☐
6.7		PERSONAL STANDARDS	
6.7A	☐	Does the program provide instruction 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 similar to that found in local shops? 5. Student cleanliness to ensure seats, steering wheels, etc. are not greasy or damaged after the job is complete?	☐
6.8		WORK HABITS & ETHICS	
6.8A	☐	Does the program develop student work habits that coincide with work habits required on the job?	☐
6.8B	☐	Does the program provide on-going instruction on ethical practices?	☐
6.9		RELATED INSTRUCTION	
6.9A	☐	Does the program integrate instruction on related mathematics, science, communications, and interpersonal relations?	☐
6.10		TESTING	
6.10A	☐	Does the program use written or electronic tests to evaluate student competency?	☐
6.10B	☐	Does the program use hands-on tests to evaluate student competency?	☐
6.10C	☐	Does the program have a benchmark/acceptable level of performance for written/electronic and hands-on tests?	☐
6.10D	☐	Do students take industry-recognized certification tests, such as ASE Entry-Level Certification, ASE Professional Certification, and/or EPA-approved Section 609?	☐
6.11		EVALUATION OF INSTRUCTION	
6.11A	☐	Does the program use input/surveys from current students to evaluate instruction?	☐
6.11B	☐	Does administration have a process for evaluating instructors?	☐
6.12		ON-VEHICLE SERVICE & REPAIR WORK	
6.12A	☐	Does the program have access to vehicles for students to practice hands-on service and repair work?	☐
6.12B	☐	Do students receive instruction and practice repair tasks before on-vehicle service and repair work is assigned?	☐

#	Looks good	Requirement	Needs work
6.12C	☐	Does the program have policies that prevent the following from being the primary source of on-vehicle service and repair work? 1. Students in the program working on their own vehicles. 2. School buses or other vehicles owned and operated by the governing body of the school.	☐
6.12D	☐	Are written or electronic industry-type work orders routinely used when hands-on service and repairs are performed?	☐
6.13		CUSTOMER VEHICLES	
6.13A	☐	If the program performs live work on customer vehicles, is there a system to collect, document, and disburse customer work repair orders and receipts?	☐
6.13B	☐	If customers pay for work on their vehicles, do support staff collect the payments?	☐
6.14		ARTICULATION	
6.14A	☐	Does the program have articulation agreements with other schools to eliminate unnecessary duplication of instruction?	☐

#	Standard 6 Action Plan	Who is responsible	Target Date

Possible Documentation:

- Copy/link of the course of study (6.1)
- Copy of the master schedule and instructor(s) office hours (6.2)
- Copy of student enrollment sheets, indicate the number of training stations, and identify teaching assistants (if any) (6.3)
- Cross reference lesson plans, job sheets and student progress instrument to the course of study; copy syllabi (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 (6.4)
- Copy/link of task sheets or other measurement tools; Copy/link of evaluation criteria from the syllabus, progress chart, or task sheet; Copy/link of task sheet or student progress chart; Copy/link of the school policy on student evaluation, sample of student progress chart, and use an actual record with student identifying information blocked out (6.5)
- Copy of example of the safety test, course of study, course outline, posters, etc.; Copy/link of the course of study and sample of the safety test (6.6)
- Copy/link of instructional materials, class / lab / shop rules (6.7)
- Copy/link of attendance policy (6.8)
- Copy/link 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 (6.9)
- Copy of samples of written tests, job sheets, rating scale used; Copy of posters, ASE test registration materials, student certificates of achievement, and/or describe provisions made for taking ASE tests (6.10)
- Copy/link of explanation of the overall program evaluation policy and plan; Samples of the instructor evaluation instrument, etc. (6.11)

- Copy of task sheets and repair orders; Copy of course of study and a copy of the student task sheets, lab sheets, or progress charts, or work order; Copy/link of the program policy; Sample work order (6.12)
- Applies only to programs that use customer vehicles; Copy/link to the policy statement on collecting, disbursing, and accounting for funds (6.13)
- Copy of the articulation agreement (6.14)

Standard 7: TOOLS & EQUIPMENT

#	Looks good	Requirement	Needs work
7.1		SAFETY	
7.1A	☐	Are all shields, guards, and other safety devices in place, operable, and used? GO/NO-GO requirement	☐
7.1B	☐	Do all students, instructors, and visitors comply with safety practices and wear safety glasses in the lab/shop area while lab is in session? GO/NO-GO requirement	☐
7.2		QUANTITY AND QUALITY	
7.2A	☐	Are the required tools & equipment available for the type and level of accreditation sought? GO/NO-GO requirement	☐
7.2B	☐	Does the program have the quantity of tools and equipment needed for efficient and effective instruction?	☐
7.2C	☐	Do the tools and equipment used in the program meet industry quality standards?	☐
		CONSUMABLE SUPPLIES	
7.3A	☐	Are adequate consumable supplies available to assure continuous instruction?	☐
7.4		PREVENTIVE MAINTENANCE	
7.4A	☐	Does the program have a preventive maintenance schedule for equipment?	☐
7.5		REPLACEMENT	
7.5A	☐	Does the program use graduate feedback and Advisory Committee input annually to maintain up-to-date tools and equipment at industry and safety standards?	☐
7.6		TOOL INVENTORY AND DISTRIBUTION	
7.6A	☐	Is there an inventory system to account for tools, equipment, parts, supplies, and tools disbursed to students?	☐
7.7		PARTS PURCHASING	
7.7A	☐	If the program purchases parts, does it have a parts purchasing system?	☐
7.7B	☐	If the program purchases parts, is the purchasing process efficient in providing parts needed for students to perform assigned tasks?	☐
7.8		HAND TOOLS	
7.8A	☐	Are the hand tools students use in the program comparable to those required for employment?	☐

#	Looks good	Requirement	Needs work
7.8B	☐	Are students encouraged to purchase a hand tool set while still in school?	☐

#	Standard 7 Action Plan	Who is responsible	Target Date

Possible Documentation: Copy of the tool inventory and location (7.2); Copy/link of inventory sheets and describe replenishment procedure (7.3); Copy of the preventive maintenance schedule or spreadsheet (7.4); Copy of annual review process and provide an example from the annual survey data (7.5); Copy/link to inventory list and describe how tools are disbursed and/or signed in/out to students survey data (7.6); If purchasing parts, provide a written procedure or parts request form (7.7); Copy of inventory; Explain policy and provide information available for students detailing recommended tool list and vendor Visits (7.8)

Standard 8: FACILITIES

#	Looks good	Requirement	Needs work
8.1		TRAINING STATIONS	
8.1A	☐	Does the program have enough training stations with adequate bench space and adequate lab/shop space relative to the number of students in the program?	☐
8.2		SAFETY	
8.2A	☐	Are all hazardous areas (painting, welding, bench grinder, drill press, etc.) labeled or marked with signs?	☐
8.2B	☐	Do the fire extinguishers meet code for different types of fires and have current inspection tags?	☐
8.2C	☐	Does the lab/shop space have an electrical disconnect system or posted procedure to shut down all outlets in case of an emergency?	☐
8.2D	☐	Is the lighting in the lab/shop space adequate for task performance and safety?	☐
8.2E	☐	Are safety inspections performed on a regular basis?	☐
8.2F	☐	Does the program have functional eye wash station?	☐
8.3		FACILITY MAINTENANCE	
8.3A	☐	Does the school have a written facility maintenance policy and procedure?	☐
8.4		HOUSEKEEPING	
8.4A	☐	Are the classroom and lab/shop areas kept clean and orderly?	☐
8.4B	☐	Are the parking and storage areas kept clean and orderly?	☐
8.5		OFFICE SPACE	
8.5A	☐	Is there an area separate from the lab/shop for the instructor's office?	☐
8.6		INSTRUCTIONAL AREA	

8.6A	☐	Is there classroom space convenient to, but separate from, the lab/shop area?	☐
8.7		STORAGE	
8.7A	☐	Is there adequate storage area for specialized tools?	☐
8.7B	☐	Is there adequate storage area for parts and supplies?	☐
8.7C	☐	Is there adequate storage area for vehicles?	☐
8.7D	☐	If student-owned tools are required or allowed, is there adequate storage area for student-owned toolboxes?	☐
8.7E	☐	Are the storage areas secured from pilferage and vandalism?	☐
8.8		SUPPORT FACILITIES	
8.8A	☐	Is there a conveniently located area for clean-up after lab/shop activities?	☐
8.9		VENTILATION	
8.9A	☐	Is there an exhaust fume removal system in place and operable?	☐
8.9B	☐	Does the classroom have adequate heating and cooling?	☐
8.10		FIRST AID	
8.10A	☐	If school policy allows instructors to administer first aid, is there a first aid kit equipped with basic and up to date first aid supplies? If school policy states that instructors may not administer first aid, this does not apply.	☐

#	Standard 8 Action Plan	Who is responsible	Target Date

Possible Documentation: Copy of information on class size for each course (8.1); Copy/link of written policy or procedures (8.3 & 8.10)

Standard 9: INSTRUCTIONAL STAFF

#	Looks good	Requirement	Needs work
9.1		TECHNICAL COMPETENCIES	
9.1A	☐	Do all instructors hold current ASE certifications required for the type and level of accreditation being sought?	☐
9.2		INSTRUCTIONAL COMPETENCY / CERTIFICATION	
9.2A	☐	Do all instructors meet all state, local, or institutional teaching requirements?	☐
9.3		TECHNICAL COMPETENCY	
9.3A	☐	Does the school provide instructors access to trade publications and other resources needed to maintain technical competence?	☐
9.3B	☐	Do all instructors complete a minimum of 20 hours per year of technical update training (or equivalent) relevant to the program?	☐
9.4		SUBSTITUTES	
9.4A	☐	Do instructors receive a written policy regarding the use of substitute teachers?	☐

#	Standard 9 Action Plan	Who is responsible	Target Date

Possible Documentation: Copy of information on each instructor, diplomas earned and copy of ASE Certifications (9.1); Copy of the teaching certificate, or equivalent, for each instructor (9.2); Copy of 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 (9.3); Copy/link of policy or procedure on substitute teachers (9.4)

ASE Resources for ALL Standards

Example Templates: <https://file.ac/lqqyRi9wZwA/>

**Laws and regulations vary by federal, state, local jurisdictions. By using templates, you acknowledge that it is your responsibility to review and modify it to ensure compliance with all applicable laws and regulations.*