



Education Foundation

COLLISION REPAIR AND REFINISH PROGRAM STANDARDS

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ASE Education Foundation
1503 Edwards Ferry Rd. N.E., Suite 201
Leesburg, VA 20176
(703) 669-6650 – www.ASEeducationfoundation.org

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BACKGROUND

COLLISION REPAIR & REFINISH TECHNICIAN TRAINING ACCREDITATION PROGRAM

The Board of the National Institute for Automotive Service Excellence (ASE) is responsible for accreditation of automotive (automobile, collision repair & refinish, medium/heavy truck) programs at secondary and post-secondary levels. ASE will grant accreditation to programs that comply with the evaluation procedure, meet established standards, and adhere to the policies in this document. Program accreditation is under the direct supervision of the Board of Trustees and such personnel designated or employed by the ASE Education Foundation.

History

The ASE standards for automobile program certification were introduced in 1982. Standards for collision repair & refinish programs were launched in 1989 and truck standards followed in 1992. The ASE Education Foundation's role in the process was to work with industry and education to update the standards on a regular basis and evaluate programs against those standards. Based on a positive evaluation, programs are accredited by ASE for a period of five (5) years.

The cost to each program for accreditation will be as reasonable as possible to encourage program participation. This cost will include program evaluation materials, application (processing) fee, ETL honorarium and expenses, and on-site team evaluation materials

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 and Assessment

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. A formal follow-up system should be used to determine employer needs for potential entry-level employees and for feedback regarding the effectiveness and appropriateness of the training. The follow-up procedure should be designed to assure instruction meets local industry needs and that students from the program have the skills required to be successful.

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 2.4 – Funding

Adequate funding should be provided to meet the program goals and performance objectives. 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 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 – STUDENT SERVICES

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

Standard 4.1 – Pre-admission Program Advisement

Prior to program admission, a student should be counseled regarding automotive careers.

Standard 4.2 – Placement

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

Standard 4.3 – 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 5 – ADVISORY COMMITTEE

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

Standard 5.1 – 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 5.2 – Review of Student Surveys

The Advisory Committee should provide input and review student surveys.

Standard 5.3 – Review of Program Funding

The Advisory Committee should provide input and review funding.

Standard 5.4 – 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 5.5 – 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 5.6 – 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 6 – INSTRUCTION

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

Standard 6.1 – Program

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

Standard 6.2 – Preparation Time

Adequate time should be provided for teacher preparation and program development.

Standard 6.3 – 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 6.4 – 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 6.5 – 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 6.6 – 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 6.7 – Personal Standards

All training activities and instructional material should emphasize the importance of maintaining high personal standards.

Standard 6.8 – 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 6.9 – Related Instruction

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

Standard 6.10 – 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 6.11 – 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 6.12 – 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 6.13 – 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 6.14 – Articulation

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

STANDARD 7 – 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 7.1 – 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 7.2 – 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 7.3 – Consumable Supplies

Sufficient consumable supplies should be readily available to assure continuous instruction.

Standard 7.4 – Preventive Maintenance

A preventive maintenance schedule should be used to minimize equipment down-time.

Standard 7.5 – 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 7.6 – Tool Inventory and Distribution

An inventory system should be used to account for tools, equipment, parts, and supplies.

Standard 7.7 – Parts Purchasing

A systematic parts purchasing system should be in place.

Standard 7.8 – 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 8 – FACILITIES

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

Standard 8.1 – 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 8.2 – 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 8.3 – Facility Maintenance

A written maintenance program policy should be used to ensure facilities are suitable for instruction.

Standard 8.4 – Housekeeping

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

Standard 8.5 – Office Space

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

Standard 8.6 – 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 8.7 – 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 8.8 – Support Facilities

Clean-up areas should be provided for both male and female students and should be convenient to the instructional area.

Standard 8.9 – 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 8.10 – 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 9 – INSTRUCTIONAL STAFF

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

Standard 9.1 – Technical Competency

Instructors must hold current ASE certification to meet the requirements of the program's type and areas of accreditation.

Standard 9.2 – Instructional Competency

Instructors should meet all state, local, or institutional teaching requirements.

Standard 9.3 – 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 9.4 – Substitutes

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

POLICIES ACCREDITATION PROCESS

Program Evaluation

Before accreditation begins, the school must designate a coordinator to oversee the process, communicate with advisory committee members, ensure documentation is complete, organize the program evaluation, and serve as the primary contact for the ASE Education Foundation and Evaluation Team Leader. The person responsible for coordinating the program evaluation should meet with (4) Advisory Committee members from industry interested in conducting the program evaluation. The evaluation measures the program and the assembled documentation against ASE Education Foundation standards, procedures, and competencies. This process also provides an opportunity for the program to make improvements before submitting the application. Program administrators and instructors must attend but may not score or rate the program. Their role is limited to assisting with tools and equipment, clarifying procedures, and ensuring the evaluation runs smoothly.

The evaluation may be held concurrently during an official advisory committee meeting, if at least five (5) advisory committee members are present and meeting minutes are recorded as required. The accreditation coordinator must retain evaluation records, including attendance, results, and meeting minutes, as part of the program's accreditation file for Standard 5 documentation.

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 and 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.

<u>Level 1</u> - Collision Repair and Refinish Fundamentals	300 hours combined classroom and lab-shop instructional activities
<u>Level 2</u> - Damage Analysis/Estimating/Customer Service (50 Hours) - Painting & Refinishing (300 Hours)	350 hours combined classroom and lab-shop instructional activities
<u>Level 3</u> - Damage Analysis/Estimating/Customer Service (50 Hours) - Painting & Refinishing (300 Hours) - Non-Structural Analysis & Damage Repair (300 Hours) + Welding, Cutting & Joining (75 Hours)	725 hours combined classroom and lab-shop instructional activities
<u>Level 4</u> - Damage Analysis/Estimating/Customer Service (50 Hours) - Painting & Refinishing (300 Hours) - Non-Structural Analysis & Damage Repair (300 Hours) + Welding, Cutting & Joining (75 Hours) - Structural Analysis & Damage Repair (175 Hours)	900 hours combined classroom and lab-shop instructional activities
<u>Level 5 (Master)</u> - Damage Analysis/Estimating/Customer Service (50 Hours) - Painting & Refinishing (300 Hours) - Non-Structural Analysis & Damage Repair (300 Hours) + Welding, Cutting & Joining (75 Hours) - Structural Analysis & Damage Repair (175 Hours) - Mechanical & Electrical Components (200 Hours)	1100 hours combined classroom and lab-shop instructional activities

The ASE Education Foundation accepts what each school's accrediting entity (e.g. state education agency (SEA) or regional or national accrediting body) defines as an instructional hour. Because different SEAs or accrediting bodies may count instructional hours differently, this policy accommodates the unique situation in each school.

For example, if a 90-minute block is recognized as two hours of instruction by a school's accrediting entity and meets 180 days a year, you would calculate $2 \times 180 = 360$ instructional hours for the year. If it is a 2-year program where the time block for the second year is the same as the first, you would calculate $360 \times 2 = 720$ total program hours.

3. **The average rating on each of Standards 5, 6, 7, 8 and 9 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 5, 6, 7, 8 or 9 is less than four.**
4. A program may not be approved for an on-site evaluation if the average rating on Standards 1- 4 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 - 4 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.
5. 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.
6. 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.
7. 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.
8. 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.**
9. 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.
10. 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 federal, state, and local safety and environmental regulations.

11. 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](https://www.osha.gov/respiratory-protection) requires employers to establish and maintain a respiratory protection program. See <https://www.osha.gov/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.

12. The ASE Education Foundation strongly encourages programs to review and comply with the Environmental Protection Agency (EPA) and OSHA respiratory requirements.

1. Respiratory Protection Program for Auto Refinish that includes exposure assessment, respirator selection, fit testing, inspection, cleaning, storage and replacement of respirators as needed:
https://www.3m.com/3M/en_US/respiratory-protection-us/support/center-for-respiratory-protection
2. Paint Stripping and Miscellaneous Surface Coating Operations
<http://www.epa.gov/stationary-sources-air-pollution/paint-stripping-and-miscellaneous-surface-coating-operation>

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 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. at least three years full-time experience as a general collision repair technician and currently employed as a collision repair technician, educator, trainer, field service engineer, OEM or aftermarket technical specialist, or collision service facility manager or owner.

Educators from other programs should not be the primary source of team members and should only be selected to serve as an alternate. ASE collision repair and refinish certification is recommended but not required. If you cannot find team members to meet the above requirements, consult with your ASE Education Foundation field manager.

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.

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.

Team members may be advisory committee members as long as they did not participate in the program evaluation.

Team members must not be former instructors or graduates of the program within the past three 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.

- 5.1A** Does the Advisory Committee, consisting of at least 5 industry members in attendance (not counting school personnel or educators from other programs) convene a minimum of two working meetings per year?
- 5.6B** Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure adequacy in meeting program goals?
- 6.4A** 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?
- 7.1A** Are all shields, guards, and other safety devices in place, operable, and used?
- 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?
- 7.2A** Are the tools and equipment available for the tasks taught for the program areas being accredited?
- 9.1** Do instructors hold current ASE certification appropriate for the program areas being accredited?
- 9.3B** 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?

Programs must be able to support a yes response for all eight items. 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 5, 6, 7, 8, and 9 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 5 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

A collision repair & refinish technician's job description consists of far more than the performance of manipulative tasks required to service today's complex vehicles. Successful technicians must possess an array of workplace skills and a unique blend of academic and technical skills.

To that end, the ASE Education Foundation Board of Directors has approved an updated version of integrated academic skills in the disciplines of English, mathematics, and science for technicians. This new document, titled *Being Relevant Matters* was made possible through a grant program created by the ACT Foundation. It provides a road map for teachers and school administrators to balance the needs of technical education with the ever-increasing academic requirements for high school students who have opted for a career/technical education over the college prep path. 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 guide *Being Relevant Matters* 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. **COURSE OF STUDY**: A course of study includes but is not limited to, the syllabus for the course with a course description and stated outcomes, the scope and sequence of instruction, the lesson plans used by the instructor to facilitate instruction, the ASE aligned task list that is appropriate for the level of instruction, along with the cognitive and performance assessments administered to the students to evaluate learning. A course of study should also include the methodology utilized to achieve the skills and outcomes along with the rubrics related to each task; e.g., Theory Lecture, Demonstration, Practice, Review, Remediation, Assessment. These are typically embedded in the lesson plans and ensure that students are given adequate practice prior to assessment. Rubrics should clearly define each level of competency and the breakdown of the points system used to achieve it. Students should receive a copy of the rubrics prior to practice and assessment.
7. **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.)
8. **E-LEARNING**: An electronically based, instructor managed, and student driven learning process and includes integrated and scored auditable assessment. E-Learning has two categories: synchronous and asynchronous.

9. **GOAL**: A statement of the intended outcome of participation in the training program.
10. **HOOR**: For ASE Education Foundation purposes, as instructional hour as defined by a school's accrediting entity (e.g. state agency (SEA) or regional or national accrediting body). Different SEAs or accrediting bodies may count instructional hours differently. For example, if a 90-minute block is recognized as two hours of instruction by a school's accrediting entity and meets 180 days a year, you would calculate $2 \times 180 = 360$ instructional hours for the year for ASE program accreditation.
11. **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.
12. **LEARNING MANAGEMENT SYSTEM (LMS)**: A criteria software application for the administration, documentation, tracking, reporting, automation, and delivery of educational materials and student assessments.
13. **MASTERY**: (See Competency - Hands On and Competency - Written).
14. **OBJECTIVE, PERFORMANCE**: A written statement describing an intended outcome (competent task performance) in terms of student performance. (also called "behavioral" objective or instructional objective).
15. **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.
16. **PERSONAL CHARACTERISTIC**: Attributes that are not readily measurable and are generally in the affective or cognitive domains.
17. **PRIORITY RATINGS**: Indicates the minimum percentage of tasks that a program must include in its curriculum to be accredited.
18. **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)
19. **STANDARD – (PERFORMANCE)**: A written specification of the results of acceptable task performance.
20. **STANDARD – (PERSONAL)**: An attribute or characteristic of an individual that facilitates entry into or advancement within an occupation.
21. **STANDARD – (PROGRAM)**: A specific quality or desired characteristic of a training program designed to prepare individuals for employment or advancement.

22. **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.
23. **TRAINING STATION**: An area with appropriate tools and equipment, large enough to allow the development of both safety and competency in task performance.
24. **WORK-BASED LEARNING**: Sustained interactions with industry or community professionals in real workplace settings, to the extent practical, or simulated environments at an educational institution that fosters in-depth firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

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

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

May or could 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 2026 standards August 1, 2026. Applications using earlier standards will no longer be accepted after January 1, 2027.

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 Evaluation form.
- Standards 1 – 9 must be rated.
- Initial Accreditation - An average rating of 4 for Standards 5 - 9 is required prior to submitting the application to the ASE Education Foundation for review.

An Application for Accreditation includes:

- Program Evaluation Averages
- 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 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.
- The ETL will have an On-Site Evaluation Agreement that outlines the required documentation to be provided to the ETL a minimum of two weeks prior to the scheduled on-site date.
- 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 Materials: Copy of the Application, Course of Study, and List of On-Site Evaluation Team Members

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

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).

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 5-9 as well as all **go/no-go** (critical) items. However, if the Program Evaluation average on Standards 1-4 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.org. 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 and ensure standard documentation is updated to include: the most recent advisory meeting minutes, technical update training information for all instructors, and verify that ASE Certifications are up to date for all instructors.

The ASE Education Foundation will notify the program at the 1-year anniversary of accreditation that an annual report is due. The report is due within 6 months of the notification date. If the report is not received or completed, the program may be required to complete an initial accreditation process at the time of renewal.

Additionally, the ASE Education Foundation may randomly select programs within the 5-year accreditation period for an on-site review by an ETL, ASE Education Foundation Directors, 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.

11. 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	\$3,030.00	\$2,295.00

NOTE: 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.

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 Initial Accreditation and 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 5-9 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 5-9. 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

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
5.1 A	Does the Advisory Committee, consisting of at least 5 industry 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).
5.1 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
5.1 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.
5.2 A	Rate the use of the Advisory Committee review of student surveys in the evaluation process.	Highlight pertinent discussion in Advisory Committee meeting minutes.
5.3 A	Rate the Advisory Committee input in reviewing funds allocated to and used by the program.	Highlight pertinent discussion in Advisory Committee meeting minutes.
5.3 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.
5.4A	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.
5.4B	Rate the annual follow-up system used to obtain the employers' assessment of student	Describe the annual review process and provide an

	training regarding the graduates' ability (rate collectively, not individually). 1. Works safely 2. Entry-Level skills 3. Completes tasks/skills learned 4. Proper use of tools and equipment 5. Attitudes and workplace habits 6. Attendance and punctuality	example from the annual survey data and Advisory committee minutes with pertinent information highlighted.
5.5 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.
5.6 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.
5.6 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.

COLLISION REPAIR AND REFINISH TASK LIST

TASK LIST AND ASSUMPTIONS

The ASE Education Foundation task list was reviewed and updated in February 2026. 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.

In 2023, the committee approved 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.

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 Tasks”. 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:

- * at all levels and 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;
- * the program has access to appropriate vehicles, components, and training aids needed for effective completion of tasks included in the program’s curriculum; and
- * the student has received the necessary training to locate and use current reference and training materials from accepted industry publications and resources.

2. It is assumed that:

- * all diagnostic and repair tasks described in this document are to be accomplished in accordance with manufacturer's recommended procedures/specifications as published;
- * all components are steel unless otherwise specified;
- * current manufacturer's required/recommended repair procedures are available for each vehicle used in instruction;
- * 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 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;
- * individual training programs being evaluated for accreditation should document performance standards for each task covered and taught in the curriculum;
- * the learning progress of students will be monitored and evaluated against these performance standards; and
- * 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:

- * all students will receive instruction in the storage, handling, and use of Hazardous Materials as required in Hazard Communication Title 29, Code of Federal Regulations Part 1910.1200, "Right to Know Law", and state and local requirements; and
- * hazardous and toxic materials will be handled, removed, and recycled or disposed of according to federal, state, and local regulations.
- * all students will receive instruction and training on labor, safety, and environmental laws in accordance with federal, state, and local regulations.

5. It is assumed that:

- * all required Foundational Tasks and Workplace Skills are being taught.

FOUNDATIONAL TASKS

Each of these tasks are required to be included for all programs and all area(s) of accreditation.

Workplace and Personal Safety

1. Identify general shop safety rules and procedures.
2. Utilize safe procedures for handling tools and equipment.
3. Identify and use proper placement of floor jacks and jack stands.
4. Identify and use proper procedures for safe lift operation, ensuring the configuration and weight rating of the lift is appropriate for the vehicle being lifted, including xEVs.
5. Utilize proper ventilation procedures for working within the lab/shop area.
6. Identify marked safety areas.
7. Identify the location and types of fire extinguishers and other fire safety equipment, demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment.
8. Identify the location use of eye wash stations.
9. Identify the location of the posted evacuation routes.
10. Comply with the required use of safety glasses, ear protections, gloves, and shoes during lab/shop activities.
11. Identify and wear appropriate clothing for lab/shop activities.
12. Secure hair and jewelry for lab/shop activities.
13. Identify vehicle systems which pose a safety hazard during service such as: supplemental restrain systems (SRS), electronic brake control systems, stop/start systems, and remote start systems.
14. Identify vehicle systems which pose a safety hazard during service due to high voltage such as: xEV drivetrains, lighting systems, ignition systems, A/C/ systems, injection systems, etc.
15. Locate and demonstrate knowledge of safety data sheets (SDS).
16. Demonstrate knowledge of personal protective equipment (PPE) required for use in high voltage/electric vehicle circuits.
17. Identify and use proper procedures for lock-out/tag-out.
18. Maintain service bay and shared work area cleanliness and organization.

Tools and Equipment

1. Identify tools and their usage in collision repair and refinish applications.
2. Identify standard and metric designation.
3. Demonstrate safe handling and use of appropriate tools.
4. Demonstrate proper cleaning, storage, and maintenance of tools and equipment.
5. Demonstrate proper use of precision measuring tools (e.g., micrometer, dial-indicator, dial-caliper).
6. Identify and report any tools that are damaged and need repair or replacement.

Preparing Vehicle for Service

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. Identify purpose and demonstrate proper use of vehicle interior and exterior protection materials.
3. Locate OEM procedures, position statements and precautions to identify substrate and composition of the vehicle being repaired and repair materials.
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.

Preparing Vehicle for Customer

1. Ensure vehicle is prepared to return to customer per school/company policy (floor mats, steering wheel cover, etc.).

xEV 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.

WORKPLACE SKILLS

Personal Standards (see Standard 6.7)

All training activities and instructional material should emphasize the importance of maintaining high personal standards. While these skills should be integrated in instruction, they are not required to be individually measured by student for the purposes of program accreditation. The classroom/lab can be considered the equivalent of a workplace and classmates can be considered coworkers.

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 appropriate personal hygiene.
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 6.8)

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. While these skills should be integrated in instruction, they are not required to be individually measured by student for the purposes of program accreditation. The classroom/lab can be considered a workplace and classmates can be considered coworkers.

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.

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 federal, state, and local 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 stored Diagnostic Trouble Codes (DTCs) for all vehicle systems and modules. HP-G
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 Driver Assistance Systems (ADAS) on the vehicle being repaired; identify damaged ADAS components and/or recalibration requirements. HP-G

B. Estimating

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| 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 actual cash value (ACV) and cost of repair. | HP-G |
| 20. Recognize that differences exist in estimating platforms when using different information provider systems. | HP-G |
| 21. Compare the accuracy of the estimate to the required repair 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 |

C. Vehicle Construction and Parts Identification

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| 1. Identify type of vehicle construction (unibody, body-over-frame). | HP-I |
| 2. Recognize the different types of collision damage between unibody and body-over-frame vehicles. | HP-I |
| 3. Identify impact energy absorbing components. | HP-I |
| 4. Identify different types and strengths of substrates (steel types, aluminum, magnesium, plastic, composites, etc.); determine repairability. | HP-I |
| 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 |

D. Customer Relations and Sales Skills

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| 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 |
| 13. Explain the benefits of the proposed repair plan and shop credentials/capabilities to the customer/client. | HP-G |

DAECS

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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 federal, state, and local 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, 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, local, and shop 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

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, paint protection systems, surface condition, texture, 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 ADAS components; 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 abrasives to featheredge areas to be refinished. HP-I

8. Apply suitable metal treatment or primer in accordance with total product systems and OEM repair procedures. 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 area as 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 abrasive 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. Demonstrate knowledge of anti-static methods/products. HP-G
22. Apply suitable primer sealer to the area being refinished. HP-I
23. Scuff sand to remove nibs or imperfections from a sealer. HP-I
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' recommended 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 and apply chip resistant coatings and match texture. HP-G
29. Identify refinishing guidelines for stationary glass flange areas to be refinished. HP-I

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 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

D. Paint Mixing, Matching, and Applying

1. Identify color code by manufacturer's vehicle information label. HP-I
2. Reference paint manufacturer's technical data sheet to determine proper product use. HP-I
3. Shake, stir, reduce, catalyze/activate, and strain refinish materials. HP-I

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| 4. Apply finish using appropriate spray techniques (gun arc, angle, distance, travel speed, and spray pattern overlap) for the finish being applied. | HP-I |
| 5. Apply selected product on test or let-down panel; check for color match, properly store and maintain a color catalog. | HP-I |
| 6. Demonstrate knowledge of the application of single stage topcoats. | HP-G |
| 7. Apply basecoat/clearcoat for panel blending, panel refinishing and cut-ins. | HP-I |
| 8. Apply basecoat/clearcoat for overall refinishing. | HP-G |
| 9. Remove nibs or imperfections from basecoat. | HP-I |
| 10. Identify product expiration dates as applicable. | HP-I |
| 11. Refinish plastic parts. | HP-I |
| 12. Apply multi-stage coats for panel blending and overall refinishing. | HP-G |
| 13. Identify and mix paint using a formula. | HP-G |
| 14. Identify poor hiding colors; determine necessary action. | HP-G |
| 15. Tint color using formula to achieve a blendable match. | HP-G |
| 16. Identify alternative color formula to achieve a blendable match. | HP-G |
| 17. Identify the materials equipment, preparation, and application differences between solvent and waterborne technologies. | HP-G |

E. Paint Defects - Causes and Cures

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| 1. Identify blistering (raising of the paint surface, air entrapment); explain the causes and corrective measures. | 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; explain the causes and corrective measures. | HP-G |
| 5. Identify 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; explain the causes and corrective measures. | 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; explain the causes and corrective measures. | HP-G |
| 11. Identify contour mapping/edge mapping; explain the causes and corrective measures. | HP-G |
| 12. Identify color difference (off-shade); explain the causes and corrective measures. | HP-G |
| 13. Identify tape tracking; explain the causes and corrective measures. | HP-G |
| 14. Identify poor adhesion or clearcoat delamination; explain the causes and corrective measures. | HP-G |
| 15. Identify paint cracking (shrinking, splitting, crowsfeet or line-checking, micro-checking, etc.); explain the causes and corrective measures. | HP-G |
| 16. Identify corrosion; correct the cause(s) and the condition. | HP-I |
| 17. Identify dirt or dust in the paint surface; correct the cause(s) and the condition. | HP-I |
| 18. Identify water spotting; explain the causes and corrective measures. | HP-G |

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| 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); explain the causes and corrective measures. | HP-G |
| 21. Identify die-back conditions (dulling of the paint film showing haziness); explain the causes and corrective measures. | HP-G |
| 22. Identify chalking (oxidation); explain the causes and corrective measures. | HP-G |
| 23. Identify bleed-through (staining); explain the causes and corrective measures. | HP-G |
| 24. Identify pinholing; explain the causes and corrective measures. | 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); explain the causes and corrective measures. | HP-G |

F. Final Detail

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

	PR
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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 federal, state, and local 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

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| 1. Perform a prescan; identify and document diagnostic trouble codes (DTCs) for all vehicle systems and modules. | HP-G |
| 2. Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan in accordance with the make and model specific OEM repair procedures. | 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 |

B. Outer Body Panel Repairs, Replacements, and Adjustments

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| 1. Inspect/locate direct, indirect, or hidden damage and direction of impact. | HP-I |
| 2. Inspect, remove and replace steel panel or panel assemblies. | HP-G |
| 3. Inspect, remove, and replace aluminum panel or panel assemblies. | 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 |

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| 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 necessary 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, weld bonding, and rivet 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's guidelines when applying heat to non-structural components during repair. | HP-G |

C. Metal Finishing and Body Filling

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| 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. Apply epoxy primer to bare metal areas as required before applying body filler. | HP-G |
| 3. 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 |
| 4. Demonstrate hammer and dolly techniques. | HP-I |
| 5. Heat shrink stretched panel areas to proper contour. | HP-G |
| 6. Cold shrink stretched panel areas to proper contour. | HP-I |
| 7. Identify body filler defects; correct the cause and condition. (pinholing, ghosting, staining, over catalyzing, etc.). | HP-I |
| 8. Identify different types of body fillers. | HP-G |
| 9. Shape body filler to contour; finish sand. | HP-I |
| 10. Perform proper metal straightening techniques for aluminum. | HP-G |
| 11. Perform proper application of body filler to aluminum. | HP-G |
| 12. Locate and repair surface irregularities and straighten contours on a damaged panel using glue-pulling dent repair (GPDR) | HP-I |
| 13. Mix and apply body filler. | HP-I |
| 14. Locate and repair surface irregularities and straighten contours on a damaged panel using paintless dent repair techniques. | HP-G |
| 15. Perform quality control using a repair plan checklist. | HP-I |

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 movable roof panels, hinges, latches, guides, handles, retainers, and controls. | 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

E. Plastics, Adhesives, and Welding

1. Identify the types of plastics; determine repairability. HP-I
2. Identify location of damage relative to ADAS components; determine repairability according to manufacturer's repair procedures and position statements. 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-I

NS Tasks

HP-I	36
HP-G	26
	62

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 federal, state, and local 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 stick-out, 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 electronic modules 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, 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 bonding, MIG brazing, 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 federal, state, and local 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

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|--|------|
| 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. Locate and demonstrate understanding of a vehicle dimension chart. | HP-I |
| 16. Determine the extent of the direct and indirect damage and the direction of impact; document the methods and sequence of repair. | HP-I |
| 17. Analyze and identify crush/collapse zones. | HP-I |
| 18. Follow manufacturer's guidelines when applying heat to structural components during repair. | HP-G |

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. Locate and demonstrate understanding of a vehicle dimension chart.	HP-I
7. 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
8. Attach anchoring devices to vehicle; remove or reposition components as necessary.	HP-G
9. Straighten and align roof rails/headers and roof panels.	HP-G
10. Straighten and align rocker panels and pillars.	HP-G
11. Straighten and align vehicle openings and floor pans.	HP-G
12. Straighten and align quarter panels, wheelhouse assemblies, and rear body sections (including rails and suspension/powertrain mounting points).	HP-G
13. Straighten and align front-end sections (aprons, strut towers, upper and lower rails, steering, and suspension/power train mounting points, etc.).	HP-G
14. Determine structural component repair or replacement recommendations.	HP-G
15. Identify proper cold stress relief methods.	HP-I
16. Determine sectioning procedures of a steel body structure.	HP-I
17. Remove and replace damaged structural components.	HP-G
18. Determine the extent of damage to aluminum structural components; repair, weld, or replace.	HP-G
19. Analyze and identify crush/collapse zones.	HP-I
20. Remove and replace protective coatings on anchoring locations/pinch welds.	HP-G
21. Follow manufacturer's guidelines when applying heat to structural components during repair.	HP-G

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. Identify and document requirements for flange surface preparation.	HP-G
4. Check for water leaks, dust leaks, and wind noise.	HP-G
5. Identify considerations for pre-scan, post-scan, and reinitialization/recalibration procedures.	HP-G

	SA Tasks
HP-I	10
HP-G	34
	44

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 federal, state, and local 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

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| 1. Perform visual inspection and measuring checks to identify steering and suspension collision damage. | HP-G |
| 2. Identify one-time use bolts, hardware, and 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 |

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| 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 knowledge of wheel, suspension, and steering alignment measurements (caster, camber, toe, steering axis inclination (SAI), included angle, thrust angle, etc.). | HP-I |
| 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's 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 ride height initialization or calibration procedures. | HP-G |
| 32. Perform a tire pressure monitoring system (TPMS) recalibration. | HP-G |
| 33. Lift the vehicle for inspection, service, and repair by properly raising and supporting the vehicle. | HP-G |

B. Electrical

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

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| 1. Demonstrate knowledge of and apply Ohm's Law. | HP-I |
| 2. Check for available voltage, voltage drop and current, and resistance in electrical wiring circuits and components with a digital multimeter (DMM). | HP-I |
| 3. Repair by solder or crimp or replace wiring and connectors according to manufacturer's recommended procedures. | HP-I |
| 4. Inspect, test, and replace fusible links, circuit breakers, and fuses. | HP-I |
| 5. Use jump box/pack to jump start a vehicle. | HP-I |
| 6. Perform battery state-of-charge test and slow/fast charge battery. | HP-I |
| 7. Inspect and clean, or replace battery, battery cables, connectors, and clamps per manufacturer's recommended procedures. | HP-I |
| 8. Dispose/recycle batteries according to federal, state, and local requirements. | HP-G |
| 9. Identify programmable electrical/electronic components; prescan and record stored diagnostic trouble codes (DTCs) for all vehicle systems and modules before disconnecting battery; perform post-scan after repairs are completed. | HP-I |
| 10. Inspect alignment, adjust, remove and replace alternator (generator), drive belts, pulleys, and fans. | HP-G |
| 11. Check operation and aim headlamp assemblies and fog/driving lamps; determine needed repairs. | HP-G |
| 12. Inspect, test, and repair or replace switches, relays, bulbs, sockets, connectors, and ground wires of interior and exterior light circuits. | HP-I |
| 13. Remove and replace horn(s); check operation. | HP-I |

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| 14. Check operation of wiper/washer systems; determine needed repairs. | HP-I |
| 15. Check operation of power windows; determine needed repairs. | HP-I |
| 16. Check operation of motorized sliding doors, lift gates tailgates, running boards, etc.; determine needed repairs. | HP-G |
| 17. Inspect, remove, replace, and recalibrate power seat, motors, linkages, cables, etc. per manufacturer's recommended procedures. | HP-G |
| 18. Inspect, remove and replace components of electric door and hatch/trunk lock. | HP-G |
| 19. Inspect, remove and replace components of keyless lock/unlock devices and alarm systems. | HP-G |
| 20. Inspect, remove and replace components of electrical roof panels and convertible/retractable hard top. | HP-G |
| 21. Check operation of electrically heated mirrors, windshields, back lights, steering wheels, and seats; determine needed repairs. | HP-I |
| 22. Demonstrate self-grounding procedures (anti-static) for handling electronic components. | HP-G |
| 23. Check for data bus diagnostic trouble codes (DTCs) using a scan tool. | HP-G |
| 24. Use wiring diagrams, component location, and diagnostic flow charts during diagnosis of electrical circuit problems. | HP-G |
| 25. Seal/protect connector ends of disconnected wiring harness. | HP-G |

C. Brakes

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| 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 or flush (manual, pressure, or vacuum) hydraulic brake system. | HP-G |
| 4. Pressure test brake hydraulic system; determine needed 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 (anti-lock brakes systems (ABS), electronic parking brake, hydraulic, electronic, traction and stability control, etc.). | HP-G |
| 11. Place vehicle in service mode as needed before servicing brake system. | HP-G |

D. Air Conditioning

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| 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. Identify refrigerant type and system capacity, evacuate, and recharge A/C system. HP-G
6. Identify 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

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 manufacturer's approved 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 blend door operation and document air temperature at outlet vents following repair. HP-G

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
7. Check and correct transmission and drive train component fluid levels in accordance with manufacturer's procedures. HP-G

G. Fuel, Intake and Exhaust Systems

1. Inspect, remove and replace exhaust pipes, mufflers, converters, resonators, tail pipes, and heat shields. HP-G
2. Research and use proper gasoline and diesel storage and handling procedures. HP-G
3. Research and use proper diesel exhaust fluid (DEF) storage and handling procedures. HP-G

4. 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
5. Inspect, remove and replace air intake components. HP-G
6. Inspect, remove and replace canister, filter, vent, and purge lines of fuel vapor evaporative emission (EVAP) control systems. HP-G

H. Restraint Systems

1. Inspect, remove, and replace seatbelt and shoulder harness assembly and components per manufacturer's procedures. 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 correct 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 (DTCs) 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. Use service information to research and identify components and safety check procedures of supplemental restraint systems (SRS) following collision damage. HP-I

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-I
2. Research operation of ADAS systems, sensors, and actuators, and static and/or dynamic recalibration procedures on the vehicle being repaired. HP-I
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

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

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| 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 |
| 11. Research and follow manufacturer's intake and storage guidelines for collision-damaged high voltage/electric vehicles. | HP-I |

ME Tasks

HP-I	31
HP-G	98
	129

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 federal, state, and local 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. 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

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 all safety systems; determine precautions, inspections, and replacement items as required. HP-G
5. Apply appropriate estimating and parts nomenclature (terminology). HP-I

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

1. Identify type of vehicle construction (unibody, body-over-frame). HP-I
2. Recognize the different types of 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

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| 7. Recognize different vehicle joining/attaching methods (e.g., welding, adhesives, rivets, etc.). | HP-G |
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D. Refinishing: Safety Precautions and Regulations

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| 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, local, and shop 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 |

E. Refinishing: Surface Preparation

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| 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 abrasives to feather edge areas to be refinished. | HP-I |
| 6. Apply suitable metal treatment or primer in accordance with total product systems and OEM repair procedures. | 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-G |
| 12. Apply two-component finishing filler to minor surface imperfections. | HP-I |
| 13. Apply guide coat and block sand area with correct grade/grit abrasive 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 recommended 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

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

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

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 necessary 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 |

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. Apply epoxy primer to bare metal areas as required before applying body filler. | HP-G |
| 3. 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 |
| 4. Demonstrate hammer and dolly techniques. | HP-I |
| 5. Heat shrink stretched panel areas to proper contour. | HP-G |
| 6. Cold shrink stretched panel areas to proper contour. | HP-I |
| 7. Identify body filler defects; correct the cause and condition (pinholing, ghosting, staining, over-catalyzing, etc.) | HP-I |
| 8. Identify different types of body fillers. | HP-G |
| 9. Shape body filler to contour; finish sand. | HP-I |
| 10. Perform proper metal straightening techniques for aluminum. | HP-G |
| 11. Perform proper application of body filler to aluminum. | HP-G |
| 12. Locate and repair surface irregularities and straighten contours on a damaged panel using glue-pulling dent repair (GPDR). | HP-G |
| 13. Mix and apply body filler. | HP-I |
| 14. Locate and repair surface irregularities and straighten contours on a damaged panel using paintless dent repair techniques. | HP-G |
| 15. Perform quality control using a repair plan checklist. | HP-I |

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 movable roof panels, hinges, latches, guides, handles, retainers, and controls. | HP-G |

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 ADAS components; determine repairability according to manufacturer's repair procedures and position statements. | 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 |

L. Mechanical and Electrical Components: Suspension and Steering

- | | |
|---|------|
| 1. Reinstall wheels and tighten lug nuts to manufacturers spec using a torque wrench. | HP-I |
| 2. Lift the vehicle for inspection, service, and repair by properly raising and supporting the vehicle. | HP-I |

M. Mechanical and Electrical Components: Electrical

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

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|---|------|
| 1. Use jump box/pack to jump start a vehicle. | HP-I |
| 2. Perform battery state-of-charge test and slow/fast charge battery. | HP-I |
| 3. Check operation and aim headlamp assemblies and fog/driving lamps. | HP-G |
| 4. Remove and replace horn(s); check operation. | HP-I |
| 5. Check operation of wiper/washer systems. | HP-I |

N. Mechanical and Electrical Components: Fuel, Intake and Exhaust Systems

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

	CF Tasks
HP-I	74
HP-G	33
	107

TASK LIST PRIORITY ITEM TOTALS

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 number. **A program must include in their curriculum the designated percentage of tasks (or more) in each priority numbered category (HP-I and HP-G) to be accredited.** For collision programs, the following minimum percentages are required:

At least 90% of all High Priority – Individual (HP-I) tasks must be taught

At least 85% of all High Priority – Group (HP-G) tasks must be taught

Note that all Foundational Tasks and Workplace Skills are also required to be included at all levels of accreditation.

	Total HP-I	Total HP-G	90% HP-I	85% HP-G
<u>Level 1 (Fundamentals)</u>				
Collision Repair & Refinish Fundamentals	74	33	67 Tasks	28 Tasks
Foundational Tasks & Workplace Skills = 56 Total Minimum Required Tasks = 151				
<u>Level 2</u>				
Damage Analysis/Estimating/Customer Service (DAECS)	19	44	17 Tasks	37 Tasks
Painting & Refinishing	57	34	53 Tasks	29 Tasks
Foundational Tasks & Workplace Skills = 56 Total Minimum Required Tasks = 192				
<u>Level 3</u>				
Damage Analysis/Estimating/Customer Service (DAECS)	19	44	17 Tasks	37 Tasks
Painting & Refinishing	57	34	53 Tasks	29 Tasks
Non-Structural Analysis & Damage Repair	36	26	32 Tasks	22 Tasks
+ Welding, Cutting, & Joining	13	6	12 Tasks	5 Tasks
Foundational Tasks & Workplace Skills = 56 Total Minimum Required Tasks = 263				
<u>Level 4</u>				
Damage Analysis/Estimating/Customer Service (DAECS)	19	44	17 Tasks	37 Tasks
Painting & Refinishing	57	34	53 Tasks	29 Tasks
Non-Structural Analysis & Damage Repair	36	26	32 Tasks	22 Tasks
+ Welding, Cutting, & Joining	13	6	12 Tasks	5 Tasks
Structural Analysis & Damage Repair	10	34	9 Tasks	29 Tasks
Foundational Tasks & Workplace Skills = 56 Total Minimum Required Tasks = 301				

<u>Level 5 (Master)</u>			
Damage Analysis/Estimating/Customer Service (DAECS)	19	44	17 Tasks 37 Tasks
Painting & Refinishing	57	34	53 Tasks 29 Tasks
Non-Structural Analysis & Damage Repair	36	26	32 Tasks 22 Tasks
+ Welding, Cutting, & Joining	13	6	12 Tasks 5 Tasks
Structural Analysis & Damage Repair	10	34	9 Tasks 29 Tasks
Mechanical & Electrical Components	31	98	28 Tasks 83 Tasks
Foundational Tasks & Workplace Skills = 56			
Total Minimum Required Tasks = 412			

DEFINITIONS – TECHNICAL TERMS

1. ABRADE - (see SAND)
2. ABRASIVE - Substance used to wear away a surface by friction.
3. ACTIVE SUSPENSION SYSTEM - A continuously controlled self-adjusting suspension system.
4. ADJUST - To bring components or equipment to specified operational settings.
5. ADAS (ADVANCED DRIVER ASSISTANCE SYSTEMS) - groups of electronic technologies that assist drivers in acceleration, braking, and steering functions.
6. AIR PURIFYING RESPIRATOR - Uses a filter, cartridge, or canister to remove specific air contaminants by passing ambient air through the purifying element.
7. ALIGN (REALIGN) - To adjust components to a line or predetermined relative position.
8. ANALYZE - To examine the relationship of components of an operation.
9. ANCHOR - To hold in place.
10. APPLY - To put on, attach, or affix chemicals, components or parts by spraying, brushing, spreading or using hardware.
11. BLEED - To remove air from a closed system.
12. BUFF - To remove fine scratches, usually from a painted surface, using a fine abrasive such as compounds and polishes.
13. CHECK - (SEE VERIFY).
14. CLEAN - To rid component of extraneous matter for the purpose of reconditioning, repairing, measuring, or reassembling.
15. COLD SHRINK - To restore contour, shape, and dimensions to stretched sheet metal areas utilizing appropriate hammer and dolly techniques.
16. CONDITION - To prepare for future action.
17. DENIB - To remove dust/dirt particles in a painted surface.
18. DETERMINE - To establish the type and extent of damage to a component or the procedure to be used to affect the necessary repair.
19. DEVELOP (PLAN) - To identify, arrange or organize the steps or procedural components into a logical sequence of actions.

20. DIAGNOSE - To locate the root cause or nature of a problem by using a specified procedure.
21. EPA - U.S. Environmental Protection Agency.
22. EVACUATE - To remove air, fluid or vapor from a closed system by use of a vacuum pump.
23. FEATHEREDGE - To taper and smooth the edges of a damaged area using abrasives.
24. FILL (REFILL) - To bring fluid level to specified point or volume.
25. FLUSH - To use a fluid to clean an internal system.
26. GRIND - To remove material using a motor-driven abrasive wheel, disk or pad.
27. HEAT SHRINK - To restore contour, shape and dimensions to stretched sheet metal areas by applying heat and utilizing appropriate hammer and dolly techniques.
28. HIGH VOLTAGE - Automotive system voltages greater than 30 VAC or 60 VDC.
29. IDENTIFY - To establish the identity of a vehicle or component prior to service; to determine the nature or degree of a problem.
30. INSPECT (CHECK) - To verify condition by performing an operational or comparative examination.
31. INSTALL (REINSTALL) - To secure or attach a component in its proper position in a system.
32. LEAK TEST - To check for and/or locate leaks in a component or system.
33. LOCATE - To find by using tools, measuring instruments, equipment or the senses.
34. LOW VOLTAGE - Automotive system voltages that are 30 VAC or 60 VDC or less.
35. MASK - To protect a component or area from incidental damage from the application of refinishing materials.
36. MEASURE - To compare existing dimensions to specified dimensions by the use of calibrated instruments and gauges.
37. MIX - To combine or blend into one mass or mixture.
38. NIOSH - National Institute for Occupational Safety and Health.
39. OSHA - Occupational Safety and Health Administration.
40. PDR - Paintless Dent Repair.

41. PERFORM - To accomplish a procedure in accordance with established methods and standards.
42. PLAN - (see DEVELOP)
43. PROTECT - To take actions to prevent damage to areas of the vehicles adjacent to the repair area.
44. REALIGN - (see ALIGN)
45. REDUCE - To lower the viscosity of a refinishing material.
46. REFILL - (see FILL)
47. REFINISH - To apply cleaners, paint, and other finishing materials to the repair areas.
48. REINSTALL - (see INSTALL)
49. REMOVE - To disconnect and separate a component from a system.
50. REPAIR (RESTORE) - To return damaged areas to acceptable size, dimensions, shape, performance characteristics and condition.
51. REPLACE - To exchange a damaged component with a new or used component.
52. RESTORE - (SEE REPAIR)
53. ROUGH SAND - To remove body filler, primer/substrate, or finish materials using coarse abrasives.
54. SAFETY SYSTEMS - The integrated technologies and design features within a vehicle intended to minimize the occurrence of collisions and reduce the severity of injuries when they do happen. Examples include but are not limited to seat belts, SRS, and ADAS systems.
55. SAND (ABRADE) - To abrade or level the surface.
56. SCUFF - To abrade or degloss a surface for the purpose of adhesion.
57. SDS - Safety Data Sheets; a detailed document that provides critical information about hazardous chemicals to ensure safe handling, storage, and emergency response.
58. SELECT - To choose the correct part, tool, equipment or setting during an assembly, adjustment or procedure.
59. SETUP - To select and assemble components, assemblies or parts in order or combination to produce desired results.
60. STORE - To organize and put away parts, hardware, and components for future retrieval and use.

- 61. STRAIGHTEN - To remove bends, creases, and other damage while returning a component to acceptable size, shape, and condition.
- 62. 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.
- 63. SUBSTRATE - A painted, primed or bare surface.
- 64. TINT - To adjust the color or hiding ability of refinishing materials.
- 65. VERIFY (CHECK) - To confirm a condition, adjustment or setting.
- 66. VOCs - Volatile Organic Compounds.
- 67. WASH - To clean by spraying, dipping, rinsing, rubbing or scrubbing.
- 68. WELD - To join metal or plastic pieces together by using a thermal process, often adding filler material to the joint.
- 69. xEV – Any electrified propulsion vehicle with a high-voltage system, including, but not limited to, HEV, PHEV, PEV, BEV, FCEV, and EV (SAE J1715-1 SEP 2022).

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"		Screw extractor set	
Allen (wrench or socket) set – SAE		Screw starter – Flat blade and Phillips	
Allen (wrench or socket) set – Metric		Screwdriver – Flat blade set with assorted lengths and tip widths	
Chisel set		Screwdrivers – Phillips set with assorted lengths and sizes	
Combination wrenches:		Socket set - 1/4" Drive:	
SAE set (optional)		SAE standard depth set (optional)	
Metric set		SAE deep set (optional)	
Crowfoot wrench set – Metric (optional)		Metric standard depth set	
Crowfoot wrench set – SAE (optional)		Metric deep set	
Drill – 3/8" variable speed, reversible		Flex/universal type sockets - metric	
Flare nut (tubing) wrenches:		1/4" Universal joint	
SAE (optional)		Extensions – assorted length set	
Metric		1/4" Ratchet	
Flashlight and batteries		Socket set - 3/8" Drive:	
Hack saw and blades		SAE standard depth set (optional)	
Hammers:		SAE deep set (optional)	
16 oz. ball peen		Metric standard depth set	
Brass		Metric deep set	
Dead blow mallet		Triple square set	
Plastic tip		Extensions – assorted length set	
Sledge		3/8" Flexhead ratchet	
Soft faced		Impact sockets – SAE set (optional)	
Rubber mallet		Impact sockets – Metric set	
Impact wrenches – 3/8" and 1/2"		3/8" Ratchet	
Inspection mirror		3/8" Universal joint	
Pickup tools – magnetic and claw type		Socket set - 1/2" Drive:	
Pliers:		SAE standard depth set (optional)	
Combination		SAE deep set (optional)	
Hose clamp		Metric standard depth set	
Locking jaw – assorted		Metric deep set	
Needle nose		Extensions – assorted length set	
Side cutting		1/2" Breaker bar	
Slip joint (water pump)		Impact sockets SAE set (optional)	
Snap ring plier set – internal and external		Impact sockets metric set	
Punch set		1/2" Ratchet	

Torque wrenches (sound/click/electronic) type:	
1/4" or 3/8" Drive in. lb.	
3/8" Drive ft. lb.	
1/2" Drive ft. lb.	
Torx® Set:	
T8, T10, T15, T20, T25, T27, T30, T40, T50, T55	
Torx® External Set:	
E8, E10, E15, E20, E27, E30, E40, E45, E50, E55	
Torx® Plus Set:	
TP10, TP15, TP20, TP25, TP27, TP30, TP35, TP45, TP50, TP55	

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		Shop brooms	
Air hoses - with quick release couplings		Dust pans	
Air lines		Floor squeegee	
Regulator		Floor mop and bucket	
Water extractors		Soldering iron	
Air system - Air compressor		Sponges	
Battery charger/booster compatible with lead-acid, AGM, gel-cell batteries, etc.		Step ladder	
Battery post cleaner		Storage cabinets	
Battery terminal pliers		Torx® tamper proof set: T8, T10, T15, T20, T27, T30, T40	
Battery terminal puller		Towels	
Chamois (synthetic)		Trash cans	
Coolant drain pan		Trouble/work lights – non-incandescent	
Corrosion protection application equipment		Water hose	
Creepers		Water hose nozzle	
Digital multimeter (DMM)		Wet/Dry shop vac	
Drill - 1/2" variable speed, reversible		Wheel caster system (wheel dollies)	
Grounded extension cords - multipurpose 110v or greater		Wire and terminal repair kit	
Heat lamp (optional)		Work benches – steel top with vice	
Hood props		Work stands – portable	
Infrared non-contact thermometer			
Jack stands with weight capacity clearly marked			
Oil drain/storage pan			
Overhead ventilation - for welding area			
Part cart			
Portable battery jump box/pack			
Pressure washer (optional)			
Service jacks with weight capacity clearly marked			

SPECIAL SAFETY ITEMS

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

Automated External Defibrillator (AED) (when required by state or local regulations)		OSHA "Right to Know" compliance kit	
Bloodborne pathogen kit		Protective gloves and clothing - for handling paint and related chemicals	
Cut resistant gloves		Respirator fit and filter kit (optional)	
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

C-clamps – assorted		Tap and die sets – SAE and Metric	
Heat gun		Tape measure – SAE and Metric	
Hole saw set – 1/2" to 2"		Tin snips	
Panel splitter (hand held blades/accessories)		Tire inflator	
Pry bar set		Tire pressure gauge	
Putty knife set		Wire brushes – hand and powered	
Rivet guns - heavy duty blind and large for 3/16" and 1/4"			
Sanding tools – assorted (power and manual)			
Scraper set			
Scratch awl			
Special removing and releasing tools:			
Door handle removing tool			
Miscellaneous interior and exterior trim removing tools			
Molding removal tools			
Stationary glass removal tools (optional)			
Windshield wiper removing tool			

BODY WORKING TOOLS

Assorted files - for metal and plastic finishing, including:		Filler spreaders and applicators – assorted types and sizes:	
Body files (vixen file or adjustable)		Large plastic body filler spreaders	
Hand sanding pads		Medium plastic body filler spreaders	
Metal files		Mixing boards	
Sanding blocks (short and long)		Small plastic body filler spreaders	
Sanding boards (short and long)		Spoons and dollies:	
Body hammers set:		All -purpose dolly	
Cross peen finishing hammer		Heavy duty driving spoon	
Curved chisel hammer		Heel dolly	
Door skin hammer		Inside high crown spoon	
Long curved pick hammer		Light dinging spoon	
Short curved pick hammer		Long curved spoon	
Shrinking hammer		Short curved spoon	
Straight chisel hammer		Toe dolly	
Dent removal pick set:			
Long curved pick bar			
Long straight pick bar			
Short curved pick bar			
Short straight pick bar			

HYBRID/ELECTRIC VEHICLE TOOLS & EQUIPMENT (RECOMMENDED)

DEDICATED ALUMINUM REPAIR TOOLS (RECOMMENDED)

Dedicated abrasive tools		Battery lift table	
		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	
Dedicated (clean) repair station		EV charging equipment	
Dent pulling equipment		Hybrid/Electric vehicle safety kit	
Dollies		Insulated hand tools rated CAT III 600 volt, CAT III 1000 volt, or CAT IV 600 volt	
Dye penetrant		Insulated retrieval hook	
Glue pull system		Insulation tester/multimeter and leads – must meet CAT III 600 volt, CAT III 1000 volt, or CAT IV 600 volt rating	
GMAW welder synergic pulse		Leather gloves to go over electrical insulating gloves	
Hammers		Vehicle lift with weight and physical configuration appropriate for hybrid/electric vehicles	
Self-Piercing rivet guns			
Stainless steel wire brush			
Wet mix technology dust extraction system approved for aluminum			

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		Laptop/Tablet with applicable diagnostic software & tools or scan tool with OBDII	
Digital camera or tablet with camera		Tram gauge	
Electronic service information system that includes access to OEM service procedures – see Standard 3.1			

PAINTING AND REFINISHING

Air amplifier/venturi style blower used to dry waterborne paint (optional)		Personal safety equipment (painting gloves, suits, hoods, NIOSH-approved respiratory protection systems, respirators, etc.)	
Air cap test gauge (optional)		Portable paint curing equipment (infrared)	
Anti-static gun (optional)		Positive pressure air respirator (preferred)	
Color-matching light system		Power sanders	
Dust extraction equipment (optional)		Prep station - in accordance with federal, state, and local regulations (recommended)	
Electronic dry film thickness gauge with 1/10th of a mil thickness tolerance for both ferrous and non-ferrous substrates		Sanding blocks (short and long)	
Enclosed paint spray booth to comply with federal, state and local regulation (downdraft booth recommended)		Spectrophotometer (optional)	
Hand sanding pads		Spray guns - HVLP (high volume low pressure) or compliant with high air flow fittings, in accordance with 40 CFR Part 63, Subpart HHHHHH, aka “EPA Subpart 6H rule”	
Masking equipment -		Spray gun cleaning equipment in accordance with federal, state, and local regulations	
Car covers/plastic sheeting and/or liquid mask		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 federal, state, and local regulations)		Viscosity cups (optional)	
Paint shaker		Waste disposal/recycling program in accordance with federal, state, and local regulations	
Paint storage room/locker in accordance with federal, state, and local regulations		Waterborne spray gun equipment (optional)	
Parts stands - assorted			

NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

Abrasive cut-off tool and discs		Slide hammer - complete with attachments	
Adhesive dispenser - single component (pneumatic/cordless recommended)		Spring lock line removal tool set (A/C, fuel line, etc.)	
Adhesive dispenser - two component (pneumatic/cordless recommended)		Stationary power tools -	
Anchoring system (recommended)		Bench grinder with safety guards attached	
Glue pull equipment		Drill press (recommended)	
GMAW Welders and accessories (flow meter, cart, gas cylinder, nozzle cleaner) 220 volt, 180 amp (recommended)		Welding Safety Equipment - to include:	
Plasma cutting torch (recommended)		Aprons	
Plastic and adhesive tools:		Bench-mounted vise for destructive weld testing	
Plastic welder		Face shields	
Die grinding tool set		Gloves	
Disc grinder		Goggles	
Portable hydraulic ram - with attachments		Jackets	
Portable power tools -		Portable welding curtains	
Air file/straight line sander		Safety glasses	
Angle grinders		Skull cap	
Eraser wheel		Welding Blanket	
Hole punch (pneumatic recommended)		Welding helmets (auto-darkening recommended)	
Metal shears (optional)		Welding pliers	
Mini belt sander		Welding respirators	
Nibbler (optional)		Welding stations with proper exhaust	
Power reciprocating saw and blades		Squeeze-type Resistant Spot Welder (STRSW) (10,000 amp/790 lb. (351 daN deca newtons clamping force at the electrode tip minimum) (recommended) with shunt pliers	
Seam separator		Tool capable of heat shrinking	
Spot weld removal tool (optional)		Vehicle lift (rated for total vehicle weight) (recommended)	
		Weld-on pulling tool and attachments	

STRUCTURAL ANALYSIS AND DAMAGE REPAIR

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

Blind rivet tool for 3/16" – 1/4" rivets (minimum of 3,822 lbs. pulling force recommended)		Pulling and holding equipment set:	
Body over frame anchoring systems (recommended)		Assorted body clamps	
Frame/Unibody straightening equipment – Bench/rack with pinch weld clamps/anchoring system, multiple pull capacity		Safety and pulling chains/cables appropriately rated	
GMAW (Pulse) welder and accessories (flow meter, cart, gas cylinder and nozzle cleaner) 220 Volt 180 amps minimum		Temperature monitoring crayons	
Grounded extension cord (220 volt, rated for 180 amp or greater continuous service)		Three-dimensional measuring system with the capability to measure the complete vehicle.	
Heavy-duty winch for frame bench/rack (recommended)		Tram gauges	

MECHANICAL AND ELECTRICAL COMPONENTS

A/C recovery/recycling/recharging machine		Four-wheel alignment system (optional)	
ADAS recalibration targets and related equipment (optional)		Flexible dial indicator gauge	
Brake bleeder		Jumper wire set (with various adapters)	
Brake service tools		J2534 compatible scan tool capable of performing adaptations/calibrations	
Connector pick tool set		Plugs and caps for hydraulic, fluid and A/C lines	
Coolant tester		Vac and fill equipment to extract and install fluids (oil, transmission, coolant, etc.) (optional)	
Cooling system pressure tester			

COLLISION REPAIR AND REFINISH FUNDAMENTALS

Computerized estimating system (recommended)		Electronic information system that includes access to OEM service procedures – see Standard 3.1	
Air amplifier/venturi style blower used to dry waterborne materials (optional)		Paint storage room/locker in accordance with federal, state, and local regulations	
Enclosed paint spray booth or spray environment to comply with federal, state and local regulation (downdraft booth recommended)		Personal safety equipment (painting gloves, suits, hoods, NIOSH-approved respiratory protection systems, respirators, etc.)	
Hand sanding pads		Portable paint curing equipment (infrared) (optional)	
Masking equipment:		Power sanders	
Car covers/plastic sheeting and/or liquid mask		Sanding blocks (short and long)	
Paper and tape dispenser		Spray guns - HVLP (high volume low pressure) or compliant with high air flow fittings in accordance with 40 CFR Part 63 Subpart HHHHHH, aka “EPA Subpart 6H rule”	
Paint mixing room (in accordance with federal, state, and local regulations) (recommended)		Spray gun cleaning equipment in accordance with federal, state, and local regulations	
Paint shaker		Waste disposal/recycle program in accordance with federal, state, and local regulations	
Parts stands - assorted			
Adhesive dispenser - single component (pneumatic/cordless recommended)		Portable hydraulic ram - with attachments (optional)	
Adhesive dispenser - two component (pneumatic/cordless recommended)		Portable power tools:	
Glue pull equipment		Eraser wheel	
Plastic and adhesive tools:		Slide hammer - complete with attachments	
Die grinding tool set		Tool capable of heat shrinking	
Disc grinder		Weld-on pulling tool and attachments	
Plastic welder			