COLLISION REPAIR AND REFINISH

TEAM MEMBER ON-SITE EVALUATION NOTEBOOK

School Name:_____

On-Site Date:_____

Effective Date: July 1, 2023

ASE Education Foundation
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TEAM MEMBER INFORMATION

INTRODUCTION

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

Team Member Instructions

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

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

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

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

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

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

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

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

> The program may be seeking accreditation in the area of Painting and Refinishing. Item (8.2-B) states, "Rate the quantity of tools and equipment in terms of the quantity needed for efficient and effective instruction." To rate this item, you must look for evidence (the tools and equipment) and if you cannot see them, ask the faculty to show you. Be sure to check for all the tools and equipment listed in the Tools and Equipment section under Specialty Tools and Equipment - Painting and Refinishing in addition to Hand Tools and General Lab/Shop Equipment.

To determine how well a standard is met, you will use the following methods that include:

- interviews with teachers, administrators, students, former students, counselors, employers, or advisory committee members;
- examination of documentation materials provided by the program;
- review of the task list and curricular materials;
- verification of the tools and equipment;
- observation of instructional practices; and
- inspection of the facility.

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

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

TEAM MEMBER GUIDELINES

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

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

Interviewing Instructors and Administrators

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

Classroom and Lab/Shop Visits

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

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

After the Visit

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

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

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

COLLISION REPAIR & REFINISH 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 level of accreditation sought.

   Damage Analysis/Estimating/Customer Service
   - **50 hours** combined classroom and lab-shop instructional activities
   - **Required for all accredited programs**

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

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

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

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

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

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

3. **The average rating on each of Standards 6, 7, 8, 9 and 10 must be a four** 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 on Standards 6, 7, 8, 9 or 10 is less than four.**

4. A "YES" response must be achieved on all six (6) criteria in Standard 12 if the program is using it to meet the instructional hour requirements for the purpose of accreditation. The program will not be approved for an on-site evaluation if it cannot support a "YES" response

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

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

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

1. All instructors must complete twenty (20) hours of recognized automotive 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 5 members, 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, 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.

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 requires employers to establish and maintain a respiratory protection program. See https://www.osha.org/respiratory-protection for more information.

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

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

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

GO/NO GO STANDARDS

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

6.1A	**Does the Advisory Committee, consisting of at least five (5) members, convene a minimum of two working meetings per year?**
6.6B	**Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure adequacy in meeting program goals?**
7.4A	**Does the collision repair and refinish program provide theory and "hands-on" training for 90% of the HP-I and 85% of the HP-G tasks, as evidenced by cross-referencing the course of study, lesson plans, job sheets, and student progress charts?**
8.1A	**Are all shields, guards, and other safety devices in place, operable, and used?**
8.1B	**Do all students, instructors, and visitors wear safety glasses in the lab/shop area while lab is in session?**
8.2A	**Are the tools and equipment available for the tasks taught in the program areas being accredited?**
10.1	**Do instructors hold current ASE certification appropriate for the program areas being accredited?**
10.3B	**Do instructors attend a minimum of 20 hours per year of recognized industry update training (or equivalent) relevant to the areas their program is accredited?**

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

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

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

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

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

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 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 by area.* The specialty tools section is further separated into 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*, 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"		Inspection Mirror	
Allen (Wrench or Socket) Set - Standard (.050" - 3/8")		Pickup Tool – magnetic and claw type	
Allen (Wrench or Socket) Set - Metric (2mm - 7mm)		Pliers:	
Chisel Set		Combination	
Combination Wrenches:		Hose Clamp	
Standard (1/4" - 1") (optional)		Locking Jaw	
Metric (7mm - 24mm)		Needle Nose	
Crowfoot Wrench Set – Metric (optional)		Side Cutting	
Crowfoot Wrench Set – Standard (optional)		Slip Joint (Water Pump)	
Drill - 3/8" and 1/2" variable speed, reversible		Snap Ring Plier Set – internal and external	
Flare Nut (tubing) Wrenches:		Punch Set	
Standard 3/8" - 3/4" (optional)		Screwdriver – Blade Type:	
Metric (10mm - 17mm)		Stubby	
Flashlight and batteries		6", 9", 12"	
Hack Saw and blades		Offset	
Hammers:		Screwdrivers – Phillips:	
16 oz. Ball Peen		Stubby #1, #2	
Brass		6" #1, #2	
Dead Blow Mallet		12" #3	
Plastic Tip		Offset #2	
Sledge		Screw Extractor Set	
Soft Faced		Screw Starter:	
Rubber Mallet		Phillips	
Impact Wrenches - 3/8" and 1/2"		Standard	

Hand Tools (cont.)			
Socket Set - 1/4" Drive:		Torque Wrenches (Sound/Click)Type:	
1/4" - 1/2" Standard Depth (optional)		1/4" or 3/8" Drive in. lb. (30 – 250)	
1/4" - 1/2" Deep (optional)		3/8" Drive ft. lb. (5 – 75)	
6mm - 12mm Standard Depth		1/2" Drive ft. lb. (50 – 250)	
6mm - 12mm Deep		Torx® Set:	
Flex/Universal Type – Metric (standard optional)		T8, T10, T15, T20, T25, T27, T30, T40, T50, T55	
Universal Joint		Torx® External Set:	
3", 6" Extensions		E8, E10, E15, E20, E27, E30, E40, E45, E50, E55	
Ratchet		Torx® Plus Set: TX	
Socket Set - 3/8" Drive:			
5/16" - 3/4" Standard Depth (6 point) (optional)			
3/8" - 3/4" Deep (6 point) (optional)			
9mm - 19mm Standard Depth			
9mm - 19mm Deep			
M4 – M18 Triple Square			
3", 6", 12", 18" Extensions			
Flexhead Ratchet			
Impact Sockets - 3/8" - 3/4" Standard (optional)			
Impact Sockets - 10mm - 19mm			
Ratchet			
Universal Joint			
Socket Set - 1/2" Drive:			
7/16" - 1 1/8" Standard Depth (optional)			
7/16" - 1 1/8" Deep (optional)			
10mm - 25mm Standard Depth			
10mm - 25mm Deep			
5", 10" Extensions			
Flex Handle (Breaker Bar)			
Impact Sockets Standard 7/16" - 1 1/8" (optional)			
Impact Sockets 12mm - 32mm			
Ratchet			

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 these general tools and equipment readily available and in sufficient quantity to provide quality instruction.

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

SPECIAL SAFETY ITEMS

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

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

*** = Individual Student Items**

MISCELLANEOUS TOOLS

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

BODY WORKING TOOLS

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

ALUMINUM REPAIR TOOLS (RECOMMENDED)

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

HYBRID/ELECTRIC VEHICLE TOOLS & EQUIPMENT (RECOMMENDED)

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	
EV charging equipment	
Hybrid/Electric Vehicle Safety Kit	
Insulated Retrieval Hook	
Insulation Tester/Multimeter and leads – must meet CAT III 600 volt, CAT III 1000 volt, or CAT IV 600 volt rating	
Leather Gloves to go over Electrical Insulating Gloves	
Vehicle lift with weight and physical configuration appropriate for hybrid/electric vehicles	

SPECIALTY TOOLS AND EQUIPMENT

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

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

DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE

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

PAINTING AND REFINISHING

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

NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

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

STRUCTURAL ANALYSIS AND DAMAGE REPAIR

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

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

MECHANICAL AND ELECTRICAL COMPONENTS

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

COLLISION REPAIR AND REFINISH FUNDAMENTALS

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

FORMS
COLLISION REPAIR & REFINISH PROGRAM EVALUATION FORM

School/Program Name: _____

City and State: _____

Accreditation Areas Sought:

☒ Damage Analysis/Estimating/Customer Service – 50 hours* minimum (Required, except those choosing to accredit under Collision Repair and Refinish Fundamentals)

☐ Painting & Refinishing – 300 hours* minimum

☐ Non-Structural Analysis & Damage Repair – 300 hours + 75 additional hours of Welding, Cutting & Joining – 375 hours* minimum

☐ Structural Analysis & Damage Repair – 175 hours* minimum. Accreditation in Non-Structural Analysis & Damage Repair is required

☐ Mechanical and Electrical Components – 200 hours* minimum

-OR-

☐ Collision Repair and Refinish Fundamentals – 300 hours* minimum

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

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

Please use this form when conducting a program evaluation.

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

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

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

STANDARD 1 - PURPOSE

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

1.1 EMPLOYMENT POTENTIAL 1.1

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

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

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

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

1.2 PROGRAM DESCRIPTION/GOALS 1.2

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

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

POSSIBLE DOCUMENTS: A. Provide a copy of the brochure and/or catalog with appropriate pages identified (use sticky notes, highlighter, etc. to make the information easy to find).
For items rated above or below a 4 – provide explanation below:

Standard 1
Average Score (3 items) _____

STANDARD 2 – ADMINISTRATIVE PROGRAM SUPPORT

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

2.1 ADMINISTRATIVE SUPPORT 2.1

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

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

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

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

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

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

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

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

2.2 WRITTEN POLICIES 2.2

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

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

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

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

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

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

2.3 PROVISIONS FOR INDIVIDUAL DIFFERENCES 2.3

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

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

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

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

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

STANDARD 3 - LEARNING RESOURCES

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

3.1 SERVICE INFORMATION 3.1

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

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

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

3.2 MULTIMEDIA 3.2

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

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

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

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

3.3 STUDENT RESOURCES 3.3

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

A. Rate the pertinent instructional texts, resources and e-learning materials available for each student in terms of satisfying the objectives of the mode of instruction. Basic and specialty learning resources should have copyright dates that are not over six (6) years old. _____

B. Rate the general and technical automotive magazines, newspapers, and websites available for student and instructor use in terms of being current. _____

POSSIBLE DOCUMENTS:

A. Provide a copy of each textbook or online/electronic texts, and other materials used for instruction.
B. Provide a list, give the location, and show examples of physical copies.

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

Standard 3
Average Score (5 items) _____

STANDARD 4 – FUNDING

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

4.1 FUNDING 4.1

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

A. Rate the funding in terms of being adequate for program operation. _____

B. Rate the extent to which the program staff input is included in funding planning. _____

C. Rate availability of funding status reports to instructional staff. _____

POSSIBLE DOCUMENTS:

A. Highlight pertinent discussion regarding funding in Advisory Committee minutes.
B. Provide copies of funding or budget requests. The evaluation team may interview program staff.
C. Provide a copy of the budget or funding report.

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

Standard 4
Average Score (3 items) _____

STANDARD 5 - STUDENT SERVICES

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

5.1 PRE-ADMISSION PROGRAM ADVISEMENT 5.1

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

A. Rate the use of student advisement on automotive career opportunities and career exploration activities prior to program admission. _____

POSSIBLE DOCUMENTS: A. Highlight access to the career process and student services available, as cited in catalog or other materials.

5.2 PLACEMENT 5.2

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

A. Rate the placement process used to assist students obtain employment or work-based learning in the industry. _____

POSSIBLE DOCUMENTS: A. Provide the policy or explanation of the placement process.

5.3 ANNUAL GRADUATE FOLLOW-UP 5.3

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

A. Rate the annual formal follow-up system used to determine graduates' employment location or continuing education. _____

B. Rate the annual follow-up procedure/survey used to obtain the graduates assessment of the efficiency and effectiveness of their training. _____

C. Rate the annual follow-up procedure/survey in terms of obtaining feedback regarding needed additions or deletions to the training:
    1. instruction _____
    2. program/skills learned _____
    3. tools and equipment _____

D. Rate the annual follow-up system used to obtain information from program graduates who are employed outside of the automotive industry. _____

E. Rate the use of the information from annual follow-up procedures/survey to modify the training program. _____

POSSIBLE DOCUMENTS:
A. - D. Provide an explanation and a sample document (e.g., Graduate Surveys).
E. Describe the procedure to use the information obtained in follow-up and give an example of changes made to program based on feedback, if available.

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

Standard 5
Average Score (9 Items) _____

STANDARD 6 – ADVISORY COMMITTEE

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

6.1 MEMBERSHIP 6.1

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

A. Does the Advisory Committee, consisting of at least 5 members in attendance (not counting school personnel or educators from other programs) convene a minimum of two working meetings per year? (GO/NO GO REQUIREMENT)

☐ **YES**
☐ **NO**

B. Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes. _____

C. Rate the mix of committee members in terms of being inclusive of all industry sectors by representing at least the following groups: (rate collectively not individually) _____

1. collision repair & refinish technicians
2. local employers
3. former students
4. others (automotive trainers, parents, educators from other programs, etc., please specify)

POSSIBLE DOCUMENTS: A. – C. Agendas and meeting minutes from at least two meetings per year (one year for initial accreditation; five years for reaccreditation), including sign in sheets with advisory committee members affiliations.

6.2 REVIEW OF STUDENT SURVEYS 6.2

The Advisory Committee should provide input and review student surveys.

A. Rate the use of the Advisory Committee review of student surveys in the evaluation process. _____

POSSIBLE DOCUMENTS: A. Highlight pertinent discussion in Advisory Committee Meeting minutes.

6.3 REVIEW OF PROGRAM FUNDING 6.3

The Advisory Committee should provide input and review funding.

A. Rate the Advisory Committee input in reviewing funds allocated to and used by the program. _____

B. Rate the Advisory Committee input on whether the funding is adequate for program operation. _____

POSSIBLE DOCUMENTS:
A. Highlight pertinent discussion in Advisory Committee meeting minutes.
B. Provide funding information and highlight pertinent discussion regarding adequacy of funding in Advisory Committee minutes.

6.4 REVIEW OF GRADUATE FOLLOW-UP AND EMPLOYER SURVEYS 6.4

Information gathered from the annual follow-up of program graduates and employer surveys should be reviewed by the Advisory Committee to assess employment potential and provide input on program modifications.

A. Rate the Advisory Committee's review of information from the annual follow-up completed by the graduate and employer surveys and resulting recommendations for modifications to the training program. _____

POSSIBLE DOCUMENTS: A. Describe the annual review process and provide an example from the annual survey data and Advisory committee minutes with pertinent information highlighted.

6.5 REVIEW OF COURSE OF STUDY 6.5

The Advisory Committee should provide guidance and approve all tasks added to or removed from the mandatory task list required for the program accreditation level being sought.

A. Rate the use of the Advisory Committee to provide input on the addition/deletion of tasks and its approval of task changes. _____

POSSIBLE DOCUMENTS: A. Highlight pertinent discussion in Advisory Committee meeting minutes.

6.6 REVIEW OF TOOLS, EQUIPMENT, AND FACILITIES 6.6

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

A. Rate the Advisory Committee use of the annual review process to provide input on maintaining up-to-date tools and equipment. _____

B. Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure safety and adequacy in meeting program goals? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

POSSIBLE DOCUMENTS: A. – B. Highlight pertinent discussion in Advisory Committee meeting minutes.

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

_____

_____

Standard 6
Average Score (as many as 8 items) _____

STANDARD 7 – INSTRUCTION

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

7.1 PROGRAM 7.1

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

A. Rate the training program in terms of what is taught (scope) and when it's taught (sequence) being logically ordered. _____

POSSIBLE DOCUMENTS: A. Provide a copy of the course of study.

7.2 PREPARATION TIME 7.2

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

A. Rate the instructor's schedule in terms of providing adequate time for planning. _____

POSSIBLE DOCUMENTS: A. Show a copy of the Master Schedule and instructor office hours.

7.3 TEACHING LOAD 7.3

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

A. Rate the average instructor/student ratio for the current year and a) past year for initial accreditation or b) past 5 years for renewal, in terms of being educationally sound and maintaining a safe environment. _____

POSSIBLE DOCUMENTS: A. Show student enrollment sheets, indicate the number of training stations, and identify teaching assistants (if any).

7.4 COURSE OF STUDY 7.4

All tasks have been given a priority rating. At least ninety percent (90%) of the tasks designated as High Priority – Individual (HP-I) must be taught in the course of study. At least eighty-five percent (85%) of the tasks designated as High Priority – Group (HP-G) must be taught in the course of study.

Instruction on the legal aspects and responsibilities of the collision repair & refinish technician in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements must be included in the course of study. Instruction and practice in filling out work order forms, ordering parts, and basic record keeping should be a part of the training program. Tools and equipment must be available to perform the tasks in each of the areas for which accreditation is requested.

A. For the areas of accreditation being sought, does the program provide theory and "hands-on" training for at least 90% of the HP-I and 85% of the HP-G tasks, as evidenced by cross-referencing the lesson plans, job sheets, and student progress charts? (GO/NO GO REQUIREMENT)

Complete only the areas of accreditation being sought	**90% - HP-I**		**85% - HP-G**	
Damage Analysis/Estimating/Customer Service	☐ **YES**	☐ **NO**	☐ **YES**	☐ **NO**
Painting & Refinishing	☐ **YES**	☐ **NO**	☐ **YES**	☐ **NO**
Non-Structural Analysis & Damage Repair (must include Welding, Cutting, & Joining)	☐ **YES**	☐ **NO**	☐ **YES**	☐ **NO**
Structural Analysis & Damage Repair	☐ **YES**	☐ **NO**	☐ **YES**	☐ **NO**
Mechanical & Electrical Components	☐ **YES**	☐ **NO**	☐ **YES**	☐ **NO**
Collision Repair and Refinish Fundamentals	☐ **YES**	☐ **NO**	☐ **YES**	☐ **NO**

B. Rate the course of study in terms of including instruction on:

1. Safety regulations the student may encounter upon employment _____
2. Legal responsibilities of the technician regarding Environmental Protection Agency regulations _____
3. Other appropriate requirements which may affect their on-the-job activities _____
4. Identification and proper use of appropriate tools and test and measurement equipment _____
5. Use of current service information and industry publications _____
6. The inclusion of tasks on filling out work order forms, ordering parts, and recording the time spent on task. _____

POSSIBLE DOCUMENTS:
A. Cross reference lesson plans, job sheets and student progress instrument to the course of study.
B. Provide syllabus (with information highlighted), course descriptions, lesson plans, job sheets, student materials, samples of work order forms, parts order form, and show how time spent on task is recorded. Refer to the New Instructor Guide for possible examples.

7.5 PERFORMANCE STANDARDS AND STUDENT PROGRESS 7.5

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

A. Rate the use of clearly stated performance levels for each task. _____

B. Rate the availability of stated performance levels to students and potential employers. _____

C. Rate the opportunity for students to demonstrate (practice) competency of a task before the instructor verifies a student's performance. _____

D. Rate the use of a progress chart or other method (with specific tasks) to indicate students' progress. _____

POSSIBLE DOCUMENTS (paper or electronic records):
A. Provide a task sheet or other measurement tools.
B. Provide the evaluation criteria from the syllabus, progress chart, or task sheet.
C. Provide a task sheet or student progress chart.
D. Provide the school policy on student evaluation, sample of student progress chart, and use an actual record with student identifying information blocked out.

7.6 SAFETY STANDARDS 7.6

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

A. Is safety instruction given prior to lab/shop work? ☐ YES ☐ NO

B. Are safety tests given in the training program? ☐ YES ☐ NO

POSSIBLE DOCUMENTS:
A. Show an example of the safety test, course of study, course outline, posters, etc.
B. Provide the course of study and sample of the safety test.

7.7 PERSONAL STANDARDS 7.7

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

A. Rate the emphasis placed on the following in all training activities and instructional materials:
   1. the importance of maintaining good relationships with fellow employees _____
   2. respect for fellow students' tools and other property _____
   3. the development of good customer relations _____
   4. appropriate clothing like that found in local shops _____
   5. student cleanliness to ensure seats, steering wheels, etc. are not greasy or damaged after the job is complete _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide instructional materials, class / lab / shop rules.

7.8 WORK HABITS/ETHICS 7.8

The training program should be organized in such a manner that work habits and ethical practices required on the job are an integral part of the instruction.

A. Rate the degree to which the training program develops work habits that coincide with work habits required on the job. _____

B. Rate the emphasis placed upon ethical practices. _____

POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection. Describe attendance policy, etc.

7.9 RELATED INSTRUCTION 7.9

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

A. Rate the degree to which related mathematics, science, communications, and interpersonal-relations instruction are integrated with instruction in the training program. _____

POSSIBLE DOCUMENTS:
A. Show syllabus with objectives and examples of tasks where related instruction is provided (Ohm's Law, Pascal's Law, gear ratio, etc.); SkillsUSA Professional Development Program, if appropriate.

7.10 TESTING 7.10

Both written and performance-based tests should be used to validate student competency. Students should be encouraged to take industry recognized certification tests, such as the ASE Entry-Level Certification or ASE Professional Certification tests.

A. Rate the use of written tests to evaluate cognitive task performance. _____

B. Rate the use of performance tests to evaluate manipulative task performance. _____

C. Rate the use of an acceptable level of performance in cognitive and manipulative tests. _____

D. Rate the degree to which students are encouraged to take accreditation tests that are industry recognized certification tests, such as the ASE Entry-Level Certification or ASE Professional Certification tests. _____

POSSIBLE DOCUMENTS:
A. Show samples of written tests.
B. Show sample job sheets.
C. Show sample of the rating scale used.
D. Show posters, ASE test registration materials, student certificates of achievement, and/or describe provisions made for taking ASE tests.

7.11 EVALUATION OF INSTRUCTION 7.11

Instructional procedures should be evaluated in a systematic manner. This evaluation should be through regular reviews by students and the administration.

A. Rate the use of student input/participation (survey) in the evaluation process of instruction. _____

B. Rate the process used by administration to evaluate instructors. _____

POSSIBLE DOCUMENTS: A. – B. Provide an explanation of the overall program evaluation policy and plan. Show samples of the instructor evaluation instrument, etc.

7.12 ON-VEHICLE SERVICE AND REPAIR WORK 7.12

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

A. Rate the availability of on-vehicle service and repair work that benefits the student and supplements on-going instruction. _____

B. Rate the degree to which a student had instruction and practice on a specific repair task before on-vehicle service and repair work is assigned. _____

C. Rate the degree to which the program policies do not allow the following as the primary source of on-vehicle service and repair work:
   1. students in the collision repair & refinish technician training program working on their own vehicles _____
   2. school buses or other vehicles owned and operated by the governing body of the school. _____

(NOTE: VEHICLES DONATED BY MANUFACTURERS OR OTHER SOURCES ARE ACCEPTABLE AS THE PRIMARY SOURCE OF ON-VEHICLE SERVICE AND REPAIR WORK.)

D. Rate the use of a written, industry type work order attached to or placed inside the vehicle. _____

POSSIBLE DOCUMENTS:

A. Show task sheets and repair orders. The evaluation team will conduct a visual inspection.
B. Show course of study and a copy of the student task sheets, lab sheets, or progress charts, or work order.
C. Provide a copy of the program policy.
D. Show a sample work order. The evaluation team will conduct a visual inspection.

7.13 CUSTOMER VEHICLES 7.13

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

A. Rate the system used to collect, document, and disburse customer work repair receipts (N/A if no customer work is done). _____ ☐ N/A

B. Rate the use of support staff to collect payment for customer work repairs (N/A if no money is ever exchanged). _____ ☐ N/A

POSSIBLE DOCUMENTS: A. - B. This applies only to programs that use customer vehicles. Show the policy statement on collecting, disbursing, and accounting for funds.

7.14 ARTICULATION 7.14

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

A. Rate the articulation agreements used between programs with equivalent competencies to eliminate unnecessary duplication of instruction. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Show copy of the articulation agreement. Note: this may be N/A if there are no articulation agreements in place.

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

Standard 7
Average Score (as many as 35 items) _____

STANDARD 8 – TOOLS & EQUIPMENT

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

8.1 SAFETY 8.1

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

A. Are all shields, guards, and other safety devices in place, operable, and used? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

B. Do all students, instructors, and visitors comply with safety practices and wear safety glasses in the lab/shop area while lab is in session? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

POSSIBLE DOCUMENTS: A.- B. The evaluation team will conduct a visual inspection.

8.2 QUANTITY AND QUALITY 8.2

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

A. Are the tools and equipment available for the tasks being taught for the level of accreditation being requested? ☐ **YES** ☐ **NO**

B. Rate the quantity of tools and equipment in terms of the quantity needed for efficient and effective instruction. _____

C. Rate the tools and equipment used in terms of meeting industry quality standards. _____

POSSIBLE DOCUMENTS:
A. The evaluation team will conduct a visual inspection. Provide a copy of the tool inventory & location.
B. The evaluation team will conduct a visual inspection of class size and inventory.
C. The evaluation team will conduct a visual inspection of tools and equipment used to meet industry quality standards.

8.3 CONSUMABLE SUPPLIES 8.3

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

A. Rate the consumable supplies in terms of availability to assure continuous instruction. _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide inventory sheets and describe replenishment procedure.

8.4 PREVENTIVE MAINTENANCE 8.4

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

A. Rate the use of a preventive maintenance schedule to minimize equipment down time. _____

POSSIBLE DOCUMENTS: Provide a copy of the preventive maintenance schedule or spreadsheet. See example document in Resources section of ASE Education Foundation website.

8.5 REPLACEMENT 8.5

An annual review process should be used to maintain up-to-date tools and equipment at industry and safety standards. Graduate follow-up surveys and Advisory Committee input should be used in this process.

A. Rate the use of an annual review process, including the use of graduate follow-up information to maintain up-to-date tools and equipment at industry and safety standards. _____

POSSIBLE DOCUMENTS: A. Describe the annual review process and provide an example from the annual survey data.

8.6 TOOL INVENTORY AND DISTRIBUTION 8.6

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

A. Rate the use of an inventory system to account for tools, equipment, parts, supplies and the process of disbursing tools to students. _____

POSSIBLE DOCUMENTS: A. Provide the inventory list and describe how tools are disbursed and/or signed in/out to students.

8.7 PARTS PURCHASING 8.7

A systematic parts purchasing system should be in place.

A. Rate the use of a systematic parts purchasing system. _____ ☐ N/A

B. Rate the efficiency of acquiring parts for task performance. _____ ☐ N/A

POSSIBLE DOCUMENTS:
A. If purchasing parts, provide a written procedure or parts request form.
B. The evaluation team may discuss this issue with instructor.

8.8 HAND TOOLS 8.8

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

A. Rate the availability of hand tools for students' use during lab/shop instruction, comparable to the tools that will be required for employment. _____

B. Rate the emphasis placed on encouraging students to purchase a hand tool set (during the period of instruction) which is appropriate to the level in which they are being trained. _____

POSSIBLE DOCUMENTS:
A. Provide an inventory. The evaluation team will conduct a visual inspection.
B. Explain policy and provide information available for students detailing recommended tool list and vendor visits.

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

_____

_____

Standard 8
Average Score (as many as 10 items) _____

STANDARD 9 - FACILITIES

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

9.1 TRAINING STATIONS 9.1

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

A. Rate the training stations available in the type and number required for task performance as outlined in the program goals and performance objectives in terms of:
   1. adequate bench space _____
   2. adequate lab/shop space _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide information on class size for each course.

9.2 SAFETY 9.2

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

A. Rate the identification of hazardous areas (painting, welding, etc.) with signs. _____

B. Rate the fire extinguishers in terms of having regular, current inspection tags attached and meeting fire codes for different types of fires. _____

C. Rate the availability of an electrical disconnect system or posted procedure to shut down all outlets in case of an emergency. _____

D. Rate the lighting in terms of being adequate for task performance and safety. _____

E. Rate safety inspections in terms of being regularly held. _____

F. Rate the degree to which a functional eye wash station is available. _____

POSSIBLE DOCUMENTS:
A. – F. The evaluation team will conduct a visual inspection of the location of signs, fire extinguishers, posted policy/procedures, lighting, inspection schedule, applicable safety standards, and eye wash stations.

9.3 FACILITY MAINTENANCE 9.3

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

A. Rate the use of a written facility maintenance procedure to ensure suitability for instruction. _____

POSSIBLE DOCUMENTS: A. Provide copy of written policy or procedures.

9.4 HOUSEKEEPING 9.4

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

A. Rate the classroom and lab/shop area for being kept clean and orderly. _____

B. Rate the parking and storage areas for being kept clean and orderly. _____

POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection.

9.5 OFFICE SPACE 9.5

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

A. Rate the availability of an area separate from the lab/shop for the instructor's use as an office. _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection.

9.6 INSTRUCTIONAL AREA 9.6

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

A. Rate the availability of an area convenient to, but separate from, the lab/shop for theory instruction and other non-lab/shop activities. _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection.

9.7 STORAGE 9.7

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

A. Rate the storage area for specialized tools in terms of being adequate to support the activities outlined in the program goals and objectives. _____

B. Rate the storage area for parts and supplies in terms of being adequate to support the activities outlined in the program goals and performance objectives. _____

C. Rate the storage area for vehicles in terms of being adequate to support the activities outlined in the program goals and performance objectives. _____

D. Rate the storage area in terms of being provided for student toolboxes. _____ ☐ N/A

E. Rate the security from pilferage and vandalism of the storage areas. _____

POSSIBLE DOCUMENTS: A. – E. The evaluation team will conduct a visual inspection.

9.8 SUPPORT FACILITIES 9.8

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

A. Rate the area provided for clean-up after lab/shop activities in terms of being conveniently located. _____

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection.

9.9 VENTILATION 9.9

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

A. Rate the exhaust fume removal system in terms of being in place and operable. _____

B. Rate the heating and cooling systems in terms of providing sufficient comfort for learning. _____

POSSIBLE DOCUMENTS:
A. The evaluation team will conduct a visual inspection and verify the function of exhaust fume removal system.
B. The evaluation team will interview instructors and students.

9.10 FIRST AID KIT 9.10

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

A. If allowed, rate the first aid kit in terms of being equipped with basic, up-to-date first aid supplies. If not allowed, mark N/A. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Provide copy of the written policy. The evaluation team will conduct a visual inspection if a first aid kit is allowed.

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

_____

_____

Standard 9
Average Score (as many as 22 items) _____

STANDARD 10 - INSTRUCTIONAL STAFF

THE INSTRUCTIONAL STAFF MUST HAVE TECHNICAL COMPETENCY AND MEET ALL STATE AND LOCAL REQUIREMENTS FOR CERTIFICATION/CREDENTIALS.

10.1 TECHNICAL COMPETENCY 10.1

Instructors must hold current ASE certification in each collision repair and refinish areas they teach, and which is being evaluated for program accreditation. (GO/NO GO REQUIREMENT)

How many instructors teach in this program? _____

A. Do all instructors hold current ASE certification in the collision repair & refinish area(s) they teach?

1. B2 Painting & Refinishing	☐ **YES**	☐ **NO**
2. B3 Non-Structural Analysis & Damage Repair	☐ **YES**	☐ **NO**
3. B4 Structural Analysis & Damage Repair	☐ **YES**	☐ **NO**
4. B5 Mechanical & Electrical Components	☐ **YES**	☐ **NO**

POSSIBLE DOCUMENTS: A. Provide information on each instructor, diplomas earned, and copy of ASE Certification.

10.2 INSTRUCTIONAL COMPETENCY 10.2

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

A. Rate the degree to which all instructors meet all state, local, or institutional teaching requirements. _____

POSSIBLE DOCUMENTS: A. Provide a copy of the teaching certificate, or equivalent, for each instructor.

10.3 TECHNICAL UPDATING 10.3

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

Collision Repair/Refinish instructors may substitute ten (10) hours of documented hands-on work as a technician in a retail or fleet collision repair business outside the school (e.g., part-time work or summer externship) for one (1) hour of update training, up to a maximum of ten (10) hours of update training each year, toward the annual update training requirement. The work must be related to the areas they teach and take place in the same year for which substitute credit is sought.

A. Rate the availability of automotive trade publications, service bulletins, and other materials needed to maintain technical competence for the instructional staff. _____

B. Do all instructors attend a minimum of 20 hours per year of recognized industry update training (or equivalent) relevant to the program? (GO/NO GO REQUIREMENT) ☐ **YES** ☐ **NO**

POSSIBLE DOCUMENTS:
A. Provide a copy of the inventory of trade publications, service bulletins, etc. The evaluation team will conduct a visual inspection.
B. Provide certificate, transcript, or completion forms for each instructor. For hands-on work equivalent, provide the Hands-on Work Report, with detailed description of work performed and signed by employer.

10.4 SUBSTITUTES 10.4

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

A. Rate the degree to which instructors receive a written policy or procedure regarding the use of substitutes. _____

POSSIBLE DOCUMENTS: A. Provide written policy or procedure on substitute teachers.

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

_____

_____

Standard 10
Average Score (3 items) _____

STOP!
THE NEXT TWO STANDARDS ARE OPTIONAL.
YOU SHOULD ONLY COMPLETE STANDARDS 11 AND/OR 12 IF ADDITIONAL PROGRAM HOURS ARE NEEDED TO MEET MINIMUM HOUR REQUIREMENTS.

STANDARD 11 – WORK-BASED LEARNING

WRITTEN POLICIES AND PROCEDURES SHOULD BE USED FOR ALL PROGRAM-SANCTIONED WORK-BASED LEARNING AND APPRENTICESHIP ACTIVITIES. (This standard applies only to programs that are using work-based learning or apprenticeship training to meet minimum program hour requirements.)

* A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both work-based learning and e-learning activities.

Will work-based learning be used to meet the minimum hour requirements for accreditation? If not, skip the rest of standard 11.	☐ *YES* ☐ *NO*

11.1 STANDARDS 11.1

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

A. Rate the use of a training plan and performance standards a student will be expected to meet in terms of being developed and coordinated by the collision repair & refinish instructor. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Show overall work-based or apprenticeship plan, sample training plan, and the evaluation team will talk with instructor. This may be N/A.

11.2 AGREEMENTS 11.2

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

A. Rate the use of all agreements between the institution and the work location in terms of being written and legally binding. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Show a sample agreement. This may be N/A.

11.3 SUPERVISION 11.3

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

A. Rate the use of a collision repair instructor or supervising coordinator assigned the responsibility, authority, and time to coordinate and monitor work-based learning automotive programs. _____ ☐ N/A

POSSIBLE DOCUMENTS: A. Show written policy on supervision, identify the person responsible for supervision; the evaluation team should interview the person who supervises work-based learning or apprenticeship. This may be N/A.

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

Standard 11
Average Score (as many as 3 items) _____

STANDARD 12 – E-LEARNING

WRITTEN POLICIES AND PROCEDURES MUST BE FOLLOWED WHEN E-LEARNING CURRICULAR MATERIALS ARE USED OUTSIDE OF SCHEDULED CLASSROOM/LAB/SHOP TIME. (This standard only applies to programs that are using e-learning to meet program hour requirements. This is a go/no go Standard that requires validation of a 'yes' response to each of the criterion.)

* A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both work-based learning and e-learning activities.

Will e-learning be used to meet the minimum hour requirements for accreditation? If not, skip the rest of standard 12.	☐ *YES* ☐ *NO*

12.1 ACCESS 12.1

Students must have access to the appropriate technology needed to access e-learning materials.

	YES	NO	N/A
A. Is there documentation that students have access to appropriate technology for e-learning purposes? (GO/NO GO REQUIREMENT)	☐	☐	☐

POSSIBLE DOCUMENTS: A. Provide a copy of the policy regarding the availability of appropriate technology for students to access e-learning instructional materials

12.2 CURRICULUM AND STUDENT PROGRESS 12.2

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

	YES	NO	N/A
A. Are the content/tasks that are to be delivered via e-learning clearly highlighted in the Course of Study? (GO/NO GO REQUIREMENT)	☐	☐	☐
B. Is there documentation that e-learning is incorporated into the content/tasks in the program plan? (GO/NO GO REQUIREMENT)	☐	☐	☐

C. Do the instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements correlate with the vendor's average completion time for each instructional module? (GO/NO GO REQUIREMENT) ☐ YES ☐ NO ☐ N/A

D. Is there documentation of the implementation and use of e-learning instructional materials as evidenced in a Learning Management System (LMS)? (GO/NO GO REQUIREMENT) ☐ YES ☐ NO ☐ N/A

POSSIBLE DOCUMENTS:
A. Highlight e-learning activities in the course of study materials.
B. Cross-reference e-learning activities to content/tasks in the program plan.
C. Correlate instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements with the vendor's average completion time for each instructional module.
D. Show an example of the Learning Management System (LMS) used to track student progress.

12.3 ADVISORY COMMITTEE INPUT 12.3

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

A. Are Advisory Committee meeting minutes available to confirm that the committee has discussed e-learning? (GO/NO GO REQUIREMENT) ☐ YES ☐ NO ☐ N/A

POSSIBLE DOCUMENTS: A. Highlight pertinent information in the Advisory Committee meeting minutes.

Standard 12
Number of 'Yes' responses (as many as 7 items) _____

TEAM MEMBER NOTES

(Record notes to self, follow-up items, contact information, etc.)