



**Education Foundation**

# **MEDIUM/HEAVY TRUCK ETL ON-SITE EVALUATION HANDBOOK**

**School Name:** \_\_\_\_\_

**On-Site Date:** \_\_\_\_\_

**Effective Date: January 1, 2023**

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## EVALUATION TEAM LEADER (ETL) INFORMATION

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

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

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

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

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

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

# EVALUATION TEAM LEADER (ETL) CHECKLIST

## ACCREDITATION/ RENEWAL OF ACCREDITATION

Date Completed

1. Start a school file, then copy and attach the checklist to the file. Contact the school's medium/heavy truck program coordinator to arrange for a short meeting. \_\_\_\_\_
2. In conjunction with the medium/heavy truck program coordinator, schedule two consecutive class days for the initial evaluation, or one class day for the renewal of accreditation evaluation. \_\_\_\_\_
3. On-Site Evaluation team materials received from ASE Education Foundation office. \_\_\_\_\_
4. At least two weeks before the on-site evaluation, make sure you have received the following from the school:
  - a. On-site Evaluation Agreement \_\_\_\_\_
  - b. Copy of the Initial or Renewal of Accreditation Application (include *Integrated Academic Skills Recognition*, if applicable) \_\_\_\_\_
  - c. Copies of Advisory Committee Meeting Minutes (1 yr. for Initial, 5 yrs. for Renewal) \_\_\_\_\_
  - d. Program Graduate Employer Contact Form \_\_\_\_\_
  - e. Course of Study
    - i. Syllabus for each class \_\_\_\_\_
    - ii. Tasks to be taught specific by priority designations \_\_\_\_\_
    - iii. Number of contact hours \_\_\_\_\_
    - iv. Sequence of instruction to be included in the program \_\_\_\_\_
    - v. List of training materials used \_\_\_\_\_
    - vi. Sample evaluation form used to track student progress \_\_\_\_\_
5. Review the qualifications of the proposed team members and approve or request changes. The team member requirements are listed in the Policies section. \_\_\_\_\_
6. Approve and sign the On-site Evaluation Agreement. Mail or email the signed copy to the ASE Education Foundation (info@ASEeducationfoundation.org). \_\_\_\_\_
7. Provide a schedule for meetings with the school personnel, and any other relevant information to the approved Team Members. Send a proposed schedule for the evaluation to the program coordinator. \_\_\_\_\_
- \*8. Begin with an in-service training session for the team members. Be sure each team member is aware of their total responsibility as a team member and they have a complete understanding about how the evaluation will be conducted. (See Proposed Schedule and Guidelines for Evaluation Team Leaders) \_\_\_\_\_

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

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

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

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

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

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

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\* Items 8, 9,10 and 11 are to be completed during the on-site evaluation.  
**PLEASE REMEMBER TO KEEP COPIES OF ALL MATERIALS SUBMITTED TO THE ASE EDUCATION FOUNDATION IN CASE THESE MATERIALS ARE NOT RECEIVED.**

# **PROPOSED SCHEDULE FOR ON-SITE EVALUATION**

## **INITIAL ACCREDITATION**

### **FIRST DAY**

#### **8:00 AM - 10:00 AM**

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

#### **10:00 AM - Noon**

Team members review the standards assigned to them.

#### **Noon - 1:00 PM - Lunch**

#### **1:00 PM - 3:30 PM**

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

#### **3:30 PM- 4:00 PM**

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

### **SECOND DAY**

#### **8:00 AM - Noon**

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

#### **Noon - 1:00 PM Lunch**



1:00 PM - 3:00 PM

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

3:00 PM - 4:00 PM

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

# **GUIDELINES FOR EVALUATION TEAM LEADERS**

## **Selection of On-Site Evaluation Team Members**

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

## **In-Service Training of On-Site Evaluation Team Members**

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

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

## **SPECIAL CONSIDERATIONS FOR RENEWAL OF ACCREDITATION**

### **Evaluation**

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

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

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

### **Renewal of Accreditation for Two or More Programs**

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

# TEAM MEMBER INFORMATION

## INTRODUCTION

This guide was developed to assist evaluation team members prior to and during the on-site visit of an medium/heavy truck 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 Medium/Heavy Truck Minimum Requirements.

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

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

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

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

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

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

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

The program may be seeking accreditation at the Inspection, Maintenance, and Minor Repair (IMMR) level. Item (8.2-A) states, "Are the tools and equipment available for the tasks being taught for the level of accreditation being requested." 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 – Inspection, Maintenance, and Minor Repair in addition to Hand Tools and General Lab/Shop Equipment.

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

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

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

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

## **TEAM MEMBER GUIDELINES**

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

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

### **Interviewing Instructors and Administrators**

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

### **Classroom and Lab/Shop Visits**

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

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

## **After the Visit**

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

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

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

## BACKGROUND

### MEDIUM/HEAVY TRUCK 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 Directors 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.

In January 2018, a new model for medium/heavy truck program standards was published. This new model introduced standards based on three (3) levels rather than by medium/heavy truck area (brakes, electrical/electronic systems, etc). The three levels are: **Inspection, Maintenance, & Minor Repair (IMMR)**, **Medium/Heavy Truck Service Technician (TST)**, and **Medium/Heavy Master Truck Service Technician (MTST)**. Each successive level includes all the tasks of the previous level in addition to newly designated tasks. In other words, the TST task list includes all of the IMMR tasks plus additional tasks. The MTST task list includes all of TST tasks plus additional tasks specifically for MTST.

The Program Standards and Program Evaluation Forms were reviewed and updated in 2020 to streamline and simplify the accreditation process. The task and tool lists were reviewed and updated in October 2022. All those changes are included in this document.

**Programs may begin submitting applications using these materials January 1, 2023. Applications using earlier standards will no longer be accepted after June 30, 2023.**

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, on-site team evaluation materials, and the honorarium and expenses of the Evaluation Team Leader (ETL).



## **MEDIUM/HEAVY TRUCK PROGRAM STANDARDS**

### **STANDARD 1 – PURPOSE**

**THE MEDIUM/HEAVY TRUCK TECHNICIAN TRAINING PROGRAM SHOULD HAVE CLEARLY STATED PROGRAM GOALS, RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS SERVED.**

#### **Standard 1.1 – Employment Potential**

The employment potential for medium/heavy truck technicians, trained to the level for the specialty or general areas outlined in the program goals, should exist in the geographic area served by the program.

#### **Standard 1.2 – Program Description/Goals**

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

### **STANDARD 2 – ADMINISTRATIVE PROGRAM SUPPORT**

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

#### **Standard 2.1 – Administrative Support**

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

#### **Standard 2.2 – Written Policies**

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

#### **Standard 2.3 – Provisions for Individual Differences**

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

## **STANDARD 3 – LEARNING RESOURCES**

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

### **Standard 3.1 – Service Information**

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

### **Standard 3.2 – Multimedia**

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

### **Standard 3.3 – Student Resources**

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

## **STANDARD 4 – FUNDING**

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

### **Standard 4.1 – Funding**

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

## **STANDARD 5 – STUDENT SERVICES**

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

### **Standard 5.1 – Pre-admission Program Advisement**

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

### **Standard 5.2 – Placement**

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

### **Standard 5.3 – Annual Graduate Follow-up**

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

## **STANDARD 6 – ADVISORY COMMITTEE**

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

#### **Standard 6.1 – Membership**

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

#### **Standard 6.2 – Review of Student Surveys**

The Advisory Committee should provide input and review student surveys.

#### **Standard 6.3 – Review of Program Funding**

The Advisory Committee should provide input and review funding.

#### **Standard 6.4 – Review of Graduate Follow-up and Employer Surveys**

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

#### **Standard 6.5 – Review of Course of Study**

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

#### **Standard 6.6 – Review of Tools, Equipment, and Facilities**

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

## **STANDARD 7 – INSTRUCTION**

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

### **Standard 7.1 – Program**

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

### **Standard 7.2 – Preparation Time**

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

### **Standard 7.3 – Teaching Load**

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

### **Standard 7.4 – Course of Study**

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

### **Standard 7.5 – Performance Standards and Student Progress**

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

### **Standard 7.6 – Safety Standards**

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

**Standard 7.7 – Personal Standards**

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

**Standard 7.8 – Work Habits/Ethics**

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

**Standard 7.9 – Related Instruction**

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

**Standard 7.10 – Testing**

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

**Standard 7.11 – Evaluation of Instruction**

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

**Standard 7.12 – On-Vehicle Service and Repair Work**

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

**Standard 7.13 – Customer Vehicles**

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

**Standard 7.14 – Articulation**

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

## **STANDARD 8 – TOOLS & EQUIPMENT**

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

### **Standard 8.1 – Safety**

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

### **Standard 8.2 – Quantity and Quality**

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

### **Standard 8.3 – Consumable Supplies**

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

### **Standard 8.4 – Preventive Maintenance**

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

### **Standard 8.5 – Replacement**

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

### **Standard 8.6 – Tool Inventory and Distribution**

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

### **Standard 8.7 – Parts Purchasing**

A systematic parts purchasing system should be in place.

### **Standard 8.8 – Hand Tools**

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

## **STANDARD 9 – FACILITIES**

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

#### **Standard 9.1 – Training Stations**

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

#### **Standard 9.2 – Safety**

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

#### **Standard 9.3 – Facility Maintenance**

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

#### **Standard 9.4 – Housekeeping**

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

#### **Standard 9.5 – Office Space**

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

#### **Standard 9.6 – Instructional Area**

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

#### **Standard 9.7 – Storage**

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

#### **Standard 9.8 – Support Facilities**

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

#### **Standard 9.9 – Ventilation**

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

#### **Standard 9.10 – First Aid Kit**

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

## **STANDARD 10 – INSTRUCTIONAL STAFF**

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

#### **Standard 10.1 – Technical Competency**

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

#### **Standard 10.2 – Instructional Competency**

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

#### **Standard 10.3 – Technical Updating**

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

#### **Standard 10.4 – Substitutes**

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

## **STANDARD 11 – WORK-BASED LEARNING**

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

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

#### **Standard 11.1 – Standards**

The work-based learning component must be an integral part of the automotive program 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.

#### **Standard 11.2 – Agreements**

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



### **Standard 11.3 – Supervision**

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

## **STANDARD 12 – E-LEARNING**

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

**(This standard applies only to programs that are using e-learning 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.)**

#### **Standard 12.1 – Access**

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

#### **Standard 12.2 – Curriculum and Student Progress**

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

#### **Standard 12.3 – Advisory Committee Input**

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

## **POLICIES ACCREDITATION PROCESS**

### **Program Evaluation**

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

### **Application Review**

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

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

### **Renewal of Accreditation**

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

### **On-Site Evaluation**

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

### **Recommendation for Accreditation**

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

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

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

- A. Borrowing equipment needed for instruction from a manufacturer, dealership, or independent repair shop.
- B. Arranging for instruction on tasks requiring equipment not available in the school program at a dealership or independent repair shop.

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

## MEDIUM/HEAVY TRUCK 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.

<b>Inspection, Maintenance, &amp; Minor Repair</b>	<b>540 hours</b> combined classroom and lab/shop instructional activities
<b>Truck Service Technology</b>	<b>740 hours</b> combined classroom and lab/shop instructional activities
<b>Master Truck Service Technology</b>	<b>1040 hours</b> combined classroom and lab/shop instructional activities

3. **The average rating on each of Standards 6, 7, 8, 9 and 10 must be a four (4) on a five-point scale.** The program will not be approved for an on-site evaluation if the average is less than four (4) on any of those standards. The program should make improvements before submitting the application to the ASE Education Foundation for review. **A program will be denied accreditation if the on-site evaluation team average rating on Standards 6, 7, 8, 9 or 10 is less than four.**
4. A “YES” response must be achieved on all six (6) criteria in Standard 12 if the program is using it to meet the instructional hour requirements for the purpose of accreditation. The program will not be approved for an on-site evaluation if it cannot support a “YES” response to each criterion on the program evaluation form. **A program will be denied accreditation if the on-site evaluation team does not give a “YES” response to all six (6) criteria in Standard 12. This applies only to programs using the provisions in Standard 12 for the purpose of meeting instructional hour requirements.**
5. A program may not be approved for an on-site evaluation if the average rating on Standards 1- 5 and 11 is less than a four on a five-point scale. **A program may be denied accreditation if the on-site evaluation team average rating on Standards 1 - 5 and 11 is less than four.** Approval for on-site evaluation or accreditation will be made by the ASE Education Foundation, based on the number of standards rated at 4 or 5 as well as the individual rating on any standard rated less than four.

- All IMMR instructors must be ASE certified in T4, T6, T8, and one other Medium/Heavy Truck certification (T2, T3, T5, T7).

All TST and MTST instructors must hold current ASE certifications in T6 and T8, and in any other medium/heavy truck area(s) (T2, T3, T4, T5, and/or T7) they teach.

Instructor Qualifications		
IMMR	T6, T8	T4 plus one other Medium/Heavy Truck ASE Certification.
TST MTST		Instructor Area(s) Taught. Program must cover T2-T8

T2 – Diesel Engines	T6 – Electrical/Electronic Systems
T3 – Drive Train	T7 – Heating, Ventilation, & Air Conditioning
T4 – Brakes	T8 – Preventive Maintenance Inspection
T5 – Suspension & Steering	

- All instructors must complete twenty (20) hours of recognized 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 medium/heavy truck 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.
- 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.
- 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 (P-1, P-2, and P-3) to be accredited.** For IMMR, TST, and MTST Medium/Heavy Truck programs, the following minimum percentages are required:

**At least 90% of all Priority 1 (P-1) tasks must be taught**  
**At least 70% of all Priority 2 (P-2) tasks must be taught**  
**At least 25% of all Priority 3 (P-3) tasks must be taught**

10. A program that does not meet the minimum hour requirements may be eligible for accreditation if both of the following conditions are met for the level 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 Certification tests cannot be used to meet this requirement.
11. The concern for safety is paramount to the learning environment. Each program level 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.**

## **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. Up to three additional team members, selected by the program and approved by the ETL, are required for a medium/heavy truck 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 medium/heavy truck technician and a current or retired medium/heavy truck instructor (at least three years experience as a medium/heavy truck 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 medium/heavy truck technician (T2-T8).

Or, if a state does not require medium/heavy truck instructors to have a B.A. or B.S. degree, the following qualifications will apply:

1. six years experience as a medium/heavy truck technician,
2. four years medium/heavy truck teaching experience at the secondary or post-secondary level, and
3. current ASE certified master medium/heavy truck technician (T2-T8).

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 by phone at (703) 669-6650 or email at [info@ASEeducationfoundation.org](mailto: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 medium/heavy truck technicians, or service managers or shop owners with prior experience as service technicians, from businesses in the area served by the training program.

Evaluation team members must have:

1. at least three years full-time experience as a general medium/heavy truck technician and currently employed as a medium/heavy duty technicians, educator, field service engineer, OEM or aftermarket technical specialist, or medium/heavy truck service facility manager or owner.

ASE medium/heavy truck 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.

In addition to the ETL, the Initial Accreditation evaluation team has three team members. If the program is manufacturer-specific (e.g., ASEP, ASSET, T-TEN, etc.) it is recommended that the team members be from dealers associated with that manufacturer. If the program is generic, it is recommended the team members be from a mixture of dealer and aftermarket repair facilities.

In addition to the ETL, the Renewal of Accreditation evaluation team has two team members. If the program is manufacturer-specific (e.g., ASEP, ASSET, T-TEN, etc.) it is recommended the team members be from dealers associated with that manufacturer. If the program is generic, it is recommended the team members be from a mixture of dealer and aftermarket repair facilities.

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 self-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. Medium/Heavy Truck 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.

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 list by assigning each task a priority number. The priority number simply indicates the minimum percentage of tasks that a program must include in their curriculum in order to be accredited.

## TOOLS AND EQUIPMENT INFORMATION

The basic tools and equipment that must be available for use in the medium/heavy truck program are listed in the Tools and Equipment section. Many tools and much of the equipment are the same for some or all of the three levels. However, some equipment is specialized and must be available for use in the selected program level. The specialized tools/equipment lists for IMMR, TST and MTST are included in the Tools and Equipment section.

The student hand tool list covers all program levels. 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, sand paper, 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 Medium/Heavy Truck Program Evaluation materials.

- 6.1A** 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?
- 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 medium/heavy truck program provide theory and “hands-on” training for 90% of the P-1, 70% of the P-2, and 25% of the P-3 tasks, as evidenced by cross-referencing the course of study, lesson plans, job sheets, and student progress charts?
- 8.1A** Are all shields, guards, and other safety devices in place, operable, and used?
- 8.1B** Do all students, instructors, and visitors comply with safety practices and wear safety glasses in the lab/shop area while lab is in session?
- 8.2A** Are the tools and equipment available for the tasks taught at the program level being accredited?
- 10.1** Do instructors hold current ASE certification appropriate for the level of program accreditation being sought (IMMR, TST, or MTST)?
- 10.3B** Do instructors attend a minimum of 20 hours per year of recognized industry update training (or equivalent) relevant to the program?

*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 Medium/Heavy Truck Minimum Requirements appropriate for the level of accreditation sought. **If the program does not meet these go/no-go requirements, do not apply for accreditation until it it does.**

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

**Instructors must be ASE certified in accordance with the requirements for the program level being accredited. Please refer to item 6 of the Medium/Heavy Truck Minimum Requirements.**

## **RECOGNITION FOR ACCREDITATION**

A program approved for Initial Accreditation or Renewal of Accreditation will receive a plaque 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 MEDIUM/HEAVY TRUCK TECHNICIANS AT THE FOLLOWING LEVEL:**

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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 medium/heavy truck technician training program that was accredited by ASE and has completed instruction at the following level:

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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"x 30" sign indicating that the training program is ASE accredited.

## INTEGRATED ACADEMIC SKILLS RECOGNITION

A 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 automotive 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.

Teams of automotive and academic teachers, representing the disciplines of English/language arts, mathematics and science, identified academic principles and subject matter embedded in various automotive tasks. These were then formatted into content descriptions that include templates for crafting credit-worthy integrated or stand-alone academic classes.

The ASE Education Foundation will issue a certificate of excellence 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 Academic Skills Recognition form and return it with the application for Initial Accreditation or Renewal of Accreditation. Documentation on integrated academic skills activities must be available for the ETL at the time of the on-site evaluation.

Programs may receive recognition in English, 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](http://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 medium/heavy truck 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 medium/heavy truck 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. **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 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.
2. **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.
3. **COMPETENCY: (Hands-on)** - Performance of task to the level or degree specified in the performance standard and curriculum for the task.
4. **COMPETENCY:(Written)** – Understanding of task to the level or degree specified in the performance standard and curriculum for the task.
5. **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.)
6. **E-LEARNING**: An electronically based, instructor managed, and student driven learning process— may be outside or in place of the regularly scheduled classroom and support of lab/shop required time frame—and *includes integrated and scored auditable assessment and reporting* in compliance with the ASE Education Foundation’s e-learning general framework criteria.
7. **GOAL**: A statement of the intended outcome of participation in the training program.
8. **HOUR**: 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.
9. **LIVE WORK**: The processing, assignment, and student performance of the appropriate tasks on vehicles donated by manufacturers or other sources, customer-owned, and other training vehicles.

10. **LEARNING MANAGEMENT SYSTEM (LMS)**: An electronically based, instructor managed, and student driven process that enhances and/or supplements learning—outside the regularly scheduled classroom and lab/shop time frame—and *includes integrated and scored auditable assessment and reporting* in compliance with the ASE Education Foundation’s e-learning general framework criteria.
11. **MASTERY**: (See Competency – Hands-on and Competency - Written).
12. **OBJECTIVE, PERFORMANCE**: A written statement describing an intended outcome (competent task performance) in terms of student performance. (also called "behavioral" objective or instructional objective).
13. **ON-VEHICLE SERVICE AND REPAIR WORK**: The processing, assignment, and student performance of the appropriate tasks on vehicles donated by manufacturers or other sources, customer-owned, and other training vehicles.
14. **PERSONAL CHARACTERISTIC**: Attributes that are not readily measurable and are generally in the affective or cognitive domains.
15. **PRIORITY RATINGS**: Indicates the minimum percentage of tasks that a program must include in its curriculum in order to be accredited.
16. **STANDARD**: "...Something established for use as a rule or basis of comparison in measuring or judging capacity, quantity, content, extent, value, quality, etc." Webster's New World Dictionary (1991)
17. **STANDARD – (PERFORMANCE)**: A written specification of the results of acceptable task performance.
18. **STANDARD – (PERSONAL)**: An attribute or characteristic of an individual that facilitates entry into or advancement within an occupation.
19. **STANDARD – (PROGRAM)**: A specific quality or desired characteristic of a training program designed to prepare individuals for employment or advancement.
20. **TASK**: A psychomotor or cognitive entry-level learning activity consisting of one or more measureable steps accomplished through an instructor presentation, demonstration, visualization or a student application.
21. **TRAINING STATION**: An area with appropriate tools and equipment, large enough to allow the development of both safety and competency in task performance.

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

- a) A written customized training plan and performance standards that each student is expected to meet, to be signed off by the student, the student's parent or legal guardian, the authorized work-based learning site representative, and the work-based learning coordinator.
- b) A written agreement between the sponsoring educational institution and the work-based learning site that is in compliance with state/federal rules and regulations governing work-based learning programs.
- c) A written plan of oversight and supervision designating who has the authority to coordinate, monitor and evaluate the work-based learning program, including individual student performance.

\*\*\*\*\*

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 medium/heavy truck training programs under the current Medium/Heavy Truck program standards. Regardless, ASE Education Foundation Board 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 INITIAL ACCREDITATION OR 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](http://www.ASEeducationfoundation.org). **Initial Accreditation requires the program have at least one graduated class before application submission.**

**Programs may begin submitting applications using the 2023 standards January 1, 2023. Applications using earlier standards will no longer be accepted after June 30, 2023.**

To begin the accreditation process, the following must be completed before an application is submitted:

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

An application for Accreditation or Renewal of Accreditation must include:

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

### **RENEWAL OF ACCREDITATION – Please note:**

- Programs seeking accreditation renewal 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 Education Foundation 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.**

## 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 application. The program will be identified as one of the following:

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

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

- The ASE Education Foundation will assign an Evaluation Team Leader (ETL) to the program.
- The program administrator and primary contact will be notified of the ETL assignment and provided with the necessary ETL contact information.
- Included with the notification of ETL assignment will be an On-site Evaluation Agreement. The On-site Evaluation Agreement outlines the required documentation to be provided to the ETL. This agreement must be completed and returned to the ETL and a copy provided to the ASE Education Foundation after the on-site date has been established.
- The ETL will contact the Program Coordinator to arrange a date for the on-site evaluation. It is acceptable for the Program Coordinator to initiate contact with the ETL.
- With a legitimate reason, the Program Coordinator may contact the ASE Education Foundation to request a different ETL. A request for a different ETL must be in writing and specific as to the reason for the request. (The ETL assigned must NOT be a present or former teacher or administrator, or a member of the Advisory Committee of the program to be evaluated.)

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

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 P-1, P-2, P-3
  - Number of contact hours
  - Sequence of instruction to be included in the program
  - List of training materials used in training
  - Sample evaluation form used to track student progress
- Advisory Committee minutes
  - One year’s worth for Initial Accreditation
  - Five years’ worth for Renewal of Accreditation
- Program Graduate Employer Contact form

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

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

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

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

## 5. On-Site Evaluation

**Initial Accreditation** requires 2 consecutive days while students are in class for the on-site evaluation review of all the standards. However, if more than one program is applying for accreditation (general automotive and GM ASEP, for example), additional team members and additional days may be required to complete the on-site evaluation. The ASE Education Foundation will determine the need for additional team members and days.

**Renewal of Accreditation** requires a 1-day on-site evaluation while students are in class. The on-site evaluation team reviews Standards 2.1A, 6-10 (and Standard 12 if applicable) as well as all **go/no-go** (critical) items. However, if the Program Self Evaluation average on Standards 1-5 or Standard 11 is less than 4, the on-site evaluation team must also review these standards. The ASE Education Foundation will determine whether an additional day or additional team members will be required to complete the evaluation.

## **6. ETL Reports Results**

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

## **7. Program Accreditation**

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

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

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

## **8. Display and Reporting of Accreditation**

A wall plaque identifying the accredited level will be forwarded from the ASE Education Foundation to the program administrator. Schools **must** accurately report the level 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.com](http://www.ASEeducationfoundation.com). Programs that do not complete the renewal process by their expiration date will be removed from the list.

## **10. Annual Report**

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

## **11. Compliance Review**

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



Additionally, the ASE Education Foundation may randomly select programs at the 2½-year period for an on-site compliance review by an ETL and ASE Education Foundation 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.

Compliance review forms are available on the website at [www.ASEeducationfoundation.org](http://www.ASEeducationfoundation.org).

## **12. Renewal of Accreditation**

A program is accredited for five years. 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](http://www.ASEeducationfoundation.org) and follow the process outlined above.

## ON-SITE EVALUATION COST SHEET

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

**NOTE: *These prices apply to applications submitted as of 7/1/2023.***

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

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

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

Costs of 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 6-10 unless the ETL is given other instructions by the ASE Education Foundation. The ETL must submit a Final Report Form for each program evaluated.

### **Conducting an On-Site Program Evaluation when the Self Evaluation has rated a Standard Below 4**

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

### **Renewal of Accreditation for Two or More Programs**

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

## **EVALUATION GUIDE**

### **AUTOMOTIVE PROGRAM EVALUATION**

Everyone associated with an automotive training program, whether it is automobile, collision repair & refinish, or medium/heavy truck, should be aware that an extensive program self-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 Directors. 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, 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
<b>6.1 A</b>	<b>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?</b>	<b>Meeting minutes from at least two meetings per year (one year for Initial Accreditation; five years for Renewal of Accreditation).</b>
6.1 B	Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes.	Meeting minutes
6.1 C	Rate the mix of committee members in terms of being representative of the following groups: medium/heavy truck technicians, local employers, former students, others (automotive trainers, parents, educators from other programs, etc.)	List of all advisory committee members and their affiliations.
6.2A	Rate the use of the Advisory Committee review of student surveys in the evaluation process.	Highlight pertinent discussion in Advisory Committee meeting minutes.
6.3A	Rate the Advisory Committee input in reviewing funds allocated to and used by the program.	Highlight pertinent discussion in Advisory Committee meeting minutes.
6.3 B	Rate the Advisory Committee input on whether the funding is adequate for program operation.	Provide funding information and highlight pertinent discussion regarding adequacy of funding in Advisory Committee minutes.
6.4A	Rate the Advisory Committee's review of information from the annual follow-up completed by the graduate and employer surveys and resulting recommendations for modifications to the training program,	Describe the annual review process and provide an example from the annual survey data and Advisory committee minutes with pertinent information highlighted.

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

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

## **MEDIUM/HEAVY TRUCK TASK LIST TASK LIST AND ASSUMPTIONS**

The ASE Education Foundation task list was reviewed and updated in October 2022. A national committee was assembled in Sterling, Virginia to review the standards used in the medium/heavy truck accreditation program. The committee consisted of individuals representing the major truck manufacturers, truck repair shop owners and technicians, truck instructors and trainers, and truck equipment and parts suppliers.

The committee reviewed the task list, tools and equipment list, program hours, and instructor qualifications. The committee was also provided with the most current National Institute for Automotive Service Excellence (ASE) Medium/Heavy Truck Technician Tests Task Lists for reference purposes.

All the tasks are assigned a priority number: P-1, P-2, or P-3. Information regarding the priority ratings can be found in the Policies section of the Program Standards. **Note: A task is 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.**

Theory instruction and hands-on performance of all the basic tasks will provide initial training for **entry-level** employment in the automotive service 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 medium/heavy truck service field.

1. It is assumed that:

- \* at all levels of accreditation, appropriate theory, safety, 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 student has received the necessary training to locate and use current reference and training materials from accepted industry publications and resources; and
- \* at all levels of accreditation, the student has developed an understanding of workflow documentation (written or electronic), including the ability to create and update work/repair orders, warranty reports, and inspection reports, to include information regarding problem resolution and the results of the work performed for the customer and manufacturer. This process will incorporate the “Three C’s” (concern/complaint, cause, and correction) as a format to communicate this information.

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 and safety precautions as published.

3. It is assumed that:

- \* individual courses of study will differ across medium/heavy truck 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.

5. It is assumed that:

- \* all required Foundational Tasks and Workplace Skills are being taught; and
- \* programs teach all eight (8) areas of medium/heavy truck technology included in the task list, with the possible exception of Hydraulics.

**Note: The Technology and Maintenance Council (TMC) of the American Trucking Association (ATA) publishes a “Recommended Maintenance Practices Manual” as a resource for industry practices. Contact TMC at [tmc.trucking.org](http://tmc.trucking.org) for more information.**



## **FOUNDATIONAL TASKS**

**Each of these tasks are required to be included at all levels of accreditation.**

### **Shop and Personal Safety**

1. Identify general shop safety rules and procedures.
2. Utilize safe procedures for handling of 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.
5. Utilize proper ventilation procedures for working within the lab/shop area.
6. Identify marked safety areas.
7. Identify the location and the 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 and use of eye wash stations.
9. Identify the location of the posted evacuation routes.
10. Comply with the required use of safety glasses, ear protection, 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. Demonstrate awareness of the safety aspects of vehicle systems that can operate automatically when the vehicle is off, such as supplemental restraint systems (SRS), electronic brake control systems, and electrified vehicle systems.
14. Demonstrate awareness of the safety aspects of high voltage circuits (such as high intensity discharge (HID) lamps, ignition systems, injection systems, electrified vehicle powertrain, etc.).
15. Locate and demonstrate knowledge of safety data sheets (SDS).
16. Identify and use proper procedures for lock-out/tag-out.
17. Maintain service bay and shared work area cleanliness and organization.

### **Tools and Equipment**

1. Identify tools and their usage in medium/heavy truck 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 (i.e., micrometer, dial-indicator, dial-caliper, torque wrench, etc.).

### **Preparing Vehicle for Service**

1. Identify information needed and the service requested on a repair order.
2. Identify purpose and demonstrate proper use of covers and mats.
3. Demonstrate use of the three C's (concern/complaint, cause, and correction).
4. Review vehicle service history.
5. Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction.

### **Preparing Vehicle for Customer**

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

## **WORKPLACE EMPLOYABILITY SKILLS**

### **Personal Standards (see Standard 7.7)**

1. Reports to work daily on time; able to take directions and motivated to accomplish the task at hand.
2. Dresses appropriately and uses language and manners suitable for the workplace.
3. Maintains 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 7.8)**

1. Complies with workplace policies/laws, including proper and responsible use of personal electronic devices.
2. Contributes to the success of the team, assists others and requests help when needed.
3. Works well with all customers and coworkers.
4. Negotiates solutions to interpersonal and workplace conflicts.
5. Contributes ideas and initiative.
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 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. Shows respect for tools and property used in the school and workplace environment.
14. Contributes to an inclusive environment where every coworker and customer feels welcomed, heard, and valued.

## ASE MEDIUM/HEAVY TRUCK ACCREDITATION TASK LISTS

The tasks included in the Inspection, Maintenance, and Minor Repair option are entry-level technician inspection tasks designed to introduce the student to correct procedures and practices of vehicle inspection in a teaching/learning environment. They are not intended to satisfy the Annual Federal Vehicle Inspection requirement as prescribed in the Federal Motor Carrier Safety Regulations, Part 396, Appendix A to Subchapter B, Minimum Periodic Inspection Standards.

### DIESEL ENGINES

For every task, the following safety task must be strictly enforced: Comply with personal and environmental safety practices associated with eye/foot/hand/hearing protection, clothing, hand tools, power equipment, lifting practices, and ventilation. Handle, store, and dispose of fuels/chemicals/materials in accordance with federal, state, and local regulations.

The first tasks are to listen to and verify the operator's concern, review past maintenance and repair documents, and determine necessary action.

Inspection, Maintenance, and Minor Repair (IMMR) - 540 Hours I. DIESEL ENGINES A. General		Truck Service Technology (TST) - 740 Hours I. DIESEL ENGINES A. General		Master Truck Service Technology (MTST) - 1040 Hours I. DIESEL ENGINES A. General	
1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1
2. Inspect level and condition of fuel, oil, diesel exhaust fluid (DEF), and coolant.	P-1	2. Inspect level and condition of fuel, oil, diesel exhaust fluid (DEF), and coolant.	P-1	2. Inspect level and condition of fuel, oil, diesel exhaust fluid (DEF), and coolant.	P-1
3. Inspect engine assembly for fuel, oil, coolant, air, and other leaks.	P-1	3. Inspect engine assembly for fuel, oil, coolant, air, and other leaks; determine needed action.	P-1	3. Inspect engine assembly for fuel, oil, coolant, air, and other leaks; determine needed action.	P-1

<p>4. Identify system components, configurations, and types of the following: cylinder head(s), valve train, engine block, engine lubrication, engine cooling, air induction, exhaust, fuel, and engine braking.</p>	P-1	<p>4. Identify system components, configurations, and types of the following: cylinder head(s), valve train, engine block, engine lubrication, engine cooling, air induction, exhaust, fuel, and engine braking.</p>	P-1	<p>4. Identify system components, configurations, and types of the following: cylinder head(s), valve train, engine block, engine lubrication, engine cooling, air induction, exhaust, fuel, and engine braking.</p>	P-1
<p><b>I. DIESEL ENGINES</b> <b>B. Cylinder Head and Valve Train</b></p>		<p><b>I. DIESEL ENGINES</b> <b>B. Cylinder Head and Valve Train</b></p>		<p><b>I. DIESEL ENGINES</b> <b>B. Cylinder Head and Valve Train</b></p>	
<p>1. Inspect external electronic wiring harness and brackets for wear, bending, cracks, and looseness.</p>	P-2	<p>1. Inspect electronic wiring harness and brackets for wear, bending, cracks, and proper securement; determine needed action.</p>	P-1	<p>1. Inspect electronic wiring harness and brackets for wear, bending, cracks, and proper securement; determine needed action.</p>	P-1
		<p>2. Inspect valve train components; determine needed action.</p>	P-2	<p>2. Inspect valve train components; determine needed action.</p>	P-2
		<p>3. Adjust valve bridges (crossheads); adjust valve clearances and injector settings.</p>	P-1	<p>3. Adjust valve bridges (crossheads); adjust valve clearances and injector settings.</p>	P-1
				<p>4. Inspect, measure, and replace/reinstall camshaft; measure end play and backlash; determine needed action.</p>	P-3
<p><b>I. DIESEL ENGINES</b> <b>C. Engine Block</b></p>		<p><b>I. DIESEL ENGINES</b> <b>C. Engine Block</b></p>		<p><b>I. DIESEL ENGINES</b> <b>C. Engine Block</b></p>	
<p>1. Inspect crankshaft vibration damper; inspect engine mounts.</p>	P-2	<p>1. Inspect crankshaft vibration damper; inspect engine mounts; determine needed action.</p>	P-1	<p>1. Inspect crankshaft vibration damper; inspect engine mounts; determine needed action.</p>	P-1

2. Inspect and maintain crankcase ventilation components.	P-3	2. Remove, inspect, service, and install pans, covers, gaskets, seals, wear rings, and crankcase ventilation components.	P-1	2. Remove, inspect, service, and install pans, covers, gaskets, seals, wear rings, and crankcase ventilation components; determine needed action.	P-1
		3. Install and align flywheel housing; inspect flywheel housing(s) to transmission housing/engine mating surface(s); measure flywheel housing face and bore runout; determine needed action.	P-2	3. Install and align flywheel housing; inspect flywheel housing(s) to transmission housing/engine mating surface(s); and measure flywheel housing face and bore runout; determine needed action.	P-2
		4. Inspect flywheel/flexplate (including ring gear) and mounting surfaces for cracks and wear; measure runout; determine needed action.	P-2	4. Inspect flywheel/flexplate (including ring gear) and mounting surfaces for cracks and wear; measure runout; determine needed action.	P-2
				5. Disassemble and clean engine block; inspect engine block for cracks/damage; measure mating surfaces for warpage; check condition of passages, core/expansion plugs, and gallery plugs; inspect threaded holes, studs, dowel pins, and bolts for serviceability; determine needed action.	P-3
				6. Inspect cylinder sleeve counter bore and lower bore; check bore distortion; determine needed action.	P-3
				7. Clean, inspect, and measure cylinder walls or liners for wear and damage; determine needed action.	P-3

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|--|-----|
| 8. Replace/reinstall cylinder liners and seals; check and adjust liner height (protrusion).  | P-3 |
| 9. Inspect camshaft bearings for wear and damage; determine needed action.   | P-3 |
| 10. Inspect, measure, and replace/reinstall camshaft; measure end play and backlash; determine needed action.  | P-3 |
| 11. Clean and inspect crankshaft for surface cracks and journal damage; check condition of oil passages; check passage plugs; measure journal diameter; determine needed action. | P-3 |
| 12. Inspect main bearings for wear patterns and damage; replace as needed; check bearing clearances; check and correct crankshaft end play.                                      | P-3 |
| 13. Inspect, install, and time gear train; measure gear backlash; determine needed action.   | P-3 |
| 14. Inspect connecting rod and bearings for wear patterns; measure pistons, pins, retainers, and bushings; determine needed action.  | P-3 |
| 15. Determine piston-to-cylinder wall clearance; check ring-to-groove fit and end gap; install rings on pistons.   | P-3 |

16. Assemble pistons and connecting rods; install in block; install rod bearings and check clearances. P-3

17. Check condition of piston cooling jets (nozzles); determine needed action. P-3

**I. DIESEL ENGINES**  
**D. Lubrication Systems**

1. Test engine oil pressure and check operation of pressure sensor, gauge, and/or sending unit; test engine oil temperature and check operation of temperature sensor. P-2

2. Check engine oil level, condition, and consumption; take engine oil sample. P-1

3. Determine proper lubricant; perform oil and filter service. P-1

**I. DIESEL ENGINES**  
**D. Lubrication Systems**

1. Test engine oil pressure; check operation of pressure sensor, gauge, and/or sending unit; test engine oil temperature and check operation of temperature sensor; determine needed action. P-1

2. Check engine oil level, condition, and consumption; take engine oil sample; determine needed action. P-1

3. Determine proper lubricant; perform oil and filter service. P-1

4. Inspect, clean, and test oil cooler and components. P-2

5. Inspect turbocharger lubrication systems. P-2

**I. DIESEL ENGINES**  
**D. Lubrication Systems**

1. Test engine oil pressure; check operation of pressure sensor, gauge, and/or sending unit; test engine oil temperature; check operation of temperature sensor; determine needed action. P-1

2. Check engine oil level, condition, and consumption; take engine oil sample; determine needed action. P-1

3. Determine proper lubricant; perform oil and filter service. P-1

4. Inspect, clean, and test oil cooler and components; determine needed action. P-2

5. Inspect turbocharger lubrication systems; determine needed action. P-2

6. Inspect and measure oil pump, drives, inlet pipes, and pick-up screens; check drive gear clearances; determine needed action. P-3

7. Inspect oil pressure regulator valve(s), by-pass and pressure relief valve(s), oil thermostat, and filters; determine needed action. P-3

**I. DIESEL ENGINES**  
**E. Cooling System**

1. Check engine coolant type, level, condition, and test coolant for freeze protection and additive package concentration. P-1

2. Verify coolant temperature; check operation of temperature and level sensors, gauge, and/or sending unit. P-1

3. Inspect and reinstall/replace pulleys, tensioners and drive belts; adjust drive belts and check alignment. P-1

4. Recover coolant, flush, and refill with recommended coolant/additive package; bleed cooling system. P-2

5. Inspect coolant conditioner/filter assembly for leaks; inspect valves, lines, and fittings; replace as needed. P-2

6. Inspect water pump, hoses, and clamps. P-1

**I. DIESEL ENGINES**  
**E. Cooling System**

1. Check engine coolant type, level, and condition; test coolant for freeze protection and additive package concentration. P-1

2. Test coolant temperature; test operation of temperature and level sensors, gauge, and/or sending unit; determine needed action. P-1

3. Inspect and reinstall/replace pulleys, tensioners and drive belts; adjust drive belts and check alignment. P-1

4. Recover coolant; flush and refill with recommended coolant/additive package; bleed cooling system. P-1

5. Inspect coolant conditioner/filter assembly for leaks; inspect valves, lines, and fittings; replace as needed. P-1

6. Inspect water pump, hoses, and clamps; determine needed action. P-1

**I. DIESEL ENGINES**  
**E. Cooling System**

1. Check engine coolant type, level, and condition; test coolant for freeze protection and additive package concentration. P-1

2. Test coolant temperature; test operation of temperature and level sensors, gauge, and/or sending unit; determine needed action. P-1

3. Inspect and reinstall/replace pulleys, tensioners and drive belts; adjust drive belts and check alignment. P-1

4. Recover coolant; flush and refill with recommended coolant/additive package; bleed cooling system. P-1

5. Inspect coolant conditioner/filter assembly for leaks; inspect valves, lines, and fittings; replace as needed. P-1

6. Inspect water pump, hoses, and clamps; determine needed action. P-1



7. Inspect, and pressure test cooling system(s); pressure test cap, tank(s), and recovery systems; inspect radiator and mountings.	P-1	7. Inspect and pressure test cooling system(s); pressure test cap, tank(s), and recovery systems; inspect radiator and mountings; determine needed action.	P-1	7. Inspect and pressure test cooling system(s); pressure test cap, tank(s), and recovery systems; inspect radiator and mountings; determine needed action.	P-1
8. Inspect thermostatic cooling fan system (hydraulic, pneumatic, and electronic) and fan shroud.	P-1	8. Inspect thermostatic cooling fan system (hydraulic, pneumatic, and electronic) and fan shroud; determine needed action.	P-1	8. Inspect, test, and repair thermostatic cooling fan system (hydraulic, pneumatic, and electronic) and fan shroud; determine needed action.	P-1
9. Identify engine block heater(s).	P-2	9. Identify engine block heater(s).	P-2	9. Test engine block heater(s); determine needed action.	P-2
		10. Diagnose engine coolant consumption; determine needed action.	P-1	10. Diagnose engine coolant consumption; determine needed action.	P-1
		11. Inspect thermostat(s), by-passes, housing(s), and seals; replace as needed.	P-1	11. Inspect thermostat(s), by-passes, housing(s), and seals; replace as needed.	P-1
<b>I. DIESEL ENGINES</b>		<b>I. DIESEL ENGINES</b>		<b>I. DIESEL ENGINES</b>	
<b>F. Air Induction and Exhaust Systems</b>		<b>F. Air Induction and Exhaust Systems</b>		<b>F. Air Induction and Exhaust Systems</b>	
1. Inspect turbocharger(s), wastegate(s), and piping systems.	P-2	1. Inspect turbocharger(s), wastegate(s), and piping systems; determine needed action.	P-2	1. Inspect turbocharger(s), wastegate(s), and piping systems; determine needed action	P-2
2. Check air induction system including: cooler assembly, piping, hoses, clamps, and mountings; replace air filter as needed; reset restriction indicator (if applicable).	P-1	2. Check air induction system including: cooler assembly, piping, hoses, clamps, and mountings; replace air filter as needed; reset restriction indicator (if applicable).	P-1	2. Diagnose air induction system problems; inspect, clean, and/or replace cooler assembly, piping, hoses, clamps, and mountings; replace air filter as needed; reset restriction indicator (if applicable).	P-1
3. Inspect intake manifold, gaskets, and connections.	P-1	3. Inspect intake manifold, gaskets, and connections; determine needed action.	P-1	3. Inspect intake manifold, gaskets, and connections; determine needed action.	P-1

4. Perform air intake system restriction and leakage tests; determine needed action.	P-1	4. Perform air intake system restriction and leakage tests; determine needed action.	P-1
5. Check exhaust back pressure.	P-3	5. Check exhaust back pressure; determine needed action.	P-3
6. Inspect variable ratio geometry turbocharger (VGT), controls, and actuators (pneumatic, hydraulic, and electronic).	P-2	6. Inspect variable ratio geometry turbocharger (VGT), controls, and actuators (pneumatic, hydraulic, and electronic); determine needed action.	P-2
7. Demonstrate knowledge of charge air cooler operation and testing.	P-1	7. Demonstrate knowledge of charge air cooler operation and testing.	P-1
8. Inspect and/or replace preheater/inlet air heater or glow plug system and controls.	P-3	8. Diagnose preheater/inlet air heater or glow plug system and controls; determine needed action.	P-3

**I. DIESEL ENGINES**  
**G. Fuel System**

**I. DIESEL ENGINES**  
**G. Fuel System**

**I. DIESEL ENGINES**  
**G. Fuel System**

1. Check fuel level and condition.	P-1	1. Check fuel level and condition; determine needed action.	P-1	1. Check fuel level and condition; determine needed action.	P-1
2. Inspect fuel tanks, vents, caps, mounts, valves, screens, crossover system, hoses, lines, and fittings.	P-1	2. Inspect fuel tanks, vents, caps, mounts, valves, screens, crossover system, hoses, lines, and fittings; determine needed action.	P-1	2. Inspect fuel tanks, vents, caps, mounts, valves, screens, crossover system, hoses, lines, and fittings; determine needed action.	P-1

3. Inspect low pressure fuel system components (fuel pump, pump drives, screens, fuel/water separators/indicators, hoses, lines, filters, heaters, coolers, ECM cooling plates, check valves, pressure regulator valves, restrictive fittings, and mounting hardware).	P-1	3. Inspect low pressure fuel system components (fuel pump, pump drives, screens, fuel/water separators/indicators, hoses, lines, filters, heaters, coolers, ECM cooling plates, check valves, pressure regulator valves, restrictive fittings, and mounting hardware); determine needed action.	P-1	3. Inspect low pressure fuel system components (fuel pump, pump drives, screens, fuel/water separators/indicators, hoses, lines, filters, heaters, coolers, ECM cooling plates, check valves, pressure regulator valves, restrictive fittings, and mounting hardware); determine needed action.	P-1
4. Replace fuel filter; prime and bleed fuel system.	P-1	4. Replace fuel filter; prime and bleed fuel system.	P-1	4. Replace fuel filter; prime and bleed fuel system.	P-1
5. Inspect high pressure fuel system components (fuel pump, pump drives, hoses, injection lines, filters, hold-downs, fittings, seals, and mounting hardware).	P-1	5. Inspect high pressure fuel system components (fuel pump, pump drives, hoses, injection lines, filters, hold-downs, fittings, seals, and mounting hardware).	P-1	5. Inspect high pressure fuel system components (fuel pump, pump drives, hoses, injection lines, filters, hold-downs, fittings, seals, and mounting hardware).	P-1
		6. Demonstrate knowledge and understanding of the different types of fuel systems.	P-1	6. Demonstrate knowledge and understanding of the different types of fuel systems.	P-1
		7. Perform fuel supply and return system tests; determine needed action.	P-1	7. Perform fuel supply and return system tests; determine needed action.	P-1
<b>I. DIESEL ENGINES</b> <b>H. Engine Brakes</b>		<b>I. DIESEL ENGINES</b> <b>H. Engine Brakes</b>		<b>I. DIESEL ENGINES</b> <b>H. Engine Brakes</b>	
1. Demonstrate knowledge of engine compression and/or exhaust brake operation.	P-1	1. Demonstrate knowledge of engine compression and/or exhaust brake operation.	P-1	1. Demonstrate knowledge of engine compression and/or exhaust brake operation.	P-1
		2. Inspect and adjust engine compression and/or exhaust brake systems; determine needed action.	P-3	2. Inspect and adjust engine compression and/or exhaust brake systems; determine needed action.	P-3

		3. Inspect, test, and adjust engine compression and/or exhaust brake control circuits, switches, and solenoids; determine needed action.	P-3	3. Inspect, test, and adjust engine compression and/or exhaust brake control circuits, switches, and solenoids; determine needed action.	P-3
<b>I. DIESEL ENGINES</b>		<b>I. DIESEL ENGINES</b>		<b>I. DIESEL ENGINES</b>	
<b>I. Emission Controls</b>		<b>I. Emission Controls</b>		<b>I. Emission Controls</b>	
1. Inspect engine exhaust system, exhaust gas recirculation (EGR) system, and exhaust aftertreatment system for leaks, mounting, proper routing, and damaged or missing components.	P-1	1. Inspect engine exhaust system, exhaust gas recirculation (EGR) system, and exhaust aftertreatment system for leaks, mounting, proper routing, and damaged or missing components; determine needed action.	P-1	1. Inspect engine exhaust system, exhaust gas recirculation (EGR) system, and exhaust aftertreatment system for leaks, mounting, proper routing, and damaged or missing components; determine needed action.	P-1
2. Demonstrate knowledge of exhaust gas recirculation (EGR) system operation including: EGR valve, cooler, piping, electronic sensors, controls, and wiring.	P-2	2. Demonstrate knowledge of exhaust gas recirculation (EGR) system operation including: EGR valve, cooler, piping, electronic sensors, controls, and wiring; determine needed action.	P-1	2. Diagnose problems/faults in the exhaust gas recirculation (EGR) system including: EGR valve, cooler, piping, electronic sensors, controls, and wiring; determine needed action	P-1
3. Demonstrate knowledge of exhaust aftertreatment system components and controls including diesel oxidation catalyst (DOC), selective catalytic reduction (SCR), diesel exhaust fluid (DEF), diesel particulate filter (DPF), sensors and regeneration system operation.	P-2	3. Inspect and test exhaust aftertreatment system components and controls including diesel oxidation catalyst (DOC), selective catalytic reduction (SCR), diesel exhaust fluid (DEF), diesel particulate filter (DPF), and sensors; check regeneration system operation; determine needed action.	P-1	3. Inspect, test, and repair or replace exhaust aftertreatment system components and controls including diesel oxidation catalyst (DOC), selective catalytic reduction (SCR), diesel exhaust fluid (DEF), diesel particulate filter (DPF), and sensors; check regeneration system operation; determine needed action.	P-1
		4. Identify emission control system components and configurations.	P-1	4. Identify emission control system components and configurations.	P-1

		5. Diagnose emissions and driveability concerns caused by the exhaust gas recirculation (EGR) system; inspect, test, service and/or replace electrical/electronic sensors, controls, wiring, tubing, exhaust passages, cooler(s), and hoses of exhaust gas recirculation (EGR) system; determine needed action.	P-3	5. Diagnose emissions and driveability concerns caused by the exhaust gas recirculation (EGR) system; inspect, test, service and/or replace electrical/electronic sensors, controls, wiring, tubing, exhaust passages, cooler(s) and hoses of exhaust gas recirculation (EGR) systems; determine needed action.	P-1
		6. Using manufacturers’/service information, interpret diagnostic trouble codes (DTCs) and scan tool data related to the emissions control systems; determine needed action.	P-1	6. Using manufacturers’/service information, interpret diagnostic trouble codes (DTCs) and scan tool data related to the emissions control systems; determine needed action.	P-1
<b>I. DIESEL ENGINES</b>		<b>I. DIESEL ENGINES</b>		<b>I. DIESEL ENGINES</b>	
<b>J. Driveability and Electronic Engine Controls</b>		<b>J. Driveability and Electronic Engine Controls</b>		<b>J. Driveability and Electronic Engine Controls</b>	
1. Check engine operation (starting and running) including: noise, vibration, smoke, etc.	P-2	1. Check engine operation (starting and running) including: noise, vibration, smoke, etc.; determine needed action.	P-2	1. Diagnose engine operation (starting and running) including: noise, vibration, smoke, etc.; determine needed action.	P-2
2. Perform cylinder contribution test using electronic service tool(s).	P-3	2. Perform cylinder contribution test using electronic service tool(s).	P-1	2. Perform cylinder contribution test using electronic service tool(s).	P-1
3. Demonstrate knowledge of computerized control system components and configurations.	P-1	3. Demonstrate knowledge of computerized control system components and configurations.	P-1	3. Demonstrate knowledge of computerized control system components and configurations.	P-1

4. Use appropriate electronic service tool(s) to check and record diagnostic codes; check and record trip/operational data; reset maintenance monitor (if applicable).	P-1	4. Use appropriate electronic service tool(s) to check and record diagnostic codes; check and record trip/operational data; reset maintenance monitor (if applicable, clear diagnostic codes when appropriate).	P-1	4. Use appropriate electronic service tool(s) to check and record diagnostic codes; check and record trip/operational data; reset maintenance monitor (if applicable, clear diagnostic codes when appropriate).	P-1
5. Access and use service information to locate step-by-step (troubleshooting) procedures.	P-1	5. Access and use service information to perform step-by-step (troubleshooting) diagnosis.	P-1	5. Access and use service information to perform step-by-step (troubleshooting) diagnosis.	P-1
		6. Check engine no-crank, cranks but fails to start, hard starting, and starts but does not continue to run problems; determine needed action.	P-2	6. Diagnose engine no-crank, cranks but fails to start, hard starting, and starts but does not continue to run problems; determine needed action.	P-1
		7. Check engine surging, rough operation, misfiring, low power, slow deceleration, slow acceleration, and/or shut down problems; determine needed action.	P-2	7. Diagnose engine surging, rough operation, misfiring, low power, slow deceleration, slow acceleration, and/or shut down problems; determine needed action.	P-1
		8. Perform intake manifold pressure (boost) test; determine needed action.	P-2	8. Perform intake manifold pressure (boost) test; determine needed action.	P-2
		9. Use diagnostic tool, digital multimeter (DMM), and digital storage oscilloscope (DSO) to inspect or test computerized engine control system sensors, actuators, circuits, and electronic control modules (ECM).	P-1	9. Use diagnostic tool, digital multimeter (DMM), and digital storage oscilloscope (DSO) to inspect or test computerized engine control system sensors, actuators, circuits, and electronic control modules (ECM); determine needed actions.	P-1

	10. Demonstrate knowledge of the process for reprogramming or recalibrating the engine control module.	P-2	10. Demonstrate knowledge of the process for reprogramming or recalibrating the engine control module.	P-2	
	11. Diagnose drivability and emissions problems resulting from malfunctions of interrelated systems (ADAS, HVAC, automatic transmissions, auxiliary power units (APU), non-OEM installed accessories, or similar systems); determine needed action.	P-2	11. Diagnose drivability and emissions problems resulting from malfunctions of interrelated systems (ADAS, HVAC, automatic transmissions, auxiliary power units (APU), non-OEM installed accessories, or similar systems); determine needed action.	P-2	
	12. Demonstrate knowledge of failures in the data communications bus networks.	P-2	12. Diagnose failures in the data communications bus networks; determine needed action.	P-2	
			13. Demonstrate knowledge of setting performance parameters using electronic service tools and service information system access.	P-3	
<b>IMMR Diesel Engines Task Count</b>			<b>TST Diesel Engines Task Count</b>		
P-1	24	P-1	43	P-1	46
P-2	10	P-2	15	P-2	13
P-3	2	P-3	5	P-3	21
Total	36	Total	63	Total	80

## DRIVE TRAIN

**For every task, the following safety task must be strictly enforced: Comply with personal and environmental safety practices associated with eye/foot/hand/hearing protection, clothing, hand tools, power equipment, lifting practices, and ventilation. Handle, store, and dispose of fuels/chemicals/materials in accordance with federal, state, and local regulations.**

**The first tasks are to listen to and verify the operator’s concern, review past maintenance and repair documents, and determine necessary action.**

<b>Inspection, Maintenance, and Minor Repair (IMMR) - 540 Hours</b> <b>II. DRIVE TRAIN</b> <b>A. General</b>		<b>Truck Service Technology (TST) - 740 Hours</b> <b>II. DRIVE TRAIN</b> <b>A. General</b>		<b>Master Truck Service Technology (MTST) - 1040 Hours</b> <b>II. DRIVE TRAIN</b> <b>A. General</b>	
1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1
2. Identify drive train components, transmission type, and configuration.	P-1	2. Identify drive train components, transmission type, and configuration.	P-1	2. Identify drive train components, transmission type, and configuration.	P-1
3. Use appropriate electronic service tool(s) and procedures to check and record diagnostic codes.	P-1	3. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate	P-1	3. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate	P-1



## II. DRIVE TRAIN

### B. Clutch

1. Inspect and adjust clutch, clutch brake, linkage, cables, levers, brackets, bushings, pivots, springs, and clutch safety switch (includes push-type and pull-type); check pedal height and travel. P-1

2. Inspect clutch master cylinder fluid level and condition; check clutch master cylinder, slave cylinder, lines, and hoses for leaks and damage. P-1

3. Inspect and lubricate release (throw-out) bearing, sleeve, bushings, springs, housing, levers, release fork, fork pads, rollers, shafts, and seals. P-1

## II. DRIVE TRAIN

### B. Clutch

1. Inspect and adjust clutch, clutch brake, linkage, cables, levers, brackets, bushings, pivots, springs, and clutch safety switch (includes push-type and pull-type); check pedal height and travel; determine needed action. P-1

2. Inspect clutch master cylinder fluid level and condition; check clutch master cylinder, slave cylinder, lines, and hoses for leaks and damage; determine needed action. P-1

3. Inspect, lubricate, or replace release (throw-out) bearing, sleeve, bushings, springs, housing, levers, release fork, fork pads, rollers, shafts, and seals. P-1

4. Inspect, repair, and/or replace hydraulic clutch slave and master cylinders, lines, and hoses; bleed system. P-2

5. Inspect and/or replace single-disc clutch pressure plate and clutch disc. P-1

6. Inspect and/or replace two-plate clutch pressure plate, clutch discs, intermediate plate, and drive pins/lugs. P-1

## II. DRIVE TRAIN

### B. Clutch

1. Inspect and adjust clutch, clutch brake, linkage, cables, levers, brackets, bushings, pivots, springs, and clutch safety switch (includes push-type and pull-type); check pedal height and travel; determine needed action. P-1

2. Inspect clutch master cylinder fluid level and condition; check clutch master cylinder, slave cylinder, lines, and hoses for leaks and damage; determine needed action. P-1

3. Inspect, lubricate, or replace release (throw-out) bearing, sleeve, bushings, springs, housing, levers, release fork, fork pads, rollers, shafts, and seals. P-1

4. Inspect, repair, and/or replace hydraulic clutch slave and master cylinders, lines, and hoses; bleed system. P-2

5. Inspect and/or replace single-disc clutch pressure plate and clutch disc. P-1

6. Inspect and/or replace two-plate clutch pressure plate, clutch discs, intermediate plate, and drive pins/lugs. P-1

	7. Inspect and/or replace clutch brake assembly; inspect input shaft and bearing retainer; determine needed action.	P-1	7. Inspect and/or replace clutch brake assembly; inspect input shaft and bearing retainer; determine needed action.	P-1
	8. Inspect and/or replace self-adjusting/continuous-adjusting clutch mechanisms.	P-1	8. Inspect and/or replace self-adjusting/continuous-adjusting clutch mechanisms.	P-1
	9. Inspect and/or replace pilot bearing.	P-1	9. Inspect and/or replace pilot bearing.	P-1
			10. Identify causes of clutch noise, binding, slippage, pulsation, vibration, grabbing, dragging, and chatter problems; determine needed action.	P-1
			11. Remove and install flywheel; inspect mounting area on crankshaft; inspect and/or replace rear main oil seal; measure crankshaft end play; determine needed action.	P-1
			12. Inspect flywheel and starter ring gear; measure flywheel face; measure pilot bore runout; determine needed action.	P-1
			13. Inspect flywheel housing-to-transmission housing/engine mating surface(s); measure flywheel housing face and bore runout; determine needed action.	P-2

<b>II. DRIVE TRAIN C. Transmission</b>		<b>II. DRIVE TRAIN C. Transmission</b>		<b>II. DRIVE TRAIN C. Transmission</b>	
1. Inspect transmission shifter and linkage; inspect transmission mounts, insulators, and mounting bolts.	P-1	1. Inspect transmission shifter and linkage; inspect and/or replace transmission mounts, insulators, and mounting bolts.	P-1	1. Inspect transmission shifter and linkage; inspect and/or replace transmission mounts, insulators, and mounting bolts.	P-1
2. Inspect transmission for leakage.	P-1	2. Inspect transmission for leakage; determine needed action.	P-1	2. Inspect transmission for leakage; determine needed action.	P-1
3. Inspect transmission cover plates, gaskets, seals, and cap bolts; inspect seal surfaces and vents.	P-1	3. Inspect and/or replace transmission cover plates, gaskets, seals, and cap bolts; inspect seal surfaces and vents; determine needed action.	P-1	3. Inspect and/or replace transmission cover plates, gaskets, seals, and cap bolts; inspect seal surfaces and vents; determine needed action.	P-1
4. Check transmission fluid level and condition; determine needed action.	P-1	4. Check transmission fluid level and condition; determine needed action.	P-1	4. Check transmission fluid level and condition; determine needed action.	P-1
5. Inspect transmission oil filters, coolers, and related components.	P-2	5. Inspect transmission oil filters, coolers, and related components; determine needed action.	P-2	5. Inspect transmission oil filters, coolers, and related components; determine needed action.	P-2
6. Inspect speedometer components.	P-2	6. Inspect speedometer components; determine needed action.	P-2	6. Inspect speedometer components; determine needed action.	P-2
7. Inspect and test function of REVERSE light, neutral start, and warning device circuits.	P-1	7. Inspect and test function of REVERSE light, NEUTRAL start, and warning device circuits; determine needed action.	P-1	7. Inspect and test function of REVERSE light, NEUTRAL start, and warning device circuits; determine needed action.	P-1
		8. Inspect, adjust, and replace transmission covers, rails, forks, levers, bushings, sleeves, detents, interlocks, springs, and lock bolts/safety wires.	P-3	8. Inspect, adjust, and replace transmission covers, rails, forks, levers, bushings, sleeves, detents, interlocks, springs, and lock bolts/safety wires.	P-3

9. Identify causes of transmission noise, shifting concerns, lockup, jumping out-of-gear, overheating, and vibration problems.	P-1	9. Identify causes of transmission noise, shifting concerns, lockup, jumping out-of-gear, overheating, and vibration problems; determine needed repairs.	P-1
10. Inspect, test, repair, and/or replace air/electric shift controls, lines, hoses, valves, regulators, filters, and cylinder assemblies.	P-2	10. Inspect, test, repair, and/or replace air/electric shift controls, lines, hoses, valves, regulators, filters, and cylinder assemblies.	P-2
11. Remove and reinstall transmission.	P-2	11. Remove and reinstall transmission.	P-2
12. Inspect input shaft, gear, spacers, bearings, retainers, and slingers.	P-3	12. Inspect input shaft, gear, spacers, bearings, retainers, and slingers; determine needed action.	P-3
13. Inspect and adjust power take-off (PTO) assemblies, controls, and shafts.	P-3	13. Inspect and adjust power take-off (PTO) assemblies, controls, and shafts; determine needed action.	P-3
14. Inspect and test transmission temperature gauge, wiring harnesses, and sensor/sending unit.	P-2	14. Inspect and test transmission temperature gauge, wiring harnesses, and sensor/sending unit; determine needed action.	P-2
15. Inspect operation of automatic transmission, components, and controls; diagnose automatic transmission system problems; determine needed action.	P-2	15. Inspect and test operation of automatic transmission, components, and controls; diagnose automatic transmission system problems; determine needed action.	P-2

		16. Inspect operation of automated mechanical transmission, components, and controls; diagnose automated mechanical transmission system problems; determine needed action.	P-2	16. Inspect and test operation of automated mechanical transmission, components, and controls; diagnose automated mechanical transmission system problems; determine needed action.	P-2
<b>II. DRIVE TRAIN</b> <b>D. Driveshaft and Universal Joints</b>		<b>II. DRIVE TRAIN</b> <b>D. Driveshaft and Universal Joints</b>		<b>II. DRIVE TRAIN</b> <b>D. Driveshaft and Universal Joints</b>	
1. Inspect and service if applicable driveshafts, slip joints, yokes, drive flanges, support bearings, universal joints, boots, seals, and retaining/mounting hardware; check phasing of all shafts.	P-1	1. Inspect, service if applicable, and/or replace driveshafts, slip joints, yokes, drive flanges, support bearings, universal joints, boots, seals, and retaining/mounting hardware; check phasing of all shafts.	P-1	1. Inspect, service if applicable, and/or replace driveshafts, slip joints, yokes, drive flanges, support bearings, universal joints, boots, seals, and retaining/mounting hardware; check phasing of all shafts; determine needed action.	P-1
		2. Identify causes of driveshaft and universal joint noise and vibration problems.	P-1	2. Identify causes of driveshaft and universal joint noise and vibration problems; determine needed action.	P-1
		3. Measure driveline angles; determine needed action.	P-2	3. Measure driveline angles; determine needed action.	P-2
<b>II. DRIVE TRAIN</b> <b>E. Drive Axles</b>		<b>II. DRIVE TRAIN</b> <b>E. Drive Axles</b>		<b>II. DRIVE TRAIN</b> <b>E. Drive Axles</b>	
1. Check for fluid leaks; inspect drive axle housing assembly, cover plates, gaskets, seals, vent/breather, and magnetic plugs.	P-1	1. Check and repair fluid leaks; inspect drive axle housing assembly, cover plates, gaskets, seals, vent/breather, and magnetic plugs.	P-1	1. Check and repair fluid leaks; inspect drive axle housing assembly, cover plates, gaskets, seals, vent/breather, and magnetic plugs.	P-1
2. Check drive axle fluid level and condition; check drive axle filter; determine needed action.	P-1	2. Check drive axle fluid level and condition; check drive axle filter; determine needed action.	P-1	2. Check drive axle fluid level and condition; check drive axle filter; determine needed action.	P-1

3. Inspect air-operated power divider (inter-axle differential) assembly.	P-2	3. Inspect and/or adjust air-operated power divider (inter-axle differential) assembly including: diaphragms, seals, springs, yokes, pins, lines, hoses, fittings, and controls.	P-2	3. Inspect, adjust, repair, and/or replace air-operated power divider (inter-axle differential) assembly including: diaphragms, seals, springs, yokes, pins, lines, hoses, fittings, and controls.	P-2
4. Inspect drive axle shafts; determine needed action.	P-2	4. Inspect drive axle shafts; determine needed action.	P-2	4. Inspect drive axle shafts; determine needed action.	P-2
5. Remove and replace wheel assembly; check rear wheel seal and axle flange for leaks; determine needed action.	P-1	5. Remove and replace wheel assembly; check rear wheel seal and axle flange for leaks; determine needed action.	P-1	5. Remove and replace wheel assembly; check rear wheel seal and axle flange for leaks; determine needed action.	P-1
6. Inspect for drive axle wheel bearing noise and check for wheel bearing damage; replace wheel seal.	P-1	6. Identify causes of drive axle wheel bearing noise and check for wheel bearing damage; determine needed action and replace wheel seal.;	P-1	6. Identify causes of drive axle wheel bearing noise and check for wheel bearing damage; perform needed action and replace wheel seal.	P-1
		7. Inspect, repair, or replace drive axle lubrication system pump, troughs, collectors, slingers, tubes, and filters.	P-3	7. Inspect, repair, or replace drive axle lubrication system pump, troughs, collectors, slingers, tubes, and filters.	P-3
		8. Identify causes of drive axle(s) drive unit noise and overheating problems.	P-2	8. Identify causes of drive axle(s) drive unit noise and overheating problems; determine needed action.	P-2
		9. Inspect and test drive axle temperature gauge, wiring harnesses, and sending unit/sensor; determine needed action.	P-2	9. Inspect and test drive axle temperature gauge, wiring harnesses, and sending unit/sensor; determine needed action.	P-2
		10. Remove and replace differential carrier assembly.	P-3	10. Remove and replace differential carrier assembly.	P-3

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|---|-----|
| 11. Inspect and/or replace components of differential case assembly including spider gears, cross shaft, side gears, thrust washers, case halves, and bearings. | P-3 |
| 12. Inspect and replace components of locking differential case assembly.   | P-3 |
| 13. Inspect differential carrier housing and caps, side bearing bores, and pilot (spigot, pocket) bearing bore; determine needed action.                        | P-3 |
| 14. Inspect and replace ring and drive pinion gears, spacers, sleeves, bearing cages, and bearings.   | P-3 |
| 15. Measure ring gear runout; determine needed action.  | P-3 |
| 16. Measure and adjust drive pinion bearing preload.  | P-3 |
| 17. Measure and adjust drive pinion depth.  | P-3 |
| 18. Measure and adjust side bearing preload and ring gear backlash.   | P-3 |
| 19. Check and interpret ring gear and pinion tooth contact pattern; determine needed action.  | P-3 |
| 20. Inspect, adjust, or replace ring gear thrust block/screw.   | P-3 |

IMMR Drive Train Task		TST Drive Train Task		MTST Drive Train Task	
Count		Count		Count	
P-1	16	P-1	23	P-1	26
P-2	4	P-2	13	P-2	14
P-3	0	P-3	5	P-3	15
Total	20	Total	41	Total	55



## BRAKES

**For every task, the following safety task must be strictly enforced: Comply with personal and environmental safety practices associated with eye/foot/hand/hearing protection, clothing, hand tools, power equipment, lifting practices, and ventilation. Handle, store, and dispose of fuels/chemicals/materials in accordance with federal, state, and local regulations.**

**The first tasks are to listen to and verify the operator’s concern, review past maintenance and repair documents, and determine necessary action.**

<b>Inspection, Maintenance, and Minor Repair (IMMR) - 540 Hours</b> <b>III. BRAKES</b> <b>A. General</b>		<b>Truck Service Technology (TST) - 740 Hours</b> <b>III. BRAKES</b> <b>A. General</b>		<b>Master Truck Service Technology (MTST) - 1040 Hours</b> <b>III. BRAKES</b> <b>A. General</b>	
1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1
2. Identify brake system components and configurations (including air and hydraulic systems, parking brake, power assist, and vehicle dynamic brake systems).	P-1	2. Identify brake system components and configurations (including air and hydraulic systems, parking brake, power assist, and vehicle dynamic brake systems).	P-1	2. Identify brake system components and configurations (including air and hydraulic systems, parking brake, power assist, and vehicle dynamic brake systems).	P-1
3. Identify brake performance problems caused by the mechanical/foundation brake system (air and hydraulic).	P-1	3. Identify brake performance problems caused by the mechanical/foundation brake system (air and hydraulic).	P-1	3. Identify brake performance problems caused by the mechanical/foundation brake system (air and hydraulic).	P-1
4. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings.	P-1	4. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1	4. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1
<b>III. BRAKES</b>		<b>III. BRAKES</b>		<b>III. BRAKES</b>	

**B. Air Brakes: Air Supply and Service Systems**

1. Inspect air supply system components such as compressor, governor, air drier, tanks, and lines; inspect service system components such as lines, fittings, mountings, and valves (hand brake/trailer control, brake relay, quick release, tractor protection, emergency/spring brake control/modulator, pressure relief/safety).

P-1

2. Verify proper gauge operation and readings; verify low pressure warning alarm operation; perform air supply system tests such as pressure build-up, governor settings, and leakage; drain air tanks and check for contamination.

P-1

3. Demonstrate knowledge and understanding of air supply and service system components and operations.

P-1

4. Inspect air compressor inlet; inspect oil supply and coolant lines, fittings, and mounting brackets.

P-1

5. Inspect and test one-way (single) check valves, two-way (double) check valves, manual and automatic drain valves.

P-1

**B. Air Brakes: Air Supply and Service Systems**

1. Inspect and test air supply system components such as compressor, governor, air drier, tanks, and lines; inspect service system components such as lines, fittings, mountings, and valves (hand brake/trailer control, brake relay, quick release, tractor protection, emergency/spring brake control/modulator, pressure relief/safety); determine needed action.

P-1

2. Test gauge operation and readings; test low pressure warning alarm operation; perform air supply system tests such as pressure build-up, governor settings, and leakage; drain air tanks and check for contamination; determine needed action.

P-1

3. Demonstrate knowledge and understanding of air supply and service system components and operations.

P-1

4. Inspect air compressor inlet; inspect oil supply and coolant lines, fittings, and mounting brackets; repair or replace as needed.

P-1

5. Inspect and test one-way (single) check valves, two-way (double) check valves, manual and automatic drain valves; determine needed action.

P-1

**B. Air Brakes: Air Supply and Service Systems**

1. Inspect, test, repair, and/or replace air supply system components such as compressor, governor, air drier, tanks, and lines; inspect service system components such as lines, fittings, mountings, and valves (hand brake/trailer control, brake relay, quick release, tractor protection, emergency/spring brake control/modulator, pressure relief/safety); determine needed action.

P-1

2. Test gauge operation and readings; test low pressure warning alarm operation; perform air supply system tests such as pressure build-up, governor settings, and leakage; drain air tanks and check for contamination; determine needed action.

P-1

3. Demonstrate knowledge and understanding of air supply and service system components and operations.

P-1

4. Inspect air compressor inlet; inspect oil supply and coolant lines, fittings, and mounting brackets; repair or replace as needed.

P-1

5. Inspect and test one-way (single) check valves, two-way (double) check valves, manual and automatic drain valves; determine needed action.

P-1

6. Inspect and service air drier filter/cartridge.	P-1	6. Inspect and service air drier systems, filters, valves, heaters, wiring, and connectors; determine needed action.	P-1	6. Inspect and service air drier systems, filters, valves, heaters, wiring, and connectors; determine needed action.	P-1
7. Inspect and test brake application (foot/treadle) valve, fittings, and mounts; check pedal operation.	P-1	7. Inspect and test brake application (foot/treadle) valve, fittings, and mounts; check pedal operation; determine needed action.	P-1	7. Inspect and test brake application (foot/treadle) valve, fittings, and mounts; check pedal operation; determine needed action.	P-1
		8. Inspect air compressor drive gear components (gears, belts, tensioners, and/or couplings); determine needed action.	P-3	8. Inspect air compressor drive gear components (gears, belts, tensioners, and/or couplings); determine needed action.	P-3
<b>III. BRAKES</b> <b>C. Air Brakes:</b> <b>Mechanical/Foundation Brake System</b>		<b>III. BRAKES</b> <b>C. Air Brakes:</b> <b>Mechanical/Foundation Brake System</b>		<b>III. BRAKES</b> <b>C. Air Brakes:</b> <b>Mechanical/Foundation Brake System</b>	
1. Inspect service brake chambers, diaphragms, clamps, springs, pushrods, clevises, and mounting brackets; determine needed action.	P-1	1. Inspect and test service brake chambers, diaphragms, clamps, springs, pushrods, clevises, and mounting brackets; determine needed action.	P-1	1. Inspect, test, repair, and/or replace service brake chambers, diaphragms, clamps, springs, pushrods, clevises, and mounting brackets; determine needed action.	P-1
2. Identify slack adjuster/brake adjuster type; check free stroke and applied stroke; inspect and lubricate slack adjusters/brake adjusters; determine needed action.	P-1	2. Identify slack adjuster/brake adjuster type; check free stroke and applied stroke; inspect and lubricate slack adjusters/brake adjusters; perform needed action.	P-1	2. Identify slack adjuster/brake adjuster type; check free stroke and applied stroke; inspect and lubricate slack adjusters/brake adjusters; perform needed action.	P-1
3. Inspect and lubricate camshafts (S-cams), tubes, rollers, bushings, seals, spacers, retainers, brake spiders, shields, anchor pins, and springs; determine needed action.	P-1	3. Inspect and lubricate camshafts (S-cams), tubes, rollers, bushings, seals, spacers, retainers, brake spiders, shields, anchor pins, and springs; perform needed action.	P-1	3. Inspect and lubricate camshafts (S-cam), tubes, rollers, bushings, seals, spacers, retainers, brake spiders, shields, anchor pins, and springs; perform needed action.	P-1

4. Remove brake drum; clean and inspect brake drum and mounting surface; measure brake drum diameter; measure brake lining thickness; inspect brake lining condition; determine needed action.	P-1	4. Remove brake drum; clean and inspect brake drum and mounting surface; measure brake drum diameter; measure brake lining thickness; inspect brake lining condition; determine needed action.	P-1	4. Remove brake drum; clean and inspect brake drum and mounting surface; measure brake drum diameter; measure brake lining thickness; inspect brake lining condition; determine needed action.	P-1
5. Inspect rotor and mounting surface; measure rotor thickness, thickness variation, and lateral runout; determine needed action.	P-1	5. Inspect rotor and mounting surface; measure rotor thickness, thickness variation, and lateral runout; determine needed action.	P-1	5. Inspect rotor and mounting surface; measure rotor thickness, thickness variation, and lateral runout; determine needed action.	P-1
6. Inspect, clean, and adjust air disc brake caliper assemblies; inspect and measure disc brake pads; inspect mounting hardware; determine needed action.	P-1	6. Inspect, clean, and adjust air disc brake caliper assemblies; inspect and measure disc brake pads; inspect mounting hardware; perform needed action.	P-1	6. Inspect, clean, and adjust air disc brake caliper assemblies; inspect and measure disc brake pads; inspect mounting hardware; perform needed action.	P-1
		7. Identify concerns related to the mechanical/foundation brake system including poor stopping, brake noise, premature wear, pulling, grabbing, or dragging; determine needed action.	P-1	7. Diagnose concerns related to the mechanical/foundation brake system including poor stopping, brake noise, premature wear, pulling, grabbing, or dragging; determine needed action.	P-1
<b>III. BRAKES</b> <b>D. Air Brakes: Parking Brake System</b>		<b>III. BRAKES</b> <b>D. Air Brakes: Parking Brake System</b>		<b>III. BRAKES</b> <b>D. Air Brakes: Parking Brake System</b>	
1. Inspect parking (spring) brake chamber for leaks; determine needed action.	P-1	1. Inspect, test, and/or replace parking (spring) brake chamber.	P-1	1. Inspect, test, and/or replace parking (spring) brake chamber.	P-1
2. Inspect and test parking (spring) brake valves, lines, hoses, and fittings; determine needed action.	P-1	2. Inspect, test, and/or replace parking (spring) brake valves, lines, hoses, and fittings.	P-1	2. Inspect, test, and/or replace parking (spring) brake valves, lines, hoses, and fittings.	P-1

3. Inspect and test parking (spring) brake application and release valve; determine needed action.	P-1	3. Inspect, test, and/or replace parking (spring) brake application and release valve.	P-1	3. Inspect, test, and/or replace parking (spring) brake application and release valve.	P-1
4. Manually release (cage) and reset (uncage) parking (spring) brakes.	P-2	4. Manually release (cage) and reset (uncage) parking (spring) brakes.	P-2	4. Manually release (cage) and reset (uncage) parking (spring) brakes.	P-2
5. Demonstrate knowledge of anti-compounding brake function.	P-3	5. Identify and test anti-compounding brake function.	P-2	5. Identify and test anti-compounding brake function; determine needed action.	P-2
6. Demonstrate knowledge of electronically applied parking brake systems.	P-3	6. Demonstrate knowledge of electronically applied parking brake systems.	P-3	6. Demonstrate knowledge of electronically applied parking brake systems.	P-3
<b>III. BRAKES</b> <b>E. Hydraulic Brakes:</b> <b>Hydraulic System</b>		<b>III. BRAKES</b> <b>E. Hydraulic Brakes:</b> <b>Hydraulic System</b>		<b>III. BRAKES</b> <b>E. Hydraulic Brakes:</b> <b>Hydraulic System</b>	
1. Check master cylinder fluid level and condition; determine proper fluid type for application.	P-1	1. Check master cylinder fluid level and condition; determine proper fluid type for application.	P-1	1. Check master cylinder fluid level and condition; determine proper fluid type for application.	P-1
2. Inspect hydraulic brake system components for leaks and damage.	P-1	2. Inspect hydraulic brake system for leaks and damage; test, repair, and/or replace hydraulic brake system components.	P-1	2. Inspect hydraulic brake system for leaks and damage; test, repair, and/or replace hydraulic brake system components.	P-1
3. Check hydraulic brake system operation including pedal travel, pedal effort, and pedal feel.	P-1	3. Check hydraulic brake system operation including pedal travel, pedal effort, and pedal feel; determine needed action.	P-1	3. Check hydraulic brake system operation including pedal travel, pedal effort, and pedal feel; determine needed action.	P-1
		4. Identify poor stopping, premature wear, pulling, dragging, imbalance, or poor pedal feel caused by problems in the hydraulic system; determine needed action.	P-2	4. Diagnose poor stopping, premature wear, pulling, dragging, imbalance, or poor pedal feel caused by problems in the hydraulic system; determine needed action.	P-2

	5. Test master cylinder for internal/external leaks and damage; replace as needed.	P-2	5. Test master cylinder for internal/external leaks and damage; replace as needed.	P-2
	6. Test metering (hold-off), load sensing/proportioning, proportioning, and combination valves; determine needed action.	P-3	6. Test metering (hold-off), load sensing/proportioning, proportioning, and combination valves; determine needed action.	P-3
	7. Test warning light circuit sensors, switches, bulbs/LEDs, wiring, and connectors; determine needed action.	P-2	7. Test warning light circuit sensors, switches, bulbs/LEDs, wiring, and connectors; determine needed action.	P-2
	8. Bleed and/or flush hydraulic brake system.	P-2	8. Bleed and/or flush hydraulic brake system.	P-2
<p><b>III. BRAKES</b>  <b>F. Hydraulic Brakes: Mechanical/Foundation Brake System</b></p>	<p><b>III. BRAKES</b>  <b>F. Hydraulic Brakes: Mechanical/Foundation Brake System</b></p>		<p><b>III. BRAKES</b>  <b>F. Hydraulic Brakes: Mechanical/Foundation Brake System</b></p>	
1. Inspect rotor and mounting surface; measure rotor thickness, thickness variation, and lateral runout; determine needed action.	P-1	P-1	1. Clean and inspect rotor and mounting surface; measure rotor thickness, thickness variation, and lateral runout; determine necessary action.	P-1
2. Inspect and clean disc brake caliper assemblies; inspect and measure disc brake pads; inspect mounting hardware and slides; determine needed action.	P-1	P-1	2. Inspect and clean disc brake caliper assemblies; inspect and measure disc brake pads; inspect mounting hardware and slides; perform needed action.	P-1

<p>3. Remove brake drum; clean and inspect brake drum and mounting surface; measure brake drum diameter; measure brake lining thickness; inspect brake lining condition; inspect wheel cylinders; determine needed action.</p>	P-3	<p>3. Remove brake drum, clean and inspect brake drum and mounting surface; measure brake drum diameter; measure brake lining thickness; inspect brake lining condition; inspect wheel cylinders; perform needed action.</p>	P-3	<p>3. Remove brake drum, clean and inspect brake drum and mounting surface; measure brake drum diameter; measure brake lining thickness; inspect brake lining condition; inspect wheel cylinders; perform needed action.</p>	P-3
<p><b>III. BRAKES</b> <b>G. Hydraulic Brakes:</b> <b>Parking Brake System</b></p>		<p><b>III. BRAKES</b> <b>G. Hydraulic Brakes:</b> <b>Parking Brake System</b></p>		<p><b>III. BRAKES</b> <b>G. Hydraulic Brakes:</b> <b>Parking Brake System</b></p>	
<p>1. Check parking brake operation; inspect parking brake application and holding devices.</p>	P-1	<p>1. Check parking brake operation; inspect parking brake application and holding devices; adjust, repair, and/or replace as needed.</p>	P-1	<p>1. Check parking brake operation; inspect parking brake application and holding devices; adjust, repair, and/or replace as needed.</p>	P-1
<p><b>III. BRAKES</b> <b>H. Power Assist Systems</b></p>		<p><b>III. BRAKES</b> <b>H. Power Assist Systems</b></p>		<p><b>III. BRAKES</b> <b>H. Power Assist Systems</b></p>	
<p>1. Check brake assist/booster system (vacuum or hydraulic) hoses, pump, switches, and control valves; check fluid level and condition (if applicable).</p>	P-1	<p>1. Check brake assist/booster system (vacuum or hydraulic) hoses, pump, switches, and control valves; check fluid level and condition (if applicable).</p>	P-1	<p>1. Check brake assist/booster system (vacuum or hydraulic) hoses, pumps, switches, and control valves; check fluid level and condition (if applicable).</p>	P-1
<p>2. Check operation of emergency (back-up/reserve) brake assist system.</p>	P-1	<p>2. Check operation of emergency (back-up/reserve) brake assist system.</p>	P-1	<p>2. Check operation of emergency (back-up/reserve) brake assist system.</p>	P-1
		<p>3. Identify concerns related to the power assist system (vacuum or hydraulic), including stopping problems caused by the brake assist/booster system; determine needed action.</p>	P-2	<p>3. Identify concerns related to the power assist system (vacuum or hydraulic), including stopping problems caused by the brake assist (booster) system; determine needed action.</p>	P-2

		4. Inspect, test, repair, and/or replace hydraulic brake assist/booster systems, hoses, and control valves.	P-1	4. Inspect, test, repair, and/or replace hydraulic brake assist/booster systems, hoses, and control valves.	P-1
<b>III. BRAKES</b>		<b>III. BRAKES</b>		<b>III. BRAKES</b>	
<b>I. Vehicle Dynamic Brake Systems (Air and Hydraulic): Antilock Brake System (ABS), Automatic Traction Control (ATC) System, and Electronic Stability Control (ESC) System, Automatic Emergency Braking (AEB) System</b>		<b>I. Vehicle Dynamic Brake Systems (Air and Hydraulic): Antilock Brake System (ABS), Automatic Traction Control (ATC) System, and Electronic Stability Control (ESC) System, Automatic Emergency Braking (AEB) System</b>		<b>I. Vehicle Dynamic Brake Systems (Air and Hydraulic): Antilock Brake System (ABS), Automatic Traction Control (ATC) System, and Electronic Stability Control (ESC) System, Automatic Emergency Braking (AEB) System</b>	
1. Observe antilock brake system (ABS) warning light operation including trailer and dash mounted trailer ABS warning light.	P-1	1. Observe antilock brake system (ABS) warning light operation including trailer and dash mounted trailer ABS warning light; determine needed action.	P-1	1. Observe antilock brake system (ABS) warning light operation including trailer and dash mounted trailer ABS warning light; determine needed action.	P-1
2. Observe automatic traction control (ATC) and electronic stability control (ESC) warning light operation.	P-2	2. Observe automatic traction control (ATC) and electronic stability control (ESC) warning light operation; determine needed action.	P-2	2. Observe automatic traction control (ATC) and electronic stability control (ETC) warning light operation; determine needed action.	P-2
3. Test vehicle/wheel speed sensors and circuits.	P-3	3. Test vehicle/wheel speed sensors and circuits; adjust, repair, and/or replace as needed.	P-1	3. Test vehicle/wheel speed sensors and circuits; adjust, repair, and/or replace as needed.	P-1
4. Demonstrate knowledge of Automatic Emergency Braking (AEB) systems.	P-3	4. Demonstrate knowledge of Automatic Emergency Braking (AEB) systems.	P-3	4. Demonstrate knowledge of Automatic Emergency Braking (AEB) systems.	P-3
		5. Identify stopping concerns related to the vehicle dynamic brake systems: ABS, ATC, and ESC; determine needed action.	P-2	5. Identify stopping concerns related to the vehicle dynamic brake systems: ABS, ATC, and ESC; determine needed action.	P-2



6. Diagnose problems in the vehicle dynamic brake control systems: ABS, ATC, and ESC; determine needed action.	P-3	6. Diagnose problems in the vehicle dynamic brake control systems: ABS, ATC, and ESC; determine needed action.	P-2
7. Check and test operation of vehicle dynamic brake system (air and hydraulic) mechanical and electrical components; determine needed action.	P-1	7. Check and test operation of vehicle dynamic brake system (air and hydraulic) mechanical and electrical components; determine needed action.	P-1
8. Bleed ABS hydraulic circuits.	P-2	8. Bleed ABS hydraulic circuits.	P-2
9. Verify power line carrier (PLC) operation.	P-3	9. Verify power line carrier (PLC) operation.	P-3
<b>III. BRAKES</b>		<b>III. BRAKES</b>	
<b>J. Wheel Bearings</b>		<b>J. Wheel Bearings</b>	
1. Clean, inspect, lubricate, and/or replace wheel bearings and races/cups; replace seals and wear rings; inspect spindle/tube; inspect and replace retaining hardware; adjust wheel bearings; check hub assembly fluid level and condition; verify end play with dial indicator method.	P-1	1. Clean, inspect, lubricate, and/or replace wheel bearings and races/cups; replace seals and wear rings; inspect spindle/tube; inspect and replace retaining hardware; adjust wheel bearings; check hub assembly fluid level and condition; verify end play with dial indicator method.	P-1
2. Identify, inspect, and/or replace unitized/preset hub bearing assemblies.	P-1	2. Identify, inspect, and/or replace unitized/preset hub bearing assemblies.	P-1
<b>IMMR Brakes Task Count</b>		<b>TST Brakes Task Count</b>	
P-1	31	P-1	35
P-2	2	P-2	10
P-3	5	P-3	7
Total	38	Total	52
		<b>MTST Brakes Task Count</b>	
		P-1	35
		P-2	11
		P-3	6
		Total	52

## SUSPENSION AND STEERING

**For every task, the following safety task must be strictly enforced: Comply with personal and environmental safety practices associated with eye/foot/hand/hearing protection, clothing, hand tools, power equipment, lifting practices, and ventilation. Handle, store, and dispose of fuels/chemicals/materials in accordance with federal, state, and local regulations.**

**The first tasks are to listen to and verify the operator’s concern, review past maintenance and repair documents, and determine necessary action.**

<b>Inspection, Maintenance, and Minor Repair (IMMR) - 540 Hours</b>		<b>Truck Service Technology (TST) - 740 Hours</b>		<b>Master Truck Service Technology (MTST) - 1040 Hours</b>	
<b>IV. SUSPENSION AND STEERING</b>		<b>IV. SUSPENSION AND STEERING</b>		<b>IV. SUSPENSION AND STEERING</b>	
<b>A. General</b>		<b>A. General</b>		<b>A. General</b>	
1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including fluid type, vehicle service history, service precautions, and technical service bulletins.	P-1
2. Disable and enable supplemental restraint system (SRS); verify indicator lamp operation.	P-1	2. Disable and enable supplemental restraint system (SRS); verify indicator lamp operation.	P-1	2. Disable and enable supplemental restraint system (SRS); verify indicator lamp operation.	P-1
3. Identify suspension and steering system components and configurations.	P-1	3. Identify suspension and steering system components and configurations.	P-1	3. Identify suspension and steering system components and configurations.	P-1
4. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings.	P-1	4. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1	4. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1

**IV. SUSPENSION AND STEERING**

**B. Steering Column**

1. Check steering wheel for free play, binding, and proper centering; inspect and service steering shaft U-joint(s), slip joint(s), bearings, bushings, and seals; phase steering shaft.

P-1

2. Check operation of tilt and telescoping steering column.

P-1

3. Check cab mounts, suspension, and ride height.

P-2

**IV. SUSPENSION AND STEERING**

**C. Steering Pump and Gear Units**

1. Check power steering pump and gear operation, mountings, lines, and hoses; check fluid level and condition; service filter; inspect system for leaks.

P-1

**IV. SUSPENSION AND STEERING**

**B. Steering Column**

1. Check steering wheel for free play, binding, and proper centering; inspect and service steering shaft U-joint(s), slip joint(s), bearings, bushings, and seals; phase steering shaft.

P-1

2. Identify causes of fixed and driver adjustable steering column and shaft noise, looseness, and binding problems.

P-1

3. Check cab mounts and suspension and adjust cab ride height as required.

P-2

4. Remove the steering wheel (includes steering wheels equipped with electrical/electronic controls and components); install and center the steering wheel.

P-2

5. Inspect, test, replace, and calibrate steering angle sensor.

P-2

**IV. SUSPENSION AND STEERING**

**C. Steering Pump and Gear Units**

1. Check power steering pump and gear operation, mountings, lines, and hoses; check fluid level and condition; service filter; inspect system for leaks.

P-1

**IV. SUSPENSION AND STEERING**

**B. Steering Column**

1. Check steering wheel for free play, binding, and proper centering; inspect and service steering shaft U-joint(s), slip joint(s), bearings, bushings, and seals; phase steering shaft.

P-1

2. Diagnose causes of fixed and driver adjustable steering column and shaft noise, looseness, and binding problems.

P-1

3. Check cab mounts and suspension and adjust cab ride height as required.

P-2

4. Remove the steering wheel (includes steering wheels equipped with electrical/electronic controls and components); install and center the steering wheel.

P-2

5. Inspect, test, replace, and calibrate steering angle sensor.

P-2

**IV. SUSPENSION AND STEERING**

**C. Steering Pump and Gear Units**

1. Check power steering pump and gear operation, mountings, lines, and hoses; check fluid level and condition; service filter; inspect system for leaks.

P-1

2. Flush and refill power steering system; purge air from system.	P-2	2. Flush and refill power steering system; purge air from system.	P-1	2. Flush and refill power steering system; purge air from system.	P-1
3. Demonstrate knowledge of poppet valves.	P-3	3. Inspect and/or replace power steering gear(s) (single and/or dual) and mountings; adjust or set poppet valves as required.	P-2	3. Inspect and/or replace power steering gear(s) (single and/or dual) and mountings; adjust or set poppet valves as required.	P-2
		4. Identify causes of power steering system noise, binding, darting/oversteer, reduced wheel cut, steering wheel kick, pulling, non-recovery, turning effort, looseness, hard steering, overheating, fluid leakage, and fluid aeration problems.	P-1	4. Diagnose causes of power steering system noise, binding, darting/oversteer, reduced wheel cut, steering wheel kick, pulling, non-recovery, turning effort, looseness, hard steering, overheating, fluid leakage, and fluid aeration problems.	P-1
		5. Inspect, service, and/or replace power steering reservoir, seals, and gaskets.	P-2	5. Inspect, service, and/or replace power steering reservoir, seals, and gaskets.	P-2
		6. Inspect and/or replace power steering system cooler, lines, hoses, clamps, mountings, and fittings.	P-2	6. Inspect and/or replace power steering system cooler, lines, hoses, clamps, mountings, and fittings.	P-2
<b>IV. SUSPENSION AND STEERING</b> <b>D. Steering Linkage</b>		<b>IV. SUSPENSION AND STEERING</b> <b>D. Steering Linkage</b>		<b>IV. SUSPENSION AND STEERING</b> <b>D. Steering Linkage</b>	
1. Inspect and lubricate tie rod ends, ball joints, kingpins, pitman arms, idler arms, and other steering linkage components.	P-1	1. Inspect, service, repair, and/or replace tie rod ends, ball joints, kingpins, pitman arms, idler arms, and other steering linkage components.	P-1	1. Inspect, service, repair, and/or replace tie rod ends, ball joints, kingpins, pitman arms, idler arms, and other steering linkage components.	P-1

**IV. SUSPENSION AND STEERING**

**E. Suspension Systems**

1. Inspect shock absorbers, bushings, brackets, and mounts; determine needed action. P-1

2. Inspect leaf springs, center bolts, clips, pins, bushings, shackles, U-bolts, insulators, brackets, and mounts; determine needed action. P-1

3. Inspect axle and axle aligning devices such as: radius rods, track bars, stabilizer bars, and torque arms; inspect related bushings, mounts, and shims. P-1

4. Inspect tandem suspension equalizer components. P-3

5. Inspect air springs, mounting plates, springs, suspension arms, and bushings. P-1

6. Inspect and test air suspension pressure regulator and height control valves, lines, hoses, dump valves, and fittings. P-1

7. Measure and record ride height. P-2

**IV. SUSPENSION AND STEERING**

**E. Suspension Systems**

1. Inspect, service, repair, and/or replace shock absorbers, bushings, brackets, and mounts. P-1

2. Inspect, repair, and/or replace leaf springs, center bolts, clips, pins, bushings, shackles, U-bolts, insulators, brackets, and mounts. P-1

3. Inspect, repair, and/or replace axle and axle aligning devices such as: radius rods, track bars, stabilizer bars, and torque arms; inspect related bushings, mounts, shims and attaching hardware. P-1

4. Inspect, repair, and/or replace tandem suspension equalizer components. P-3

5. Inspect, repair, and/or replace air springs, mounting plates, springs, suspension arms, and bushings. P-1

6. Inspect, test, repair, and/or replace air suspension pressure regulator and height control valves, lines, hoses, dump valves, and fittings. P-1

7. Measure, record and adjust ride height; determine needed action. P-1

**IV. SUSPENSION AND STEERING**

**E. Suspension Systems**

1. Inspect, service, repair, and/or replace shock absorbers, bushings, brackets, and mounts. P-1

2. Inspect, repair, and/or replace leaf springs, center bolts, clips, pins, bushings, shackles, U-bolts, insulators, brackets, and mounts. P-1

3. Inspect, repair, and/or replace axle and axle aligning devices such as: radius rods, track bars, stabilizer bars, and torque arms; inspect related bushings, mounts, shims and attaching hardware. P-1

4. Inspect, repair, and/or replace tandem suspension equalizer components. P-3

5. Inspect, repair, and/or replace air springs, mounting plates, springs, suspension arms, and bushings. P-1

6. Inspect, test, repair, and/or replace air suspension pressure regulator and height control valves, lines, hoses, dump valves, and fittings. P-1

7. Measure, record and adjust ride height; determine needed action. P-1

		8. Inspect and service kingpins, steering knuckle bushings, locks, bearings, seals, and covers.	P-1	8. Inspect and service kingpins, steering knuckle bushings, locks, bearings, seals, and covers.	P-1
		9. Identify rough ride problems.	P-3	9. Diagnose rough ride problems; determine needed action.	P-3
<b>IV. SUSPENSION AND STEERING</b>		<b>IV. SUSPENSION AND STEERING</b>		<b>IV. SUSPENSION AND STEERING</b>	
<b>F. Wheel Alignment</b>		<b>F. Wheel Alignment</b>		<b>F. Wheel Alignment</b>	
		<b>Diagnosis and Repair</b>		<b>Diagnosis and Repair</b>	
1. Demonstrate understanding of alignment angles.	P-3	1. Demonstrate understanding of alignment angles.	P-1	1. Demonstrate understanding of alignment angles.	P-1
		2. Identify causes of vehicle wandering, pulling, shimmy, hard steering, and off-center steering wheel problems.	P-1	2. Diagnose causes of vehicle wandering, pulling, shimmy, hard steering, and off-center steering wheel problems.	P-1
		3. Check and record camber.	P-2	3. Check and record camber.	P-2
		4. Check and record caster.	P-2	4. Check, record, and adjust caster.	P-2
		5. Check, record, and adjust toe settings.	P-1	5. Check, record, and adjust toe settings.	P-1
		6. Check rear axle(s) alignment (thrustline/centerline) and tracking.	P-2	6. Check rear axle(s) alignment (thrustline/centerline) and tracking.	P-2
		7. Identify turning/Ackerman angle (toe-out-on-turns) problems.	P-3	7. Identify turning/Ackerman angle (toe-out-on-turns) problems.	P-3
		8. Check front axle alignment (centerline).	P-2	8. Check front axle alignment (centerline).	P-2

**IV. SUSPENSION AND STEERING**

**G. Wheels and Tires**

1. Inspect tire condition; identify tire wear patterns; measure tread depth; verify tire matching (diameter and tread); inspect valve stem and cap; set tire pressure; verify tire pressure monitoring system (TPMS) operation (if applicable).

P-1

2. Demonstrate knowledge of causes for wheel/tire vibration, shimmy, pounding, and hop (tramp) problems.

P-2

3. Check wheel mounting hardware; check wheel condition and runout; remove and install wheel/tire assemblies (steering and drive axle); torque fasteners to manufacturer's specification using torque wrench.

P-1

**IV. SUSPENSION AND STEERING**

**G. Wheels and Tires**

1. Inspect tire condition; identify tire wear patterns; measure tread depth; verify tire matching (diameter and tread); inspect valve stem and cap; set tire pressure; verify tire pressure monitoring system (TPMS) operation (if applicable); determine needed action.

P-1

2. Identify wheel/tire vibration, shimmy, pounding, and hop (tramp) problems; determine needed action.

P-2

3. Check wheel mounting hardware; check wheel condition and runout; remove and install wheel/tire assemblies (steering and drive axle); torque fasteners to manufacturer's specification using torque wrench.

P-1

4. Demonstrate knowledge of DOT tire identification numbers/markings for new and retread/recap tires; inspect tire and wheel for proper application (size, load range, position, and tread design); determine needed action.

P-2

**IV. SUSPENSION AND STEERING**

**G. Wheels and Tires**

1. Inspect tire condition; identify tire wear patterns; measure tread depth; verify tire matching (diameter and tread); inspect valve stem and cap; set tire pressure; verify tire pressure monitoring system (TPMS) operation (if applicable); determine needed action.

P-1

2. Diagnose wheel/tire vibration, shimmy, pounding, and hop (tramp) problems; determine needed action.

P-2

3. Check wheel mounting hardware; check wheel condition and runout; remove and install wheel/tire assemblies (steering and drive axle); torque fasteners to manufacturer's specification using torque wrench.

P-1

4. Demonstrate knowledge of DOT tire identification numbers/markings for new and retread/recap tires; inspect tire and wheel for proper application (size, load range, position, and tread design); determine needed action.

P-2

<b>IV. SUSPENSION AND STEERING H. Frame and Coupling Devices</b>		<b>IV. SUSPENSION AND STEERING H. Frame and Coupling Devices</b>		<b>IV. SUSPENSION AND STEERING H. Frame and Coupling Devices</b>	
1. Inspect, service, and/or adjust fifth wheel, pivot pins, bushings, locking mechanisms, mounting hardware, air lines, and fittings.	P-1	1. Inspect, service, and/or adjust fifth wheel, pivot pins, bushings, locking mechanisms, mounting hardware, air lines, and fittings.	P-1	1. Inspect, service, and/or adjust fifth wheel, pivot pins, bushings, locking mechanisms, mounting hardware, air lines, and fittings.	P-1
2. Inspect frame and frame members for cracks, breaks, corrosion, distortion, elongated holes, looseness, and damage.	P-1	2. Inspect frame and frame members for cracks, breaks, corrosion, distortion, elongated holes, looseness, and damage; determine needed action.	P-1	2. Inspect frame and frame members for cracks, breaks, corrosion, distortion, elongated holes, looseness, and damage; determine needed action.	P-1
3. Inspect frame hangers, brackets, and cross members.	P-3	3. Inspect and install and/or replace frame hangers, brackets, and cross members; determine needed action.	P-3	3. Inspect, install, and/or replace frame hangers, brackets, and cross members; determine needed action.	P-3
4. Check pintle hook and mounting (if applicable).	P-2	4. Inspect, repair, or replace pintle hooks and draw bars (if applicable).	P-2	4. Inspect, repair, or replace pintle hooks and draw bars (if applicable).	P-2
		5. Inspect, service, and/or adjust sliding fifth wheel, tracks, stops, locking systems, air cylinders, springs, lines, hoses, and controls.	P-2	5. Inspect, service, and/or adjust sliding fifth wheel, tracks, stops, locking systems, air cylinders, springs, lines, hoses, and controls.	P-2
<b>IMMR Suspension and Steering Task Count</b>		<b>TST Suspension and Steering Task Count</b>		<b>MTST Suspension and Steering Task Count</b>	
P-1	17	P-1	24	P-1	24
P-2	5	P-2	14	P-2	14
P-3	4	P-3	4	P-3	4
Total	26	Total	42	Total	42



## ELECTRICAL/ELECTRONIC SYSTEMS

**For every task, the following safety task must be strictly enforced: Comply with personal and environmental safety practices associated with eye/foot/hand/hearing protection, clothing, hand tools, power equipment, lifting practices, and ventilation. Handle, store, and dispose of fuels/chemicals/materials in accordance with federal, state, and local regulations.**

**Comply with manufacturers' current safety practices, documentation, and training associated with high voltage/electric vehicle lock-out/tag-out and service procedures.**

**The first tasks are to listen to and verify the operator's concern, review past maintenance and repair documents, and determine necessary action.**

<b>Inspection, Maintenance, and Minor Repair (IMMR) - 540 Hours</b> <b>V. ELECTRICAL/ELECTRONIC SYSTEMS</b> <b>A. General</b>		<b>Truck Service Technology (TST) - 740 Hours</b> <b>V. ELECTRICAL/ELECTRONIC SYSTEMS</b> <b>A. General</b>		<b>Master Truck Service Technology (MTST) - 1040 Hours</b> <b>V. ELECTRICAL/ELECTRONIC SYSTEMS</b> <b>A. General</b>	
1. Research vehicle service information, including vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information including, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including vehicle service history, service precautions, and technical service bulletins.	P-1
2. Demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	P-1	2. Demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	P-1	2. Demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	P-1
3. Demonstrate operation and proper use of digital multimeters and other test equipment when measuring source voltage, voltage drop (including grounds), current flow, continuity, and resistance.	P-1	3. Demonstrate operation and proper use of digital multimeters and other test equipment when measuring source voltage, voltage drop (including grounds), current flow, continuity, and resistance.	P-1	3. Demonstrate operation and proper use of digital multimeters and test equipment when measuring source voltage, voltage drop (including grounds), current flow, continuity, and resistance.	P-1

4. Demonstrate knowledge of the causes and effects of shorts, grounds, opens, and resistance problems in electrical/electronic circuits.	P-1	4. Demonstrate knowledge of the causes and effects of shorts, grounds, opens, and resistance problems in electrical/electronic circuits; identify and locate faults in electrical/electronic circuits.	P-1	4. Demonstrate knowledge of the causes and effects of shorts, grounds, opens, and resistance problems in electrical/electronic circuits; identify and locate faults in electrical/electronic circuits.	P-1
5. Use wiring diagrams to trace electrical/electronic circuits.	P-1	5. Use wiring diagrams during the diagnosis (troubleshooting) of electrical/electronic circuit problems.	P-1	5. Use wiring diagrams during the diagnosis (troubleshooting) of electrical/electronic circuit problems.	P-1
6. Measure parasitic (key-off) battery drain.	P-1	6. Measure parasitic (key-off) battery drain; determine needed action.	P-1	6. Measure parasitic (key-off) battery drain; determine needed action.	P-1
7. Demonstrate knowledge of the function, operation, and testing of fusible links, circuit breakers, relays, solenoids, actuators, diodes, and fuses.	P-1	7. Demonstrate knowledge of the function, operation, and testing of fusible links, circuit breakers, relays, solenoids, actuators, diodes, and fuses; perform inspection and testing; determine needed action.	P-1	7. Demonstrate knowledge of the function, operation, and testing of fusible links, circuit breakers, relays, solenoids, actuators, diodes, and fuses; perform inspection and testing; determine needed action.	P-1
8. Inspect, repair (including solder repair, mechanical crimp repair, and sealed heat shrink), and/or replace connectors, seals, terminal ends, and wiring; verify proper routing and securement.	P-1	8. Inspect, test, repair (including solder repair, mechanical crimp repair, and sealed heat shrink), and/or replace components, connectors, seals, terminal ends, harnesses, and wiring; verify proper routing and securement; determine needed action.	P-1	8. Inspect, test, repair (including solder repair, mechanical crimp repair, and sealed heat shrink), and/or replace components, connectors, seals, terminal ends, harnesses, and wiring; verify proper routing and securement; determine needed action.	P-1
9. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings.	P-1	9. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1	9. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1

10. Check for malfunctions caused by faults in the data bus communications network.	P-2	10. Check for malfunctions caused by faults in the data bus communications network.	P-2	10. Diagnose faults in the data bus communications network; determine needed action.	P-2
11. Identify electrical/electronic system components and configuration.	P-1	11. Identify electrical/electronic system components and configuration.	P-1	11. Identify electrical/electronic system components and configuration.	P-1
		12. Demonstrate operation and proper use of oscilloscopes to check frequency, pulse width, and waveforms of electrical/electronic signals; interpret readings; determine needed repairs.	P-2	12. Demonstrate operation and proper use of oscilloscopes to check frequency, pulse width, and waveforms of electrical/electronic signals; interpret readings; determine needed repairs.	P-2
				13. Demonstrate understanding of the process for software transfer, software updates, and/or reprogramming of electronic modules.	P-3
<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS B. Battery System</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS B. Battery System</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS B. Battery System</b>	
1. Identify battery type and system configuration.	P-1	1. Identify battery type and system configuration.	P-1	1. Identify battery type and system configuration.	P-1
2. Confirm proper battery capacity for application; perform battery state-of-charge test; perform battery capacity test, determine needed action.	P-1	2. Confirm proper battery capacity for application; perform battery state-of-charge test; perform battery capacity test, determine needed action.	P-1	2. Confirm proper battery capacity for application; perform battery state-of-charge test; perform battery capacity test, determine needed action.	P-1
3. Inspect and clean battery, battery cables, connectors, battery boxes, mounts, and hold-downs; determine needed action.	P-1	3. Inspect and clean battery, battery cables, connectors, battery boxes, mounts, and hold-downs; service, repair, or replace as needed.	P-1	3. Inspect and clean battery, battery cables, connectors, battery boxes, mounts, and hold-downs; service, repair or replace as needed.	P-1

4. Charge battery using appropriate method for battery type.	P-1	4. Charge battery using appropriate method for battery type.	P-1	4. Charge battery using appropriate method for battery type.	P-1
5. Jump-start vehicle using a booster battery and jumper cables or using an appropriate auxiliary power supply.	P-1	5. Jump-start vehicle using a booster battery and jumper cables or using an appropriate auxiliary power supply.	P-1	5. Jump-start vehicle using a booster battery and jumper cables or using an appropriate auxiliary power supply.	P-1
6. Identify low voltage disconnect (LVD) systems.	P-2	6. Check low voltage disconnect (LVD) systems; determine needed action.	P-2	6. Check low voltage disconnect (LVD) systems; determine needed action.	P-1
		7. Test battery cables and connectors; repair or replace as needed.	P-1	7. Test battery cables and connectors; repair or replace as needed.	P-1
		8. Identify electrical/electronic modules, radios, and other accessories that require reinitialization or code entry after reconnecting vehicle battery.	P-3	8. Identify electrical/electronic modules, radios, and other accessories that require reinitialization or code entry after reconnecting vehicle battery.	P-3
<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS C. Starting System</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS C. Starting System</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS C. Starting System</b>	
1. Demonstrate understanding of starter system operation.	P-1	1. Demonstrate understanding of starter system operation.	P-1	1. Demonstrate understanding of starter system operation.	P-1
2. Perform starter circuit cranking voltage and voltage drop tests.	P-1	2. Perform starter circuit cranking voltage and voltage drop tests; determine needed action.	P-1	2. Perform starter circuit cranking voltage and voltage drop tests; determine needed action.	P-1

3. Inspect starter control circuit switches (key switch, push button, and/or magnetic switch), relays, connectors, terminals, wires, and harnesses (including over-crank protection).	P-1	3. Inspect and test starter control circuit switches (key switch, push button, and/or magnetic switch), relays, connectors, terminals, wires, and harnesses (including over-crank protection); determine needed action.	P-1	3. Inspect and test starter control circuit switches (key switch, push button, and/or magnetic switch), relays, connectors, terminals, wires, and harnesses (including over-crank protection); determine needed action.	P-1
		4. Identify causes of no-crank or slow crank condition; differentiate between electrical and engine mechanical problems; determine needed action.	P-1	4. Diagnose causes of no-crank or slow crank condition; differentiate between electrical and engine mechanical problems; determine needed action.	P-1
		5. Perform starter current draw tests; determine needed action.	P-3	5. Perform starter current draw tests; determine needed action.	P-3
		6. Remove and replace starter; inspect flywheel ring gear or flex plate.	P-2	6. Remove and replace starter; inspect flywheel ring gear or flex plate.	P-2
<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS D. Charging System</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS D. Charging System</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS D. Charging System</b>	
1. Identify and understand operation of the alternator.	P-1	1. Identify and understand operation of the alternator.	P-1	1. Identify and understand operation of the alternator.	P-1
2. Check instrument panel mounted gauges and/or indicator lamps.	P-1	2. Test instrument panel mounted gauges and/or indicator lamps; determine needed action.	P-1	2. Test instrument panel mounted gauges and/or indicator lamps; determine needed action.	P-1
3. Inspect alternator drive belt condition; check pulleys and tensioners for wear; check fans and mounting brackets; verify proper belt alignment.	P-1	3. Inspect, adjust, and/or replace alternator drive belt; check pulleys and tensioners for wear; check fans and mounting brackets; verify proper belt alignment; determine needed action.	P-1	3. Inspect, adjust, and/or replace alternator drive belt; check pulleys and tensioners for wear; check fans and mounting brackets; verify proper belt alignment; determine needed action.	P-1

4. Inspect cables, wires, and connectors in the charging circuit including remote sense circuit.	P-1	4. Inspect cables, wires, and connectors in the charging circuit including remote sense circuit; determine needed action.	P-1	4. Inspect cables, wires, and connectors in the charging circuit including remote sense circuit; determine needed action	P-1
5. Perform charging system voltage and amperage output tests; perform AC ripple test.	P-1	5. Perform charging system voltage and amperage output tests; perform AC ripple test; determine needed action.	P-1	5. Perform charging system voltage and amperage output tests; perform AC ripple test; determine needed action.	P-1
		6. Perform charging circuit voltage drop tests; determine needed action.	P-1	6. Perform charging circuit voltage drop tests; determine needed action.	P-1
		7. Remove, inspect, and/or replace alternator.	P-2	7. Remove, inspect, and/or replace alternator.	P-2
<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS E. Lighting Systems</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS E. Lighting Systems</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS E. Lighting Systems</b>	
1. Inspect for brighter-than-normal, intermittent, dim, or no-light operation; determine needed action.	P-1	1. Identify causes of brighter-than-normal, intermittent, dim, or no-light operation; determine needed action.	P-1	1. Diagnose causes of brighter-than-normal, intermittent, dim, or no-light operation; determine needed action.	P-1
2. Test, replace, and aim headlights.	P-3	2. Test, replace, and aim headlights	P-3	2. Test, replace, and aim headlights.	P-3
3. Inspect cables, wires, and connectors in the lighting systems.	P-1	3. Inspect cables, wires, and connectors in the lighting systems.	P-1	3. Inspect cables, wires, and connectors in the lighting systems.	P-1
4. Inspect tractor-to-trailer electrical connectors, cables, and holders.	P-1	4. Inspect tractor-to-trailer electrical connectors, cables, and holders.	P-1	4. Diagnose faults in tractor-to-trailer electrical connector(s), cables, and holders; determine needed action.	P-2

	5. Inspect switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, and control components/modules of <u>exterior lighting</u> systems; determine needed action.	P-2	5. Diagnose faults in switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, and control components/modules of <u>exterior lighting</u> systems; determine needed action.	P-2	
	6. Inspect switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, and control components/modules of <u>interior lighting</u> systems; determine needed action.	P-2	6. Diagnose faults in switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, and control components/modules of <u>interior lighting</u> systems; determine needed action.	P-2	
	7. Inspect switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, and control components/modules of <u>auxiliary lighting</u> circuits; determine needed action.	P-2	7. Diagnose faults in switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, and control components/modules of <u>auxiliary lighting</u> circuits; determine needed action.	P-2	
<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS</b> <b>F. Instrument Cluster and Driver Information Systems</b>	<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS</b> <b>F. Instrument Cluster and Driver Information Systems</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS</b> <b>F. Instrument Cluster and Driver Information Systems</b>		
1. Check gauge and warning indicator operation.	P-1	1. Check gauge and warning indicator operation.	P-1	1. Check gauge and warning indicator operation.	P-1

<p>2. Demonstrate knowledge of the sensor/sending units, gauges, switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, printed circuits, and control components/modules of the instrument cluster, driver information system, and warning systems.</p>	<p>P-2</p>	<p>2. Identify faults in the sensor/sending units, gauges, switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, printed circuits, and control components/modules of the instrument cluster, driver information systems, and warning systems; determine needed action.</p>	<p>P-2</p>	<p>2. Diagnose faults in the sensor/sending units, gauges, switches, relays, bulbs/LEDs, wires, terminals, connectors, sockets, printed circuits, and control components/modules of the instrument cluster, driver information systems, and warning systems; determine needed action.</p>	<p>P-2</p>
		<p>3. Inspect electronic speedometer, odometer, and tachometer systems.</p>	<p>P-3</p>	<p>3. Inspect, test, replace, and calibrate (if applicable) electronic speedometer, odometer, and tachometer systems.</p>	<p>P-3</p>
<p><b>V. ELECTRICAL/ ELECTRONIC SYSTEMS</b> <b>G. Cab and Chassis Electrical Systems</b></p>		<p><b>V. ELECTRICAL/ ELECTRONIC SYSTEMS</b> <b>G. Cab and Chassis Electrical Systems</b></p>		<p><b>V. ELECTRICAL/ ELECTRONIC SYSTEMS</b> <b>G. Cab and Chassis Electrical Systems</b></p>	
		<p>1. Check operation of horn(s), wiper/washer, and occupant restraint systems.</p>	<p>P-1</p>	<p>1. Diagnose operation of horn(s), wiper/washer, and occupant restraint systems.</p>	<p>P-1</p>
		<p>2. Demonstrate knowledge of the operation of advanced driver assistance systems (ADAS) and related circuits (such as: speed control, collision avoidance, lane departure warning and assist, and camera systems).</p>	<p>P-3</p>	<p>2. Demonstrate knowledge of the operation of advanced driver assistance systems (ADAS) and related circuits (such as: speed control, collision avoidance, lane departure warning and assist, and camera systems).</p>	<p>P-3</p>
		<p>3. Demonstrate knowledge of comfort and convenience systems and related circuits (such as: power windows, power seats, power locks, remote keyless entry, steering wheel controls, and cruise control).</p>	<p>P-3</p>	<p>3. Demonstrate knowledge of comfort and convenience systems and related circuits (such as: power windows, power seats, power locks, remote keyless entry, steering wheel controls, and cruise control).</p>	<p>P-3</p>



		4. Demonstrate knowledge of entertainment systems and related circuits (such as: radio, DVD, navigation, speakers, antennas, and voice-activated accessories).	P-3	4. Demonstrate knowledge of entertainment systems and related circuits (such as: radio, DVD, navigation, speakers, antennas, and voice-activated accessories).	P-3
		5. Demonstrate knowledge of power inverter, protection devices, connectors, terminals, wiring, and control components/modules of auxiliary power systems.	P-3	5. Demonstrate knowledge of power inverter, protection devices, connectors, terminals, wiring, and control components/modules of auxiliary power systems.	P-3
		6. Demonstrate knowledge of telematics systems.	P-3	6. Demonstrate knowledge of telematics systems.	P-3
<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS H. Electrified Vehicle High Voltage Safety</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS H. Electrified Vehicle High Voltage Safety</b>		<b>V. ELECTRICAL/ ELECTRONIC SYSTEMS H. Electrified Vehicle High Voltage Safety</b>	
1. Demonstrate knowledge of hazards related to high voltage system/electric vehicles, including electrocution, fire, explosion, arc flash, gases and fumes, hazardous chemicals, and EMF, and how to properly respond to emergency situations.	P-1	1. Demonstrate knowledge of hazards related to high voltage system/electric vehicles, including electrocution, fire, explosion, arc flash, gases and fumes, hazardous chemicals, and EMF, and how to properly respond to emergency situations.	P-1	1. Demonstrate knowledge of hazards related to high voltage system/electric vehicles, including electrocution, fire, explosion, arc flash, gases and fumes, hazardous chemicals, and EMF, and how to properly respond to emergency situations.	P-1
2. Demonstrate knowledge of high voltage system and component coloring, warning labels, lights, signage, and lock-out/tag-out procedures.	P-1	2. Demonstrate knowledge of high voltage system and component coloring, warning labels, lights, signage, and lock-out/tag-out procedures.	P-1	2. Demonstrate knowledge of high voltage system and component coloring, warning labels, lights, signage, and lock-out/tag-out procedures.	P-1
3. Demonstrate ability to identify which components and circuits contain high voltage.	P-1	3. Demonstrate ability to identify which components and circuits contain high voltage.	P-1	3. Demonstrate ability to identify which components and circuits contain high voltage.	P-1

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.	P-1	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.	P-1	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.	P-1
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.	P-1	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.	P-1	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.	P-1
		6. Demonstrate knowledge of special multimeters, insulated tools, and other test equipment required for use in high voltage/electric vehicle circuits.	P-3	6. Demonstrate knowledge of special multimeters, insulated tools, and other test equipment required for use in high voltage/electric vehicle circuits.	P-2
		7. Demonstrate knowledge of personal protective equipment (PPE) required for use in high voltage/electric vehicle circuits.	P-3	7. Demonstrate knowledge of personal protective equipment (PPE) required for use in high voltage/electric vehicle circuits.	P-2
		8. Demonstrate knowledge of proper procedures used to disconnect/isolate the high voltage traction battery.	P-3	8. Demonstrate knowledge of proper procedures used to disconnect/isolate the high voltage traction battery.	P-2
		9. Demonstrate knowledge of the use of a live-dead-live test to verify isolation of the high voltage traction battery.	P-3	9. Demonstrate knowledge of the use of a live-dead-live test to verify isolation of the high voltage traction battery.	P-2

		10. Demonstrate knowledge of the testing and verification of ground circuit isolation between vehicle chassis ground and the high voltage circuits and components.	P-3	10. Demonstrate knowledge of the testing and verification of ground circuit isolation between vehicle chassis ground and the high voltage circuits and components.	P-2
<b>IMMR</b>		<b>TST Electrical/Electronic Systems Task Count</b>		<b>MTST</b>	
<b>Electrical/Electronic Systems Task Count</b>				<b>Electrical/Electronic Systems Task Count</b>	
P-1	32	P-1	36	P-1	36
P-2	3	P-2	9	P-2	14
P-3	1	P-3	14	P-3	10
Total	36	Total	59	Total	60

## HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)

**For every task, the following safety task must be strictly enforced: Comply with personal and environmental safety practices associated with eye/foot/hand/hearing protection, clothing, hand tools, power equipment, lifting practices, and ventilation. Handle, store, and dispose of fuels/chemicals/materials in accordance with federal, state, and local regulations.**

**The first tasks are to listen to and verify the operator’s concern, review past maintenance and repair documents, and determine necessary action.**

<b>Inspection, Maintenance, and Minor Repair (IMMR) - 540 Hours</b> <b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b> <b>A. General</b>		<b>Truck Service Technology (TST) - 740 Hours</b> <b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b> <b>A. General</b>		<b>Master Truck Service Technology (MTST) - 1040 Hours</b> <b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b> <b>A. General</b>	
1. Research vehicle service information, including refrigerant/oil type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including refrigerant/oil type, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including refrigerant/oil type, vehicle service history, service precautions, and technical service bulletins.	P-1
2. Identify heating, ventilation, and air conditioning (HVAC) components and configuration.	P-1	2. Identify heating, ventilation, and air conditioning (HVAC) components and configuration.	P-1	2. Identify heating, ventilation, and air conditioning (HVAC) components and configuration.	P-1
3. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings.	P-1	3. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1	3. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1
		4. Identify and interpret heating and air conditioning problems.	P-1	4. Diagnose heating and air conditioning problems; determine needed action.	P-1

	5. Identify refrigerant type; test for contamination; select and connect proper gauge set/test equipment; record temperature and pressure readings.	P-1 5. Identify refrigerant type; test for contamination; select and connect proper gauge set/test equipment; record temperature and pressure readings.
	6. Demonstrate knowledge of A/C system performance test.	P-1 6. Perform A/C system performance test; determine needed action.
	7. Demonstrate knowledge of A/C system leak test.	P-1 7. Perform A/C system leak test; determine needed action.
	8. Inspect condition of refrigerant oil removed from A/C system; determine needed action.	P-1 8. Inspect condition of refrigerant oil removed from A/C system; determine needed action.
	9. Determine oil and oil capacity for system application and/or component replacement.	P-1 9. Determine oil and oil capacity for system application and/or component replacement.
<b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b> <b>B. Refrigeration System Components</b>	<b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b> <b>B. Refrigeration System Components</b>	<b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b> <b>B. Refrigeration System Components</b>
1. Inspect A/C compressor drive belts, pulleys, and tensioners; verify proper belt alignment.	P-1 1. Inspect, remove, and replace A/C compressor drive belts, pulleys, and tensioners; verify proper belt alignment.	P-1 1. Inspect, remove, and replace A/C compressor drive belts, pulleys, and tensioners; verify proper belt alignment.
2. Check A/C system operation; visually inspect A/C components for signs of leaks; check A/C monitoring system (if applicable).	P-1 2. Check A/C system operation including system pressures; visually inspect A/C components for signs of leaks; check A/C monitoring system (if applicable).	P-1 2. Check A/C system operation including system pressures; visually inspect A/C components for signs of leaks; check A/C monitoring system (if applicable).

3. Inspect A/C condenser for airflow restrictions; determine needed action.	P-1	3. Inspect A/C condenser for airflow restrictions; determine needed action.	P-1	3. Inspect A/C condenser for airflow restrictions; determine needed action.	P-1
4. Inspect evaporator housing water drain.	P-1	4. Inspect evaporator housing water drain; determine needed action.	P-1	4. Inspect evaporator housing water drain; perform needed action.	P-1
		5. Inspect A/C compressor assembly; check compressor clutch air gap; determine needed action.	P-1	5. Inspect, test, service, and/or replace A/C compressor assembly; check compressor clutch air gap.	P-1
		6. Inspect AC system hoses, lines, fittings, O-rings, seals, and service valves; determine needed action.	P-1	6. Inspect, service, and/or replace A/C system hoses, lines, fittings, O-rings, seals, and service valves.	P-1
		7. Inspect receiver/drier or accumulator/drier; determine needed action.	P-1	7. Inspect, remove, and/or replace receiver/drier or accumulator/drier.	P-1
		8. Inspect expansion valve or orifice (expansion) tube; determine needed action.	P-1	8. Inspect, remove, and/or replace expansion valve or orifice (expansion) tube.	P-1
		9. Demonstrate knowledge of A/C system conditions that cause the protection devices (pressure, thermal, and/or control module) to interrupt system operation.	P-2	9. Diagnose A/C system conditions that cause the protection devices (pressure, thermal, and/or control module) to interrupt system operation; determine needed action.	P-2
		10. Demonstrate knowledge of procedure to remove and reinstall evaporator.	P-3	10. Demonstrate knowledge of procedure to remove and reinstall evaporator.	P-2
		11. Demonstrate knowledge of procedure to inspect and/or replace condenser.	P-3	11. Demonstrate knowledge of procedure to inspect and/or replace condenser.	P-2

**VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)**

**C. Heating, Ventilation, and Engine Cooling Systems**

1. Inspect engine cooling system and heater system hoses and pipes.

P-1

2. Inspect HVAC system-heater ducts, doors, hoses, cabin filters, and outlets.

P-1

3. Identify the source of A/C system odors.

P-2

**VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)**

**D. Operating Systems and Related Controls**

1. Verify HVAC system blower motor operation; confirm proper air distribution; confirm proper temperature control.

P-1

**VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)**

**C. Heating, Ventilation, and Engine Cooling Systems**

1. Inspect engine cooling system and heater system hoses and pipes; determine needed action.

P-1

2. Inspect HVAC system heater ducts, doors, hoses, cabin filters, and outlets; determine needed action.

P-1

3. Identify the source of A/C system odors; determine needed action.

P-2

4. Identify temperature control problems in the HVAC system; determine needed action.

P-2

5. Demonstrate knowledge of the procedures to remove, inspect, reinstall, and/or replace engine coolant and heater system components.

P-3

**VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)**

**D. Operating Systems and Related Controls**

1. Verify HVAC system blower motor operation; confirm proper air distribution; confirm proper temperature control; determine needed action.

P-1

**VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)**

**C. Heating, Ventilation, and Engine Cooling Systems**

1. Inspect engine cooling system and heater system hoses and pipes; determine needed action.

P-1

2. Inspect HVAC system heater ducts, doors, hoses, cabin filters, and outlets; determine needed action.

P-1

3. Identify the source of A/C system odors; determine needed action.

P-1

4. Diagnose temperature control problems in the HVAC system; determine needed action.

P-2

5. Demonstrate knowledge of the procedures to remove, inspect, reinstall, and/or replace engine coolant and heater system components.

P-2

**VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)**

**D. Operating Systems and Related Controls**

1. Verify HVAC system blower motor operation; confirm proper air distribution; confirm proper temperature control; determine needed action.

P-1

<b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b> <b>E. Refrigerant Recovery, Recycling, and Handling</b>	2. Inspect and test HVAC system blower motors, resistors, switches, relays, wiring, and protection devices	P-1	2. Inspect and test HVAC system blower motors, resistors, switches, relays, wiring, and protection devices; determine needed action.	P-1
	3. Demonstrate knowledge of A/C compressor clutch control systems.	P-2	3. Diagnose A/C compressor clutch control systems; determine needed action.	P-2
	4. Demonstrate knowledge of the vacuum, mechanical, and electrical components and controls of the HVAC system.	P-2	4. Diagnose malfunctions in the vacuum, mechanical, and electrical components and controls of the HVAC system; determine needed action.	P-3
	<b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b>	<b>E. Refrigerant Recovery, Recycling, and Handling</b>	<b>VI. HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)</b>	<b>E. Refrigerant Recovery, Recycling, and Handling</b>
	1. Demonstrate knowledge of correct use and maintenance of refrigerant handling equipment.	P-1	1. Demonstrate knowledge of correct use and maintenance of refrigerant handling equipment.	P-1
	2. Demonstrate knowledge of how to identify A/C system refrigerant; test for sealants; recover, evacuate, and charge A/C system; add refrigerant oil as required.	P-1	2. Demonstrate knowledge of how to identify A/C system refrigerant; test for sealants; recover, evacuate, and charge A/C system; add refrigerant oil as required.	P-1
3. Demonstrate knowledge of how to recover, recycle, label, and store refrigerant in accordance with EPA Section 609 guidelines.	P-1	3. Demonstrate knowledge of how to recover, recycle, label, and store refrigerant in accordance with EPA Section 609 guidelines.	P-1	



<b>IMMR HVAC Task Count</b>		<b>TST HVAC Task Count</b>		<b>MTST HVAC Task Count</b>	
P-1	10	P-1	24	P-1	25
P-2	1	P-2	5	P-2	6
P-3	0	P-3	3	P-3	1
<b>Total</b>	<b>11</b>	<b>Total</b>	<b>32</b>	<b>Total</b>	<b>32</b>

## CAB

**For every task, the following safety task must be strictly enforced: Comply with personal and environmental safety practices associated with eye/foot/hand/hearing protection, clothing, hand tools, power equipment, lifting practices, and ventilation. Handle, store, and dispose of fuels/chemicals/materials in accordance with federal, state, and local regulations.**

**The first tasks are to listen to and verify the operator’s concern, review past maintenance and repair documents, and determine necessary action.**

<b>Inspection, Maintenance, and Minor Repair (IMMR) - 540 Hours</b>		<b>Truck Service Technology (TST) - 740 Hours</b>		<b>Master Truck Service Technology (MTST) - 1040 Hours</b>	
<b>VII. CAB</b>		<b>VII. CAB</b>		<b>VII. CAB</b>	
<b>A. General</b>		<b>A. General</b>		<b>A. General</b>	
1. Research vehicle service information including, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including, vehicle service history, service precautions, and technical service bulletins.	P-1	1. Research vehicle service information, including vehicle service history, service precautions, and technical service bulletins.	P-1
2. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings.	P-1	2. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1	2. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-1

**VII. CAB****B. Instruments and Controls**

1. Inspect mechanical key condition; check operation of ignition switch; check operation of indicator lights, warning lights and/or alarms; check instruments; record oil pressure and system voltage; check operation of electronic power take-off (PTO) and engine idle speed controls (if applicable). P-1

2. Check operation of all accessories. P-1

3. Demonstrate knowledge of operation of auxiliary power unit (APU)/electric power unit (EPU). P-3

**VII. CAB****C. Safety Equipment**

1. Check operation of horns (electric and air); check warning device operation (reverse, air pressure, etc.); check condition of spare fuses, safety triangles, fire extinguisher, and all required decals; inspect seat belts and sleeper restraints; inspect condition of wiper blades and arms. P-1

**VII. CAB****B. Instruments and Controls**

1. Inspect mechanical key condition; check operation of ignition switch; check operation of indicator lights, warning lights and/or alarms; check instruments; record oil pressure and system voltage; check operation of electronic power take-off (PTO) and engine idle speed controls (if applicable). P-1

2. Check operation of all accessories. P-1

3. Demonstrate knowledge of operation of auxiliary power unit (APU)/electric power unit (EPU). P-3

**VII. CAB****C. Safety Equipment**

1. Test operation of horns (electric and air); test warning device operation (reverse, air pressure, etc.); check condition of spare fuses, safety triangles, fire extinguisher, and all required decals; inspect seat belts and sleeper restraints; inspect condition of wiper blades, arms, and linkage; determine needed action. P-1

**VII. CAB****B. Instruments and Controls**

1. Inspect mechanical key condition; check operation of ignition switch; check operation of indicator lights, warning lights and/or alarms; check instruments; record oil pressure and system voltage; check operation of electronic power take-off (PTO) and engine idle speed controls (if applicable). P-1

2. Check operation of all accessories. P-1

3. Demonstrate knowledge of operation of auxiliary power unit (APU)/electric power unit (EPU). P-3

**VII. CAB****C. Safety Equipment**

1. Test operation of horns (electric and air); test warning device operation (reverse, air pressure, etc.); check condition of spare fuses, safety triangles, fire extinguisher, and all required decals; inspect seat belts and sleeper restraints; inspect condition of wiper blades, arms, and linkage; determine needed action. P-1

<b>VII. CAB</b>		<b>VII. CAB</b>		<b>VII. CAB</b>	
<b>D. Hardware</b>		<b>D. Hardware</b>		<b>D. Hardware</b>	
1. Check operation of wipers and washer; inspect windshield glass for cracks or discoloration; check sun visor; check seat condition, operation, and mounting; check door glass and window operation; verify operation of door and cab locks; inspect steps and grab handles; inspect mirrors, mountings, brackets, and glass.	P-1	1. Test operation of wipers and washer; inspect windshield glass for cracks or discoloration; check sun visor; check seat condition, operation, and mounting; check door glass and window operation; verify operation of door and cab locks; inspect steps and grab handles; inspect mirrors, mountings, brackets, and glass; determine needed action.	P-1	1. Test operation of wipers and washer; inspect windshield glass for cracks or discoloration; check sun visor; check seat condition, operation, and mounting; check door glass and window operation; verify operation of door and cab locks; inspect steps and grab handles; inspect mirrors, mountings, brackets, and glass; determine needed action.	P-1
2. Record all physical damage.	P-2	2. Record all physical damage.	P-2	2. Record all physical damage.	P-2
3. Lubricate all cab grease fittings; inspect and lubricate door and hood hinges, latches, strikers, lock cylinders, safety latches, linkages, and cables.	P-2	3. Lubricate all cab grease fittings; inspect and lubricate door and hood hinges, latches, strikers, lock cylinders, safety latches, linkages, and cables.	P-2	3. Lubricate all cab grease fittings; inspect and lubricate door and hood hinges, latches, strikers, lock cylinders, safety latches, linkages, and cables.	P-2
4. Inspect cab mountings, hinges, latches, linkages, and ride height.	P-1	4. Inspect cab mountings, hinges, latches, linkages, and ride height; determine needed action.	P-1	4. Inspect cab mountings, hinges, latches, linkages, and ride height; determine needed action.	P-1
5. Inspect quarter fender, mud flaps, reflectors, brackets, and reflective/conspicuity tape.	P-1	5. Inspect quarter fender, mud flaps, reflectors, brackets, and reflective/conspicuity tape; determine needed action.	P-1	5. Inspect quarter fender, mud flaps, reflectors, brackets, and reflective/conspicuity tape; determine needed action.	P-1
<b>IMMR Cab Task Count</b>		<b>TST Cab Task Count</b>		<b>MTST Cab Task Count</b>	
P-1	8	P-1	8	P-1	8
P-2	2	P-2	2	P-2	2
P-3	1	P-3	1	P-3	1
Total	11	Total	11	Total	11

## HYDRAULICS

**For every task, the following safety task must be strictly enforced: Comply with personal and environmental safety practices associated with eye/foot/hand/hearing protection, clothing, hand tools, power equipment, lifting practices, and ventilation. Handle, store, and dispose of fuels/chemicals/materials in accordance with federal, state, and local regulations.**

**Comply with manufacturers' and industry accepted safety practices associated with equipment lock out/tag out, pressure line release, implement support (blocked or resting on ground), and articulated cylinder devices/machinery safety locks.**

**The first tasks are to listen to and verify the operator's concern, review past maintenance and repair documents, and determine necessary action.**

<b>Inspection, Maintenance, and Minor Repair (IMMR) - 540 Hours</b>		<b>Truck Service Technology (TST) - 740 Hours</b>		<b>Master Truck Service Technology (MTST) - 1040 Hours</b>	
<b>VIII. HYDRAULICS</b>		<b>VIII. HYDRAULICS</b>		<b>VIII. HYDRAULICS</b>	
<b>A. General</b>		<b>A. General</b>		<b>A. General</b>	
1. Research vehicle service information, including vehicle service history, service precautions, fluid type, and technical service bulletins.	P-3	1. Research vehicle service information, including vehicle service history, service precautions, fluid type, and technical service bulletins.	P-3	1. Research vehicle service information, including vehicle service history, service precautions, fluid type, and technical service bulletins.	P-3
2. Verify placement of equipment/component safety labels and placards.	P-3	2. Verify placement of equipment/component safety labels and placards; determine needed action.	P-3	2. Verify placement of equipment/component safety labels and placards; determine needed action.	P-3
3. Identify hydraulic system components; locate filtration system components; service filters and breathers.	P-3	3. Identify hydraulic system components; locate filtration system components; service filters and breathers.	P-3	3. Identify hydraulic system components; locate filtration system components; service filters and breathers.	P-3
4. Check fluid level and condition; take a hydraulic fluid sample for analysis.	P-3	4. Check fluid level and condition; take a hydraulic fluid sample for analysis; determine needed action.	P-3	4. Check fluid level and condition; purge and/or bleed system; take a hydraulic fluid sample for analysis; determine needed action.	P-3

5. Inspect hoses and connections for leaks, damage, proper routing, and proper protection.	P-3	5. Inspect hoses and connections for leaks, damage, proper routing, and proper protection; determine needed action.	P-3	5. Inspect hoses and connections for leaks, damage, proper routing, and proper protection; determine needed action.	P-3
6. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings.	P-3	6. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-3	6. Use appropriate electronic service tool(s) and procedures to diagnose problems; check and record diagnostic codes; interpret digital multimeter (DMM) readings; clear diagnostic codes when appropriate.	P-3
7. Read and interpret hydraulic system diagrams and schematics.	P-3	7. Read and interpret hydraulic system diagrams and schematics.	P-3	7. Read and interpret hydraulic system diagrams and schematics.	P-3
				8. Perform system temperature, pressure, flow, and cycle time tests; determine needed action.	P-3
				9. Perform system operational tests; determine needed action.	P-3
<b>VIII. HYDRAULICS</b> <b>B. Pumps</b>		<b>VIII. HYDRAULICS</b> <b>B. Pumps</b>		<b>VIII. HYDRAULICS</b> <b>B. Pumps</b>	
				1. Identify causes of pump failure, unusual pump noises, temperature, flow and leakage problems; determine needed action.	P-3
				2. Determine pump type, rotation, and drive system.	P-3
				3. Remove and install pump; prime and/or bleed system.	P-3
				4. Inspect pump inlet and outlet for restrictions and leaks; determine needed action.	P-3

**VIII. HYDRAULICS  
C. Filtration/Reservoirs  
(Tanks)**

**VIII. HYDRAULICS  
C. Filtration/Reservoirs  
(Tanks)**

**VIII. HYDRAULICS  
C. Filtration/Reservoirs  
(Tanks)**

1. Identify type of filtration system; verify filter application and flow direction. P-3

2. Identify causes of system contamination; determine needed action. P-3

3. Inspect, repair, and/or replace reservoir, sight glass, vents, caps, mounts, valves, screens, supply, and return lines. P-3

**VIII. HYDRAULICS  
D. Hoses, Fittings, and  
Connections**

**VIII. HYDRAULICS  
D. Hoses, Fittings, and  
Connections**

**VIII. HYDRAULICS  
D. Hoses, Fittings, and  
Connections**

1. Diagnose causes of component leakage, damage, and restriction; determine needed action. P-3

2. Assemble hoses, tubes, connectors, and fittings. P-3

**VIII. HYDRAULICS  
E. Control Valves**

**VIII. HYDRAULICS  
E. Control Valves**

**VIII. HYDRAULICS  
E. Control Valves**

1. Pressure test system safety relief valve; determine needed action. P-3

2. Perform control valve operation pressure and flow tests; determine needed action. P-3

**VIII. HYDRAULICS**  
**F. Actuators**

**VIII. HYDRAULICS**  
**F. Actuators**

3. Inspect, test, and adjust valve controls (electrical/electronic, mechanical, and pneumatic). P-3

4. Identify causes of control valve leakage problems (internal and external); determine needed action. P-3

5. Inspect pilot control valve linkages, cables, and PTO controls; adjust, repair, or replace as needed. P-3

**VIII. HYDRAULICS**  
**F. Actuators**

1. Identify actuator type (single-acting, double-acting, multi-stage, telescopic, and motor). P-3

2. Identify the cause of seal failure; determine needed action. P-3

3. Identify the cause of incorrect actuator movement and/or leakage (internal and external); determine needed action. P-3

4. Inspect actuator mounting, frame components, and hardware for looseness, cracks, and damage; determine needed action. P-3

5. Remove, repair, and/or replace actuators. P-3

6. Inspect actuators for dents, cracks, damage, and leakage; determine needed action. P-3



<b>IMMR Hydraulics Task Count</b>		<b>TST Hydraulics Task Count</b>		<b>MTST Hydraulics Task Count</b>	
P-1	0	P-1	0	P-1	0
P-2	0	P-2	0	P-2	0
P-3	7	P-3	7	P-3	29
<b>Total</b>	<b>7</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>29</b>

## TASK LIST PRIORITY ITEM TOTALS (by accreditation level)

### Inspection, Maintenance and Minor Repair (IMMR)

P-1 = 138	90% = 124 tasks
P-2 = 27	70% = 19 tasks
P-3 = 20	25% = 5 tasks

Required Supplemental Tasks = 47

Total Minimum Required Tasks = 195

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### Truck Service Technology (TST)

P-1 = 193	90% = 174 tasks
P-2 = 68	70% = 48 tasks
P-3 = 46	25% = 12 tasks

Required Supplemental Tasks = 47

Total Minimum Required Tasks = 281

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### Master Truck Service Technology (MTST)

P-1 = 200	90% = 180 tasks
P-2 = 74	70% = 52 tasks
P-3 = 87	25% = 22 tasks

Required Supplemental Tasks = 47

Total Minimum Required Tasks = 301

## DEFINITIONS – TECHNICAL TERMS

1. ADJUST - To bring components to specified operational settings.
2. ALIGN - To restore the proper position of components.
3. ANALYZE - Assess the condition of a component or system.
4. ASSEMBLE (REASSEMBLE) - To fit together the components of a device or system.
5. BALANCE - To establish correct linear, rotational or weight relationship.
6. BATTERY – SLI (starting, lighting, and ignition) - 12 or 24 volt batteries used in common automotive and medium/heavy duty vehicles.
7. BATTERY – TRACTION - High voltage batteries designed for powering vehicle traction motors.
8. BLEED - To remove air from a closed system.
9. CAN - Controller Area Network. CAN is a network protocol (SAE J2284/ISO 15765-4) used to interconnect a network of electronic control modules.
10. CHARGE - To bring to a specified state, e.g., battery or air conditioning system.
11. CHECK - To verify condition by performing an operational or comparative examination.
12. CLEAN - To rid component of foreign matter for the purpose of reconditioning, repairing, measuring or reassembling.
13. DEGLAZE - To remove a smooth glossy surface.
14. DEMONSTRATE - To show the understanding of components or systems.
15. DESCRIBE - To represent or give an account of the component or system.
16. DETERMINE - To establish the procedure to be used to perform the necessary repair.
17. DETERMINE NECESSARY/NEEDED ACTION - Indicates that the diagnostic routine(s) is the primary emphasis of a task. The student is required to perform the diagnostic steps and communicate the diagnostic outcomes and corrective actions required addressing the concern or problem. The training program determines the communication method (worksheet, test, verbal communication, or other means deemed appropriate) and whether the corrective procedures for these tasks are actually performed.
18. DIAGNOSE - To identify the cause of a problem.

19. DISASSEMBLE - To separate a component's parts as a preparation for cleaning, inspection or service.
20. DISCHARGE - To empty a storage device or system.
21. DISCONNECT/DECOMMISSION/DEPOWER – To physically and electrically separate high voltage circuits and components from the high voltage battery/power source.
22. EVACUATE - To remove air, fluid or vapor from a closed system by use of a vacuum pump.
23. FLUSH - To internally clean a component or system.
24. HIGH VOLTAGE - Voltages of 25 volts AC or 50 volts DC and greater.
25. HONE - To restore or resize a bore by using rotating cutting stones.
26. IDENTIFY - To describe the component or system.
27. INSPECT - To verify condition of component or system via visual examination.
28. INSULATION – Protective materials that are non-conductive appropriately rated for the voltages present in the circuit or device.
29. INTERPRET - To explain the operation/condition of component or system.
30. ISOLATION – The physical and electrical separation between the high voltage propulsion system circuits and the vehicle chassis.
31. JUMP START - To use an auxiliary power supply to assist a battery to crank an engine.
32. LOCATE - Determine or establish a specific spot or area.
33. MEASURE - To determine existing dimensions/values for comparison to specifications.
34. NETWORK - A system of interconnected electrical modules or devices.
35. ON-BOARD DIAGNOSTICS (OBD) - Diagnostic protocol which monitors computer inputs and outputs for failures.
36. PARASITIC DRAW - Electrical loads which are still present when the ignition circuit is OFF.
37. PERFORM - To accomplish a procedure in accordance with established methods and standards.

38. PERFORM NECESSARY ACTION - Indicates that the student is to perform the diagnostic routine(s) and perform the corrective action item. Where various scenarios (conditions or situations) are presented in a single task, at least one of the scenarios must be accomplished.
39. PURGE - To remove air or fluid from a closed system.
40. REMOVE - To disconnect and separate a component from a system.
41. REPAIR - To restore a malfunctioning component or system to operating condition.
42. REPLACE - To exchange a component; to reinstall a component.
43. RESURFACE - To restore correct finish.
44. SERVICE - To perform a procedure as specified in the owner's or service manual.
45. SERVICE DISCONNECT – A device for deactivation of an electrical circuit when conducting checks and services of the high voltage vehicle electrical propulsion system.
46. TEST - To verify condition through the use of meters, gauges or instruments.
47. TORQUE - To tighten a fastener to specified degree or tightness (in a given order or pattern if multiple fasteners are involved on a single component).
48. VERIFY - To confirm that a problem exists after hearing the customer's concern; or to confirm the effectiveness of a repair.
49. VOLTAGE DROP - A reduction in voltage (electrical pressure) caused by the resistance in a component or circuit.

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## TOOLS AND EQUIPMENT

Local employer needs and the availability of funds are key factors for determining each program's structure and operation. The 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 (unless of course it is required for a task that is taught in another area).

The tool lists are organized into four basic categories: Hand Tools, Personal Protective Equipment, General Lab/Shop Equipment, and Specialty Tools and Equipment. The specialty tools section is further separated into the eight truck 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 level 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 their students to begin to build their own individual tools sets prior to entry into the industry, there is no requirement to do so. NOTE: Industry surveys indicate that most (90%) employers require that a candidate for employment provide his/her own basic hand tool set in order to be hired as an entry-level truck technician.

## HAND TOOLS

**Contained in individual sets or the tool crib in sufficient quantities to permit efficient instruction.**

Chisels:	Scraper - 1" Wide or Larger
Cold 5/8", 3/4"	Screwdriver - Blade Type:
Combination Wrenches:	1", 6", 9", and 12"
Standard (3/8" - 1") (up to 1 1/4" optional)	Offset
Metric (6mm - 19mm) (up to 24mm optional)	Screwdriver - Phillips:
Digital Multimeter (DMM) - Minimum 10 Meg Ohm Impedance	1" #2
Files and handles:	6" #1, #2
Coarse 12"	12" #3
Fine 12"	Socket Set - 1/4" Drive:
Half Round 12"	3/16" - 1/2" Standard Depth
Flare Nut Wrench Set:	3/16" - 1/2" Deep
3/8" - 3/4"	4mm - 13mm Standard Depth
7mm - 19mm	4mm - 13mm Deep
Flashlight/Inspection Light/Drop Light	Extensions - Short, Medium, and Long
Hammers:	Ratchet Handle
16 oz. Ball Peen	Universal Joint
24 oz. Ball Peen	Socket Set - 3/8" Drive (12-point recommended, Non-Impact or Chrome):
Soft Face	3/8" - 3/4" Standard Depth
Hex Key Wrench Sets:	3/8" - 3/4" Deep
Standard (.050" - 3/8") (7/16" - 1/2" optional)	10mm - 19mm Standard Depth
Metric (2mm - 12mm)	10mm - 19mm Deep
Inspection Mirror	Socket Set - 1/2" Drive (Non-Impact or Chrome):
Machinists/Mechanics Steel Rule	1/2" - 1 1/8" Standard Depth
Magnetic Pickup Tool	1/2" - 1 1/8" Deep
Pliers:	13mm - 24 mm Standard Depth
Adjustable (Tongue & Groove)	13mm - 24 mm Deep
Electrical - Crimper/Stripper	Breaker Bar
Locking	Extensions - Short, Medium, and Long
Needle Nose	Ratchet Handle
Side Cutters	Universal Joint Set - 1/4", 3/8", and 1/2" drive
Slip Joint	Tape Measure - 25'
Pry Bar	Tire Marker/Crayon/Pen
Punches:	Tire Pressure Gauge (Truck)
Aligning	Tire Tread Depth Gauge
Brass	Tool Box
Center	Wire Brush
Pin (3/16" - 3/8")	
Starter (3/16" - 3/8")	
Taper	



## PERSONAL PROTECTIVE EQUIPMENT

Personal Protective Equipment (PPE) such as the items listed below should be available for all staff and students in accordance with OSHA and/or state requirements and as needed for the tasks being taught. Safety glasses are required to be worn at all times by everyone in the lab/shop area.

Aprons		Eye Protection – Goggles (required for tasks with splash hazards)	
Chemical Resistant Gloves		Hearing Protection	
Closed Toed Shoes/Boots (Sturdy Leather Upper and Safety Toe recommended)		Face Shields	
Cut Resistant Gloves		N95/KN95 Masks	
Eye Protection – Safety Glasses (with side panels)			

## 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 and in sufficient quantity to provide quality instruction. A few items on this General Lab/Shop Equipment list are specifically needed for programs accredited at the Truck Service Technology (TST) level and/or the Master Truck Service Technology (MTST) level. Those are indicated by the appropriate acronym.

Adjustable Wrenches (up to 18")	Filter Wrenches - Small, Medium, and Large
Air Blow Gun – Rubber Tip (per OSHA requirements)	Funnels
A/C Condenser/Radiator Fin Comb Set	Gear Oil Dispenser
Axle Shaft Removal Tool	Grease Gun
Belt Tension Gauge	Grinder (Bench or Pedestal)
Belt Wear Gauge	Hack Saw
Bushing Driver Set	Hammers:
C-Clamps	48 oz. Ball Peen
Chisel Holder	24 oz. Brass
Cleaning Tank (per OSHA and Local Requirements)	12 lb. Hand Sledge
Clutch Adjusting Tools	Heat Tool/Gun
Combination Wrench Sets:	Hydraulic Press – 20 Ton Minimum (TST and MTST Programs)
Standard 1 1/16" – 1 1/2"	Impact Driver Set (Manual/Hand)
Metric 21 mm – 32 mm	Impact Wrenches:
Standard Offset 3/8" – 3/4"	1/2" Drive (Air or Electric) with Impact Sockets
Metric Offset 7 mm – 15 mm	3/4" Drive (Air or Electric) with Impact Sockets
Coolant Conditioner Test Kit (Test Strips)	1" Drive (Air or Electric) with Impact Sockets (TST and MTST Programs)
Cooling System Pressure Tester and Adapters	Impact Universal Joints – 3/8", 1/2"
Creepers	Jacks – Bottle-style, Air Jack, Frame Jack, etc.
Diagnostic Information Platform – PC with appropriate software and/or internet access for reading electronic service information	Lifting Chains (TST and MTST Programs)
Dial Indicator Set – Magnetic Base	Lifting Eyes (TST and MTST Programs)
Digital or Analog Caliper - Standard and Metric	Method for removing brake/clutch dust contamination (Parts Cleaner) meeting EPA standards
Drain Pans	Micrometers (Digital or Analog):
Drills:	Outside - Standard (0" - 6")
3/8" variable speed, reversible	Outside - Metric (0 mm - 150 mm)
1/2" variable speed, reversible	Inside - Standard (0" - 6')
Drill Bit Set: 1/16" - 1/2"	Depth - Standard (0" - 6")
Electronic Service Tool - PC or Data Scan Tool with Appropriate Software	Pipe Wrenches (Up to 18" or 24")
Extractor Set (Broken Bolt)	Pliers:
Feeler gauges - Blade Type:	Snap Ring - Internal
0.005" - 0.050"	Snap Ring – External

0.005 mm – 0.070 mm	Portable Crane/Engine Hoist – 2 Ton Minimum (MTST Programs)	
Pressure Gauge Set (TST and MTST Programs):	Tire Cage (MTST Programs)	
0-300 psi	Tire Dolly (optional)	
0-150 psi	Tire Gauge – Master (For Tire Gauge Calibration Checks)	
Puller Sets (TST and MTST Programs):	Tire Inflator Chuck – Truck	
Two-Jaw	Tire Pressure Gauge – Truck	
Three-Jaw	Torch Set: Oxy-Acetylene (optional)	
Refractometer (Coolant/Battery)	Torque Angle Gauge (TST and MTST Programs)	
Safety (Jack) Stands – Minimum 6 Ton	Torque Multiplier with Adapters (TST and MTST Programs) (Optional)	
Seal Puller	Torque Wrenches:	
Socket Sets:	¼” Drive (0 – 150 lb. in.)	
¾” Drive Set	3/8” Drive (0 – 100 lb. ft.)	
Axle Nut Sockets	½” Drive (0 – 250 lb. ft.)	
Crow’s Feet (Standard and Metric)	¾” Drive (up to 600 lb. ft.)	
Hex Key Drivers (Standard 3/16” – ¾” and Metric 4mm – 19mm)	Tubing Cutter/Flaring Set	
Torx ® Drive T15 – T55	Valve Core Replacement Tool – Tire	
Torx ® Drive E4 – E18	Wheel Chocks	
Wheel Fastener Socket Set	Wheel Dolly (optional)	
Soldering Tool/Gun	Wheel Seal Driver Set	
Stop Watch (optional)	Wheel Weight Tool	
Thermometer / Hand-held Infrared	12-volt Test Light (optional)	
Thread Chaser Set	Tap and Die Sets (Standard and Metric)	

## SPECIALTY TOOLS AND EQUIPMENT WITHIN EACH ACCREDITATION CATEGORY

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 through a local business. 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.*

<b>DIESEL ENGINES</b>	<b>IMMR</b>	<b>TST</b>	<b>MTST</b>	
Charge Air Cooler Tester			✓	
Cooling System Vacuum Fill Equipment	✓	✓	✓	
Diagnostic Smoke Machine (Optional)			✓	
Diesel Exhaust Fluid (DEF) Refractometer	✓	✓	✓	
Engine Stands		✓	✓	
Fan Hub Wrenches		✓	✓	
Fuel System/Air Induction System Dust Cover Cap Set		✓	✓	
Fuel System Priming Tool (optional)	✓	✓	✓	
Injector Removal Tool(s)		✓	✓	
Liner Installer (universal)			✓	
Liner Puller (universal)			✓	
Manometer - (Water) or Magnehelic Gauge (optional)			✓	
Oscilloscope		✓	✓	
Precision Straight Edge		✓	✓	
Protrusion Gauge (Cylinder Liner Height)			✓	
Ring Compressor		✓	✓	
Ring Expander(s)			✓	
Soft Jaw Vise or Adapters	✓	✓	✓	
Vibration Damper Puller		✓	✓	

<b>DRIVE TRAIN</b>	<b>IMMR</b>	<b>TST</b>	<b>MTST</b>	
3/4" Drive Pinion Nut Sockets		✓	✓	
Aligning Studs - 3/8", 1/2", & 5/8"		✓	✓	
Blind Hole/Pilot Bearing Puller		✓	✓	
Clutch Disc Aligning Tools		✓	✓	
Clutch Jack and/or Transmission Jack Attachments		✓	✓	
Protractor (Angle Gauge)		✓	✓	
Transmission Jack		✓	✓	
U-Joint Puller		✓	✓	
Yoke Puller		✓	✓	

<b>BRAKES</b>	<b>IMMR</b>	<b>TST</b>	<b>MTST</b>	
Air Pressure Gauge Set	✓	✓	✓	
Bearing Packer (optional)	✓	✓	✓	
Bearing Race Installer		✓	✓	
Brake Bleeder	✓	✓	✓	

Brake Fluid Tester or Test Strips	✓	✓	✓	
Brake Lining Thickness Gauge	✓	✓	✓	
Brake Rotor (Disc) Micrometer	✓	✓	✓	
Brake Spring Tool		✓	✓	
Disc Caliper Tool for Compressing Caliper Pistons		✓	✓	
Drum Brake Gauge	✓	✓	✓	
Slack Adjuster Installation Index Tool (Templates)	✓	✓	✓	
Trailer Electrical Cord Tester	✓	✓	✓	

<b>SUSPENSION AND STEERING</b>	<b>IMMR</b>	<b>TST</b>	<b>MTST</b>	
Air Hammer with Chisels		✓	✓	
Alignment Equipment: Minimum to perform tasks (including tandem alignment)		✓	✓	
Ball Joint Separator		✓	✓	
Fifth Wheel Test Pin	✓	✓	✓	
Pitman Arm Puller		✓	✓	
Power Steering Analyzer		✓	✓	
Tape Measure (50')	✓	✓	✓	
Tire Square	✓	✓	✓	

<b>ELECTRICAL/ELECTRONIC SYSTEMS</b>	<b>IMMR</b>	<b>TST</b>	<b>MTST</b>	
Battery Charger (AGM/Gel Compatible)	✓	✓	✓	
Battery Terminal Adapters	✓	✓	✓	
Die Type Terminal Crimper (optional)	✓	✓	✓	
Oscilloscope		✓	✓	
Inductive (Clamp-on) Ammeter	✓	✓	✓	
Jumper Cable Set (Heavy-Duty) or Auxiliary Power Supply (Jump Box)	✓	✓	✓	
Low Amperage Automatic Charger or equivalent device to maintain shop batteries	✓	✓	✓	
Starting, Charging, and Battery System Tester – capacitive type	✓	✓	✓	
Terminal Repair Kits	✓	✓	✓	
Test Lead Kit	✓	✓	✓	
Insulation Tester/Multimeter and leads (recommended) – must meet CAT III 600 Volt, CAT III 1000 Volt, or CAT IV 600 Volt rating		✓	✓	
Electrical Insulating Gloves (recommended) – must meet CAT 0 1000 VAC and 1500 VDC electrical safety glove rating – may have expired certification if used for demonstration only		✓	✓	
Insulated Retrieval Hook (optional)		✓	✓	

<b>HEATING, VENTILATION, AND AIR CONDITIONING</b>	<b>IMMR</b>	<b>TST</b>	<b>MTST</b>	
A/C Leak Detection Tool (Halogen or UV Dye)	✓	✓	✓	
A/C Manifold Gauge Set meeting EPA Regulations and SAE “J” Standards		✓	✓	
A/C Recovery/Recharging and/or Recycling Station meeting EPA Regulations and SAE “J” Standards		✓	✓	
A/C Refrigerant Identifier		✓	✓	
Non-Leather Gloves	✓	✓	✓	
Heater Hose Clamp-Off Tool		✓	✓	
Measuring Cup		✓	✓	
Micron Meter (Electronic Vacuum Gauge) – (optional)		✓	✓	
Orifice Tube Remover		✓	✓	

Portable Vacuum Pump (may be included with Recovery/Recycling/Recharging Station)		✓	✓	
Spring Lock Coupler Removers (optional)		✓	✓	
Thermometer	✓	✓	✓	
Valve Core (Shrader Type) Replacement Tool		✓	✓	

<b>HYDRAULICS</b>	<b>IMMR</b>	<b>TST</b>	<b>MTST</b>	
Fittings and adapters for specific applications			✓	
Hose Crimper Tool and Pump (either air over hydraulic or hand pump)- (optional)			✓	
1000 PSI Liquid Filled or Electronic Gauge and Hose Assembly			✓	
5000 PSI Liquid Filled or Electronic Gauge and Hose Assembly			✓	
Pressure/Flow Meter			✓	
Thermometer (up to 250 degrees) Standard or Infrared			✓	

**FORMS**  
**MEDIUM/HEAVY TRUCK PROGRAM EVALUATION FORM**

**School/Program Name:** \_\_\_\_\_

**City and State:** \_\_\_\_\_

**Accreditation Level Sought (choose one):**

- Inspection, Maintenance, & Minor Repair (IMMR) – 540 hours\* minimum
- Truck Service Technology (TST) – 740 hours\* minimum
- Master Truck Service Technology (MTST) – 1,040 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 MEDIUM/HEAVY TRUCK 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 medium/heavy truck 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. level of medium/heavy truck training offered (IMMR, TST, MTST)
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:**

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**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 medium/heavy truck industry should indicate reasons for non-truck 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 industry 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. medium/heavy truck 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 MEDIUM/HEAVY TRUCK 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 Priority 1 (P-1) must be taught in the course of study. At least seventy percent (70%) of the tasks designated as Priority 2 (P-2) must be taught in the course of study. At least twenty-five percent (25%) of the tasks designated as Priority 3 (P-3) must be taught in the course of study.

Instruction on the legal aspects and responsibilities of the medium/heavy truck 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 level of accreditation being sought, does the program provide theory and "hands-on" training for at least 90% of the P-1, 70% of the P-2, and 25% of the P-3 tasks, as evidenced by cross-referencing the lesson plans, job sheets, and student progress charts? (GO/NO GO REQUIREMENT)**

Complete only the line for the level of accreditation being sought

**Inspection, Maintenance, & Minor Repair**

90% - P-1

70% - P-2

25% - P-3

YES  NO  YES  NO  YES  NO

**Truck Service Technology**

YES  NO  YES  NO  YES  NO

**Master Truck Service Technology**

YES  NO  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 medium/heavy truck 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:

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**Standard 7**  
Average Score (as many as 35 items) \_\_\_\_\_

**STANDARD 8 – TOOLS & EQUIPMENT**

TOOLS AND EQUIPMENT USED IN THE MEDIUM/HEAVY TRUCK 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:

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---

**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 to meet the requirements for the level of program accreditation being sought (IMMR, TST, or MTST). (GO/NO GO REQUIREMENT)

How many instructors teach in this program? \_\_\_\_\_

The following applies to ALL Programs:

**A. Do all instructors hold current ASE certification in:**

1. T6 – Electrical/Electronic Systems

YES  NO

2. T8 – Preventive Maintenance Inspection

YES  NO

The following applies to Inspection, Maintenance, & Minor Repair Programs only:

**B. Do all instructors hold current ASE certification in:**

1. T4 – Brakes

YES  NO

2. T2 – Diesel Engines or T3 – Drive Train or T5 – Suspension & Steering or T7 – Heating, Ventilation, & Air Conditioning

YES  NO

The following applies to TST and MTST Programs:

**C. Do all instructors hold current ASE certification in the truck area(s) they teach?**

YES  NO

**D. For each truck area T2 through T8, is there at least one instructor that holds current ASE certification?**

YES  NO

POSSIBLE DOCUMENTS: A. – D. 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.

Medium/Heavy Truck instructors may substitute ten (10) hours of documented hands-on work as a technician in a retail or fleet medium/heavy truck 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? <i>If not, skip the rest of standard 11.</i> <input type="checkbox"/> YES <input type="checkbox"/> 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 medium/heavy truck 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 medium/heavy truck instructor or supervising work-based learning coordinator should be assigned responsibility, authority, and time to coordinate and monitor medium/heavy truck work-based learning components.

- A. Rate the use of an medium/heavy truck 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 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.

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

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

**12.2 CURRICULUM AND STUDENT PROGRESS** 12.2

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

- A. Are the content/tasks that are to be delivered via e-learning clearly highlighted in the Course of Study? (GO/NO GO REQUIREMENT)**       YES     NO     N/A
- B. Is there documentation that e-learning is incorporated into the content/tasks in the program plan? (GO/NO GO REQUIREMENT)**       YES     NO     N/A
- C. Do the instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements correlate with the vendor’s average completion time for each instructional module? (GO/NO GO REQUIREMENT)**       YES     NO     N/A
- D. Is there documentation of the implementation and use of e-learning instructional materials as evidenced in a Learning Management System (LMS)? (GO/NO GO REQUIREMENT)**       YES     NO     N/A

**POSSIBLE DOCUMENTS:**

- A. Highlight e-learning activities in the course of study materials.  
B. Cross-reference e-learning activities to content/tasks in the program plan.

- C. Correlate instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements with the vendor’s average completion time for each instructional module.
- D. Show an example of the Learning Management System (LMS) used to track student progress.

**12.3 ADVISORY COMMITTEE INPUT**

12.3

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

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

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

**Standard 12**

**Number of ‘Yes’ responses (as many as 7 items)** \_\_\_\_\_

# MEDIUM/HEAVY TRUCK FINAL REPORT FORM - 2023

ACCREDITATION

RENEWAL OF ACCREDITATION

**\*Complete and return separate forms for each program evaluated\***

## 1. INSTITUTION:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Program

\_\_\_\_\_  
Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Program Website

\_\_\_\_\_  
Administrator Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Email

## 2. EDUCATIONAL LEVEL OF PROGRAM BEING EVALUATED:

Secondary

Post-Secondary

Secondary & Post-Secondary

## 3. ACCREDITATION LEVEL EVALUATED:

**Inspection, Maintenance, and Minor Repair**

**Truck Service Technology**

**Master Truck Service Technology**

## 4. NAMES OF EVALUATION TEAM MEMBERS:

_____ Name	_____ Title	_____ Employer (Dealership or Independent)
_____ Name	_____ Title	_____ Employer (Dealership or Independent)
_____ Name	_____ Title	_____ Employer (Dealership or Independent)
_____ Name	_____ Title	_____ Employer (Alternate)

5. Provide the average rating of **administrative services** offered by the school (*Standards 1-5 are to be rated during initial accreditation only unless otherwise indicated*).

**STANDARDS**

	1	2	3	4	5
<b>Number of evaluators</b>					
<b>AVERAGE RATING</b>					

6. **EVALUATION SUMMARY** - Complete only for the level of accreditation being evaluated. Average the ratings given by the team members and record in the appropriate box.

**STANDARDS**

	6	7	8	9	10	11 <small>If applicable</small>
<b>Number of evaluators</b>						
<b>Inspection, Maintenance, &amp; Minor Repair</b>						
<b>Truck Service Technology</b>						
<b>Master Truck Service Technology</b>						

7. Number of program hours in the course of study: \_\_\_\_\_

Minimum hour requirements: **IMMR – 540 TST – 740 MTST – 1040**

8. Is this program using Standard 11 (Work-Based Learning) to meet hour requirements?

YES  NO  If so, how many hours? \_\_\_\_\_

9. Is this program using Standard 12 (E-Learning) to meet hour requirements?

YES  NO  If so, how many hours? \_\_\_\_\_

10. For programs seeking re-accreditation, was documentation provided that recommendations from the previous on-site evaluation team were reviewed, implemented, or addressed?

Yes  No

**If No, please explain:**

11. A copy of the supplementary sheets and debriefing form have been provided to the institution (required)? YES  NO

I hereby certify this report to the ASE Education Foundation:

---

Evaluation Team Leader (typing name here serves as a 'signature')

Date - M/D/YYYY

---

Home Phone Number

Work Phone Number

E-mail address

A copy of the final report (including the signed Summary of Debriefing Meeting form) with participant signatures must be kept on hand and a copy must be provided to the ASE Education Foundation. The final report can be emailed to [info@ASEeducationfoundation.org](mailto:info@ASEeducationfoundation.org) within one week of completing the on-site evaluation. A confirmation email will be sent to you within 48 hours of receiving these documents. **All payment forms and receipts should be submitted to the ASE Education Foundation at the same time the final report is submitted.**

12. Verify the following Go/No Go Standards are being met:

- **6.1A** – 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? YES  NO
- **6.6B** – Is the Advisory Committee included when conducting an annual evaluation of facilities to assure adequacy in meeting program goals? YES  NO
- **7.4A** – Does the medium/heavy duty truck program provide theory and hands-on training for 90% of the P-1, 70% of the P-2, and 25% of the P-3 tasks, as evidenced by cross-referencing the course of study, lesson plans, job sheets, and student progress charts? YES  NO
- **8.1A** – Are all shields, guards, and other safety devices in place, operable, and used? YES  NO
- **8.1B** – Do all students, instructors, and visitors comply with safety practices and wear safety glasses in the lab/shop area while lab is in session? YES  NO
- **8.2A** – Are the tools and equipment available for the tasks taught at the program level being accredited? YES  NO
- **10.1** – Do instructor(s) hold current ASE certification appropriate for the level of program accreditation being sought (IMMR, TST, or MTST)? YES  NO
- **10.3B** – Do instructor(s) attend a minimum of 20 hours of recognized *industry update training (or equivalent)* relevant to the program?
  - 1 year of update training for *Initial Accreditation* - YES  NO
  - 5 years of update training for *Renewal of Accreditation* - YES  NO



13. For programs applying under **Standard 12** please answer the following questions ***This applies only to programs that are using E-Learning to meet program hour requirements. If program is not using E-Learning to meet program hour requirements, skip to number 14:***

- Is there documentation that students have access to appropriate technology for e-learning purposes? YES  NO
- Are the content/tasks that are to be delivered via e-learning clearly highlighted in the course of study? YES  NO
- Do the instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements correlate with the vendor’s average completion time for each instructional module? YES  NO
- Is there documentation of the implementation and use of e-learning instructional materials as evidenced in a Learning Management System (LMS)? YES  NO
- Are Advisory Committee meeting minutes available to confirm that the committee has discussed and approved e-learning? YES  NO

14. The on-site evaluation team recommends accreditation at the following level:

Accreditation Level Recommended:		90%	70%	25%	
YES	NO	P-1	P-2	P-3	
<input type="checkbox"/>	<input type="checkbox"/>	Inspection, Maintenance, & Minor Repair	_____	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Truck Service Technology	_____	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Master Truck Service Technology	_____	_____	_____

15. The following team members concur that information contained in this final report represents a consensus of the on-site evaluation team.

\_\_\_\_\_  
Team Member

\_\_\_\_\_  
Team Member

\_\_\_\_\_  
Team Member

\_\_\_\_\_  
Team Member

**MEDIUM/HEAVY TRUCK SUPPLEMENTARY SHEETS**  
(Standards 1-5)

Please average **administrative services** offered by the school.

**STANDARDS**

	1	2	3	4	5
<b>Number of Evaluators</b>					
<b>AVERAGE</b>					

**Strengths/Recommendations for Improvement** (give Standard number)

**MEDIUM/HEAVY TRUCK SUPPLEMENTARY SHEET**  
(Standards 6-11)

**\*\* USING THE PROGRAM EVALUATION RATING SHEETS FOR STANDARDS 6-10 EVALUATE THE PROGRAM BASED ON THE LEVEL OF ACCREDITATION APPROVED FOR TEAM REVIEW. \*\***

**STANDARDS**

	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
						<b>If applicable</b>
<b>Number of evaluators</b>						
<b>AVERAGE IMMR</b>						
<b>AVERAGE TST</b>						
<b>AVERAGE MTST</b>						

**Strengths/Recommendations for Improvements (give Standard number)**

# EMPLOYER QUESTIONNAIRE

On-Site Team Members should use this form for contacting employers of graduates in the medium/heavy truck training program under review.

\_\_\_\_\_  
Place of Employment

\_\_\_\_\_  
Employer Contact

\_\_\_\_\_  
Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Telephone

Evaluate program graduates on the factors listed below in comparison with ENTRY LEVEL persons of a SIMILAR AGE. Use the following rating scale:

5 = excellent

4 = above average

3 = average

2 = below average

1 = poor

	<b>Rating</b>
1. Entry level skills	_____
2. Work habits and attitudes	_____
3. Attendance and punctuality	_____
4. Opportunities for advancement	_____
<b>Rating Average</b>	_____

**PLEASE RETURN THESE EMPLOYER QUESTIONNAIRE FORMS WITH THE FINAL REPORT.**

# EMPLOYER QUESTIONNAIRE

On-Site Team Members should use this form for contacting employers of graduates in the medium/heavy truck training program under review.

\_\_\_\_\_  
Place of Employment

\_\_\_\_\_  
Employer Contact

\_\_\_\_\_  
Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Telephone

Evaluate program graduates on the factors listed below in comparison with ENTRY LEVEL persons of a SIMILAR AGE. Use the following rating scale:

5 = excellent

4 = above average

3 = average

2 = below average

1 = poor

	<b>Rating</b>
1. Entry level skills	_____
2. Work habits and attitudes	_____
3. Attendance and punctuality	_____
4. Opportunities for advancement	_____
<b>Rating Average</b>	_____

# EMPLOYER QUESTIONNAIRE

On-Site Team Members should use this form for contacting employers of graduates in the medium/heavy truck training program under review.

\_\_\_\_\_  
Place of Employment

\_\_\_\_\_  
Employer Contact

\_\_\_\_\_  
Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Telephone

Evaluate program graduates on the factors listed below in comparison with ENTRY LEVEL persons of a SIMILAR AGE. Use the following rating scale:

5 = excellent

4 = above average

3 = average

2 = below average

1 = poor

	<b>Rating</b>
1. Entry level skills	_____
2. Work habits and attitudes	_____
3. Attendance and punctuality	_____
4. Opportunities for advancement	_____
<b>Rating Average</b>	_____

# 2023 MEDIUM/HEAVY TRUCK INSTRUCTOR QUALIFICATION SHEET

(an instructor qualification sheet must be filled out for each instructor)

Instructor \_\_\_\_\_ ASE ID# (required) \_\_\_\_\_  
 (please print or type instructor's name) (as it appears on their certificate)

Are you a new instructor with the program?  No  Yes - Hire Date: \_\_\_\_\_

Please indicate the level of accreditation being sought:

Inspection, Maintenance, & Minor Repair  Truck Service Technology  Master Truck Service Technology

Current ASE Certifications:	Expiration Date	IMMR	TST	MTST
T2 – Diesel Engines			If taught	If taught
T3 – Drive Train			If taught	If taught
T4 – Brakes		Required	If taught	If taught
T5 – Suspension & Steering			If taught	If taught
T6 – Electrical/Electronic Systems		Required	Required	Required
T7 – Heating, Ventilation & Air Conditioning			If taught	If taught
T8 – Preventive Maintenance Inspection		Required	Required	Required

**TST & MTST** programs must indicate areas being taught by this instructor

- Diesel Engines
- Drive Train
- Brakes
- Suspension & Steering
- Electrical/Electronic Systems
- Heating, Ventilation and Air Conditioning
- Preventive Maintenance Inspection

**\* *IMMR* program instructors must hold ASE certification in T4, T6, T8 and at least one other T series certification.**

## ON-SITE EVALUATION TEAM MEMBER LIST

### Medium/Heavy Truck Accreditation

**NOTE:** Team Members must have at least three years full-time experience as a general medium/heavy duty truck technician and currently employed as a medium/heavy duty truck technician, educator, trainer, field service engineer, OEM or aftermarket technical specialist, or truck service facility manager or owner. Advisory committee members that **did not** participate in the program self-evaluation may be used. A fourth alternate team member must be identified for an initial accreditation. Manufacturer specific programs may use only team members from the respective manufacturer dealerships. See the "Qualifications of On-site Evaluation Teams Members" section for selection criteria.

**Team members for the on-site visit must not be former instructors or graduates of the program within the past three years. Relatives of the administrator or instructor may not serve as a team member.**

#### 1. TEAM MEMBER #1:

---

Name

---

Position (Title)

---

Company Name

---

Company Address

---

Phone Number

**Advisory Committee Member:**  YES     NO

Years of hands-on medium/heavy truck experience: \_\_\_\_\_

ASE Medium/Heavy Truck Certifications (recommended):

---

#### 2. TEAM MEMBER #2:

---

Name

---

Position (Title)

---

Company Name

---

Company Address

---

Phone Number

**Advisory Committee Member:**  YES     NO

Years of hands-on medium/heavy truck experience: \_\_\_\_\_

ASE Medium/Heavy Truck Certifications (recommended):

---



**3. TEAM MEMBER #3:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position (Title)

\_\_\_\_\_  
Company Name

\_\_\_\_\_  
Company Address

\_\_\_\_\_  
Phone Number

**Advisory Committee Member:**  YES  NO

Years of hands-on medium/heavy truck experience: \_\_\_\_\_

ASE Medium/Heavy Truck Certifications (recommended):  
\_\_\_\_\_

**4. ALTERNATE TEAM MEMBER – REQUIRED FOR INITIAL ACCREDITATION ONLY:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position (Title)

\_\_\_\_\_  
Company Name

\_\_\_\_\_  
Company Address

\_\_\_\_\_  
Phone Number

**Advisory Committee Member:**  YES  NO

Years of hands-on medium/heavy truck experience: \_\_\_\_\_

ASE Medium/Heavy Truck Certifications (recommended):  
\_\_\_\_\_

## INTEGRATED ACADEMIC SKILLS RECOGNITION (OPTIONAL)

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Program Name \_\_\_\_\_

Medium/Heavy Truck Instructor(s) to be recognized:

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Academic areas and instructors to be recognized:

English      Approved  Yes  No      Instructor Name \_\_\_\_\_

Mathematics      Approved  Yes  No      Instructor Name \_\_\_\_\_

Science      Approved  Yes  No      Instructor Name \_\_\_\_\_

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Please answer questions 1-6.

1. Is there coordination between the medium/heavy truck program and the academic department(s) for planning, developing, and teaching integrated academic skills to automotive technician students?

Yes       No

2. How often do the automotive and academic instructors meet to plan and coordinate classroom activities?

3. Do automotive and academic instructor teams teach automotive students as outlined in the program application?

Yes       No

4. Are automotive and academic instructors actively involved with automotive student organizations, activities, or competitions as outlined in the program application?

Yes       No

5. Are students given academic credit for their technical classes?

Yes       No

6. If applicable, did the program use the *Applied Academic and Workplace Skills* manual for Medium/Heavy Truck Technicians to integrate academic and technical skills student activities?

Yes       No       N/A

## SUMMARY OF DEBRIEFING MEETING FORM

*The Summary of Debriefing Meeting Form must be completed and signed concluding the on-site evaluation.*

***A signed copy must be left with the institution and provided to the ASE Education Foundation.***

**Institution Name:** \_\_\_\_\_

**Date and time of meeting:** \_\_\_\_\_

Please outline details of the meeting. Include information on program strengths and standards that need improvement.

**Program strengths:**

3,000 character limit

**SUMMARY OF DEBRIEFING MEETING FORM (cont.)**

**Standards that need improvement (provide standard number - example 7.1A):**

[Empty rectangular box for input]

3,000 character limit

## SUMMARY OF DEBRIEFING MEETING FORM (cont.)

**The following recommendations must be addressed and documented at the next on-site evaluation. (The disposition of recommendations listed here will be addressed at the next on-site evaluation as part of the continuous improvement process.)**

2,500 character limit

**Signatures below verify the program’s strengths and weaknesses were verbally shared with the program administrator and program instructor concluding the on-site visit, and that a copy of this form has been provided to the institution for their records.**

- |    |                                 |                       |                 |
|----|---------------------------------|-----------------------|-----------------|
| 1. | Program Administrator Signature | Typed or Printed Name | Date (m/d/yyyy) |
| 2. | Program Instructor Signature    | Typed or Printed Name | Date (m/d/yyyy) |
| 3. | Team Member Signature           | Typed or Printed Name | Date (m/d/yyyy) |
| 4. | Team Member Signature           | Typed or Printed Name | Date m/d/yyyy)  |
| 5. | Team Member Signature           | Typed or Printed Name | Date (m/d/yyyy) |
| 6. | Team Member Signature           | Typed or Printed Name | Date (m/d/yyyy) |
| 7. | ETL Signature                   | Typed or Printed Name | Date (m/d/yyyy) |