2011 Edition

Standards For Construction Equipment Technology

Skill standards for post-secondary schools preparing for careers as equipment technicians.

The AED Foundation
An affiliate of Associated Equipment Distributors

The AED Foundation, through its committed industry volunteers, is improving the quality of the equipment industry's workforce by publishing and maintaining the "Standards for Construction Equipment Technology." The goal is to help post-secondary institutions prepare students with the knowledge and skills they need to embark on successful careers as equipment service technicians. The contents are regularly reviewed and updated by The AED Foundation's Technical Training Committee in response to changes in technology and learning requirements.

Now in its **seventh edition**, this document is the result of voluntary efforts by technical experts in the construction equipment industry. The project is sponsored by The AED Foundation and includes the participation of leading construction equipment distributors, equipment manufacturers and post-secondary school faculty. The standards cover six areas that the industry considers most important for the training of entry-level technicians:

- Safety/Administrative
- Electronics/Electrical
- Hydraulics/Hydrostatics
- Power Trains
- Diesel Engines
- Air Conditioning/Heating

Established in 1991, The AED Foundation is the educational affiliate of Associated Equipment Distributors (AED), an international association of the construction equipment industry representing over 800 independent distributor, manufacturer and related firms. AED was established in 1919. The National Center on Education and the Economy (NCEE), Washington, DC provided guidance for the development of the original standards.

2011 Edition

For more information or for additional copies, contact:

The AED Foundation
600 Hunter Drive, Suite 220
Oak Brook, IL 60523
Phone: 630-574-0650 Fax: 630-574-0132

Copyright © 1997,1999,2001,2003,2005,2008,2011
Associated Equipment Distributors and The AED Foundation
All Rights Reserved
May 2011

Permission to copy this document for personal use by business and educational personnel is granted by The AED Foundation.

This publication is available on-line at:
http://www.aedfoundation.org
http://www.aedworkforce.com

Contents

- **Standards changes made in the 2005 edition are in bold black font**
- **Standards changes made in the 2008 edition are in bold red font**
- **Standards changes made in the 2011 edition are in bold blue font**

About the Technical Standards Project

Educational institutions and businesses must work together to develop a world-class equipment industry workforce. Significant progress is being made in developing these relationships with the goal of identifying interested students and providing them with the technical training they will need when entering the workforce. In 2001, The AED Foundation introduced the AED Accreditation Program for post-secondary schools. Accreditation requirements are based on the standards contained in this book; schools must meet or exceed these specifications. **Accreditation is available to schools that offer two-year AS or AAS degrees, or four-year schools offering BS or BAS degrees. These degrees must be issued/conferred by the AED Accredited school only. Schools can apply for accreditation by contacting The AED Foundation.**

As an important note, as you review these technical standards, please be advised that the delivery of technical core courses must be split among two or more onsite instructors.

The AED Foundation believes that the construction equipment industry must do all it can to help post-secondary schools recruit and train students for careers in equipment technology. Schools must also do their part by raising the standards of learning, and seeking curriculum input from industry. Today's equipment service technicians are men and women with a high level of professional skills. That is required in order to service and repair construction equipment that is increasingly complex and sophisticated. Our industry faces a shortage of these highly skilled people. Occasional business downturns cannot hide the long-term need for well-trained technicians. This document is a key step toward addressing the problem. The standards are a valuable tool to ensure that students from technical schools have the skill sets needed by AED members.

At the end of this book is a list of present and past standards project participants. We would like to thank all of these industry experts for their time and efforts, and their commitment to industry workforce excellence. Without this type of industry participation, this book would not exist.

It is our hope that industry constituents will use these standards to help them meet their workforce needs in the future. Comments and ideas are always welcome.

Sincerely,

Glenn C. Williamson
Volunteer, Evaluation Team Leader (ETL)
Chairman, Technical Training Committee
The AED Foundation
Slaton, TX

Steven A. Johnson
Executive Director
The AED Foundation
Oak Brook, IL

Purposes

1. To assist post-secondary schools, specifically colleges offering technical programs, in reviewing and updating courses in equipment technology based on what the construction equipment industry needs and expects from students entering the workforce.

2. To provide standards, endorsed by the construction equipment industry, that help educational institutions remove the guesswork in deciding what should be taught to students in equipment technology.

3. To create new relationships between schools and construction equipment industry businesses by developing the standards with broad industry representation, and encouraging the use of the standards by all segments of the industry. This, in turn, leads to program improvements that advance the interests of all industry stakeholders.

4. To raise educational standards so that students will be better prepared for the more demanding entry-level jobs now available to equipment technicians.

5. To address the short and long-term shortage of technicians that affects the construction equipment and related industries.

6. To help the equipment industry develop a world-class workforce.

Background

The standards answer these important questions:

1. **What knowledge and skills do equipment technicians need?**
2. **How do we know how well students can apply what they learn and perform well?**

The following section describes why the six specified disciplines are so important. Yes, students need to have taken courses and received passing grades, but equally important is that they can demonstrate knowledge and mastery of the subjects.

The reader, whether from a school, dealer, manufacturer or a related business, should keep in mind that these standards are rigorous and set the bar high. A number of schools will meet or exceed the standards. For others, there may be difficulties as schools strive to upgrade their overall program and curriculum in accordance with the standards. However, our industry supports the standards as critical steps toward improvement; critical steps needed for the industry to move forward.

Presented here is a realistic picture of what students need to succeed in the real world of construction equipment technology. The AED Foundation encourages educators to not only raise standards, but to work toward these standards with secondary schools as well. AED member businesses are also encouraged to use this document as a reference tool when they are discussing workforce development with local secondary and post-secondary schools.

Assistance to schools from construction equipment businesses can be offered in many ways; to name a few:

- Visit local secondary and post-secondary schools to promote career opportunities in our industry.
- Conduct local "informational events" for students, parents, school counselors, and other career influences.
- Be mentors for students in equipment technology; invite post-secondary teachers to industry companies for training.
- Provide internships, scholarships and or work/study programs for local students.
- Employ service technicians as part-time teachers of topics presented in this handbook.
- Provide part-time work or instructional programs in technology for school faculty members.
- Provide loans or donations of construction equipment, engines, parts, or testing devices to school classrooms and shops.
- Serve on school advisory committees or curriculum planning bodies.

Benefits

For Technical Schools & Colleges:

- Better understanding of the skills students need to enter the field of equipment technology, based on high standards that are agreed upon by leading businesses in the construction equipment industry.

- Guidance for developing appropriate curriculum improvements, special programs, and teaching materials and equipment.

- Facilitation of school connections with local equipment distributor, manufacturer and related businesses that are familiar with the same set of published standards. This common reference point allows schools and businesses to have a good starting point from which to discuss needs and improvements.

- Detailed information for providing students with better career advice. Students can be shown: "Here's what the construction equipment industry expects you to know."

- Assistance in the marketing of school programs to students who are interested in equipment technology, and to parents who may be unaware of technical education options and this industry's attractive career opportunities.

Benefits

For Students and Parents:

- Understanding of what the construction equipment industry expects students to know and demonstrate in order to be well-qualified entry-level equipment technicians.
- Recognition of the need for high standards and high levels of knowledge and skills for a successful career in equipment technology.
- Awareness that the published standards are accepted by the industry as a whole, and represent a progression of knowledge that will be recognized and respected by industry businesses.
- Awareness of various career opportunities in the construction equipment industry, including not only technician positions, but various levels of management positions as well. Opportunities include: parts, service, rental, sales, product support, and senior management.
- Recognition that graduating from a school that meets these standards leads to technical competency, and a resulting career path that enables equipment technicians to earn a good salary and benefits, as well as respect from employers and peers.
- Recognition of the value that dealer employers place on quality technical education and continued training, as well as the importance of hiring skilled equipment technicians and keeping them up-to-date with the latest technology innovations and techniques.

Note: Invite students and parents to visit www.AEDCareers.com, a website with exciting information about how to explore the equipment industry and its great career opportunities.

Benefits

For Industry Businesses:

- A larger pool of skilled equipment technicians from which to draw.
- Entry-level employees who have and can demonstrate high skill levels in the disciplines required of today's equipment technicians.
- The ability of new hires who graduate from schools meeting these standards to move up the learning curve faster, learn new technology faster, and be able to handle increasingly complex technical assignments; thereby contributing to service department profitability sooner.
- Greater return on training investment and less need for additional entry-level and/or remedial training.
- Improved customer service resulting from highly-qualified entry level people who offer a high level of performance.
- Up-front understanding of exactly what skills the new employee has, allowing easier identification of those additional or special skills needed for the particular equipment lines serviced by the company.
- Development of a more flexible workforce based on new people coming into the business who have mastered skills in safety/administrative, electronics/electrical, hydraulics/hydrostatics, power trains, diesel engines, and air conditioning/heating.

Introduction to the Standards:

1. Safety/Administrative
2. Electronics/Electrical
3. Hydraulics/Hydrostatics
4. Power Trains
5. Diesel Engines
6. Air Conditioning/Heating

Note: These standards are updated as necessary to reflect changes in technology and educational requirements. Content needs for this publication are determined by The AED Foundation's Technical Training Committee. Users of this publication are encouraged to submit comments and suggestions to The AED Foundation.

Two and four-year colleges offering AS, AAS, BS or BAS degrees that meet the standards prescribed in this booklet can apply for AED accreditation from The AED Foundation. AED accreditation for programs in Equipment Technology (sometimes titled Diesel, Mobile Equipment Technology, etc.) is important to the school and program funding, its students, and industry businesses. Contact The AED Foundation for more information on the application process.

DISCLAIMER

The information in this publication is made available subject to all the following terms and conditions. By downloading and/or using this document, you agree to be bound by these terms and conditions.

- You acknowledge that this document is made available for informational purposes only.
- This document, and all information contained herein, is provided as-is without warranty of any kind. All warranties, including merchantability, quality, accuracy, title and fitness for a particular purpose, are disclaimed. AED and The AED Foundation do not assume any liability for use of this document, and/or any information contained herein, under any circumstances. We disclaim all liability for any loss or damage including direct, indirect, incidental, special or consequential damages (including lost savings, lost profit or attorney fees) and whether arising in contract, tort or otherwise.
- **AED and The AED Foundation do not authorize, support or recommend the use of this information as a basis for employee selection or assessment.**

Job Description – Equipment Service Technician

An equipment technician maintains, services and repairs the machines and equipment used in all segments of the construction industry, and machines and equipment used in related industries.

Equipment and machines range from fuel and electrically powered hand tools used in construction to giant, diesel-powered earthmovers, cranes and road pavers. To work on these expensive assets, service technicians must have a good base of knowledge in math, science and language prior to acquiring advanced knowledge in construction equipment technology: safety/administrative, electronics/electrical, hydraulics/hydrostatics, power trains, diesel engines and air conditioning/heating.

Fast, accurate work, done "right the first time," is essential for the equipment service technician. Most use diagnostic equipment and personal computers to communicate with their shops, offices and customers.

As a front-line employee with direct customer contact, today's equipment service technician position also requires people skills to communicate with customers, peers and company management. A technician must realize that technology advances rapidly, and continuous training will be required in order to stay current in his/her field.

Typical career path and related opportunities for successful technicians:

- Entry-level service technician
- Journeyman (often with progressive pay and seniority classifications)
- Field technician
- Specialist/ master technician
- Parts/ parts manager
- Service manager
- Trainer/ training manager
- Foreman/supervisor
- Opportunity for movement to: product support sales, advanced technology, and new/used equipment sales or rentals
- Potential advancement to upper management

The Standards Contain Three Key Ingredients:

1

2

3

Three Key Standards Description Levels

1. **Critical Functions**
2. **Key Activities**
3. **Performance Descriptions**

For each set of standards, there first are:

CRITICAL FUNCTIONS - Identify the major umbrellas of knowledge for specific bodies of skills. The critical functions are in the left columns for each set of standards.

KEY ACTIVITIES - Under each umbrella are the key activities that the learner must master to perform each of the critical functions. These are shown in the center columns of each set of standards.

PERFORMANCE DESCRIPTIONS - Knowing critical functions and learning key activities aren't enough. Educators and employers need to know when key activities are performed well by the learner. Specifically: Can the student demonstrate the activity competently? These important competencies are in the right columns of each set.

Notes:

- Standards details are presented in a manner that complements the post-secondary school accreditation application from The AED Foundation.
- **Standards changes made in the 2005 edition are in bold black font.**
- **Standards changes made in the 2008 edition are in bold red font.**
- **Standards changes made in the 2011 edition are in bold blue font.**

IMPORTANT: As you review these technical standards, please note that the delivery of technical core courses must be split among two or more onsite instructors.

The Standards

1a. Safety

1a.1	Use of hand tools	p. 14		1a.8	Use of media type blasting equipment	p. 17
1a.2	Use of electric tools	p. 14		1a.9	Fluid pressure testing equipment	p. 17
1a.3	Use of air tools	p. 14		1a.10	Environment of service facility	p. 18
1a.4	Use of hydraulic tools	p. 15		1a.11	Machine identification and operation	p. 18
1a.5	Use of lifting equipment	p. 15		1a.12	Mandated regulations	p. 19
1a.6	Use of various cleaning equipment	p. 15		1a.13	Shop and in-field practices	p. 21
1a.7	Use of metal cutting and welding equipment	p. 16		1a.14	Hazard identification and prevention	p. 21

1b. Administrative

1b.1	Comprehend basic academic functions	p. 22
1b.2	Utilize industry software and electronic communications systems and reference resources	p. 22
1b.3	Demonstrate an awareness of expected company goals and objectives	p. 23
1b.4	Define basic business practices	p. 23
1b.5	Explain department goals and procedures	p. 24

1a. Safety

Critical Functions	Key Activities	Performance Descriptions
1a.1 Use of hand tools	Proper and safe use of basic hand tools used by a technician. Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify and correctly name the basic hand tools. Exhibits the designed application and safe operating procedure for each. Demonstrates the proper inspection, care and storage for hand tools.
1a.2 Use of electric tools	Proper and safe use of basic electric hand tools used by a technician. Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify and correctly name the electrical tool. Exhibits the designed application and safe operating procedure for each. Demonstrates the proper inspection, care and storage for electric hand tools. Understands and exhibits the safe and proper use of ground fault circuits.
1a.3 Use of air tools	Proper and safe use of the air tools used by a technician. Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify and correctly name the basic air tool. Exhibits the designed application and safe operating procedure for each. Demonstrates the proper inspection, care, maintenance and storage for air tools.

1a. Safety

Critical Functions	Key Activities	Performance Descriptions
1a.4 Use of hydraulic tools	Proper and safe use of hydraulic tools used by technician: a. Porta powers and pullers b. Hydraulic presses c. Hydraulic pullers Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify and correctly name the basic hydraulic tools.
1a.5 Use of lifting equipment	Proper and safe use of lifting equipment used in the shop or field location by a technician: a. Jack stands b. Hoists (overhead and floor type) c. Blocking and cribbing d. Come-A-Long (chain and cable type) e. Lifting chains – lifting eyes, links, spreader bars, etc. f. Slings g. Securing chains Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify and correctly name the various types of lifting equipment. Demonstrates the proper inspection, care, maintenance, and storage for each. Students understand current regulations and standards for use, inspection and certification of lifting equipment.
1a.6 Use of various cleaning equipment	Proper and safe use of the various types of cleaning equipment used to wash parts and components of machines: a. Solvent tank b. Steam cleaner c. Pressure washer d. Hot water washers e. Blow gun Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify and correctly name the basic cleaning equipment used in our industry. Exhibits the designed application and safe operating procedures for each. Demonstrates the proper inspection, care, maintenance, and storage for cleaning equipment.

Critical Functions	Key Activities	Performance Descriptions
1a.6 Use of various cleaning equipment (cont.)		Can identify the various solvents and solutions used in the cleaning process and the precautions required, both personal and environmental. Demonstrate an understanding of Material Safety Data Sheets (MSDS) and requirements to meet OSHA standards.
1a.7 Use of metal cutting and welding equipment	Proper and safe use of various types of gas cutting equipment.	Can identify and correctly name the various types of gas cutting equipment. Exhibits the designed application and safe operation procedures for each type.
	Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify, correctly name and demonstrate the use of the personal protective equipment required for the various types of cutting equipment. Demonstrates the proper inspection, care, maintenance and storage of the equipment, electrodes, and gases.
	Proper and safe use of various types of welding equipment: a. Welding equipment b. Stick welder c. Wire feed welder d. Plasma cutter e. Gas welding	Can identify and correctly name the various types of welding equipment. Exhibits the designed application and safe operation procedures for each type.
	Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify, correctly name and demonstrate the use of the personal protective equipment required for the various types of welding.

Critical Functions	Key Activities	Performance Descriptions
1a.8 Use of media type blasting equipment	Proper and safe use of various types of blasting equipment used to clean parts and components.	Can identify and correctly name the various types of blasting equipment. Exhibits the designed application and safe operation for each type. Demonstrates the proper inspection, care, maintenance and storage of the equipment and the blasting material.
	Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify, correctly name and demonstrate the use of the personal protective equipment required for the various types of blasting operations.
1a.9 Fluid pressure testing equipment	Proper and safe use of various types of fluid pressure test equipment and accessories: Bench testers and testing equipment: a. Gauges b. Transducers c. Flow rating equipment d. Hydraulic cylinder test e. Hydraulic pump and motor f. Nozzle tester	Can identify and correctly name the various types of fluid pressure test equipment and the accessories required for proper testing. Exhibits and can explain the designed application and safe operation of each type of equipment. Demonstrates the proper inspection, care, maintenance and storage of each type of testing equipment and the accessories.
	Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify, correctly name and demonstrate the use of the personal protective equipment required for the various types of fluid pressure testing equipment. Can explain at least three dangers of working with fluids under pressure.

Critical Functions	Key Activities	Performance Descriptions
1a.10 Environment of service facility **IMPORTANT NOTE:** **It is the responsibility of the educational institution to provide a classroom and lab facility that provides an acceptable, safe learning environment for students.**	Proper and safe use of ventilation and building exhaust systems. Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	Can identify the various types of exhaust systems used in repair facility. Exhibits the designed application and safe operation of each type of system. Demonstrates the proper inspection, care, maintenance and storage of the systems and the equipment required for operation. Can explain why carbon monoxide and diesel smoke can be hazardous to your health and the precautions required for eliminating injury or death. Recognize symptoms of exposure to carbon monoxide, diesel smoke and other hazardous materials.
1a.11 Machine identification and operation	Proper and safe operation of the machinery the technicians will be involved with. Examples: a. Excavators b. Skid steers c. Backhoes d. Compaction equipment e. Paving equipment f. Crawlers and track type loaders g. Scrapers h. Cranes i. Scissor lifts j. Fork lifts and material handlers k. Wheel loaders l. Haul trucks m. Motor graders **n. Trenchers** **o. Horizontal directional drills**	Can identify the various types of construction equipment and forklifts, using the standard industry names accepted by equipment manufacturers. Exhibits and can explain the proper, safe and fundamental operation of the various types of machinery. Can understand from a user's perspective the importance of and reasons for caution/warning lights, backup alarms, seat belts, safety instructions, decals and other customer-related safety information.

Critical Functions	Key Activities	Performance Descriptions
1a.11 Machine identification and operation (cont.)	Exhibits knowledge of personal protection equipment and hazardous materials – reference section 1a.12.	
1a.12 Mandated regulations	Various federal and state OSHA and MSHA regulations. a. Personal protection equipment (PPE): • Safety glasses and shoes • Fire protection • Ear protection • Respirators • Head protection • Loose clothing hazard • Proper gloves/hand protection • Protective clothing b. Hazardous material: • Right-to-know c. Proper handling of hazardous material d. Lock-out, Tag-out as it pertains to construction machinery e. Blood-borne pathogens f. Confined space regulations g. Forklift operation and certification h. Fire protection and suppression: • Methods of fire protection • Proper handling of various types of fires; electrical grease, etc. • Use of fire extinguishers i. Material Safety Data Sheets (MSDS)	Can identify and correctly name the various types of equipment required for these regulations. Can exhibit and explain the principles and procedures for each of the regulations. Demonstrates the operation, inspection, proper care and maintenance of the various equipment required for conforming with federal and state OSHA and MSHA regulations. Identify the different types of fire extinguishers and know the applications and correct use of each type.

Critical Functions	Key Activities	Performance Descriptions
1a.12 Mandated regulations (cont.)	j. Handling of flammable liquids and materials. k. Handling of machinery with fluid leaks. l. Back-up alarm requirements for construction machinery. m. Rollover protective equipment for construction machinery (ROPS). n. Electrical ground fault protection. **o. Underground utility hazard – standard markings for each type.** **p. Falling objects protection for construction machinery. (FOPS)** q. Fall protection for workers. **r. Sub-surface, trench, excavation safety.** s. Federal **and state** labor laws: Job safety and health protection 1. Equal opportunity employment 2. Polygraph protection 3. Minimum wage 4. Family and medical leave act of 1993 **5. Whistleblower acts** t. Workman's compensation and accident prevention: 1. Cost of accidents 2. Lost time injury **3. Proper accident and injury reporting**	**Understand and identify underground utility hazard marking that would commonly be encountered on a job site.** Can explain why working safely is important, and explain the procedures for reporting unsafe working conditions and practices.

1a. Safety

Critical Functions	Key Activities	Performance Descriptions
1a.13 Shop and in-field practices	General safe work habits in the shop; general safe work habits when doing in-field repairs or at customer's facility.	Can identify safe work practices in each situation. Can demonstrate safe work practices in the shop or in the field.
	Proper lifting and pulling techniques.	Can identify proper lifting and pulling techniques to avoid personal injury. Demonstrates proper lifting and pulling techniques.
1a.14 Hazard identification and prevention	Proper mounting and dismounting of machinery.	Can explain and demonstrate safe mounting and dismounting practices on construction machinery.
	Load securement for transportation of components.	**Explain proper types of chains and binders used in securing loads.**
	General knowledge of safety practices.	Write about or discuss from personal or team experience (shop, workplaces, etc.,) common safety hazards and what you would have done to eliminate them.
	Proper tire and rim handling procedures.	Demonstrate proper work procedures in handling tires. Refer to industry standard procedures.
	Proper tethering techniques.	Know when tethering is necessary and proper use of the fall protection equipment.

Note to schools: If service vehicles are used as part of training, basic safety instruction should be extended to include the vehicle as well as devices such as cranes, compressors, generators, pumps, winches, etc. Local equipment distributors may be helpful in providing training related to field service trucks and other vehicles.

1b. Administrative

Critical Functions	Key Activities	Performance Descriptions
1b.1 Comprehend basic academic functions	Read, write and comprehend written language; and math, science, and social studies at the minimum assessment level.	Exhibit the ability to use parts and service reference/technical materials, and safety materials in print or computer format. Exhibit the ability to follow written instructions. Exhibit the ability to complete forms, time cards, work orders, accident reports, sales leads, technical bulletins, parts requisitions, and other related written forms of communication. Exhibit the ability to perform basic math functions, including measurement in both U.S. and metric, calculations, conversions, and currency. Develop and exhibit good listening skills.
1b.2 Utilize industry software and electronic communications systems and reference resources	Demonstrate the use of communication technology options. Adequate keyboard skills.	Exhibit the ability to use a computer, and related hardware, current software, Internet, and technology currently in use. Demonstrate efficient, effective, correct and timely communications to a customer and co-worker utilizing telephone, fax, computer, word processing and E-mail. Using a computer, demonstrate the ability to retrieve specifications, part numbers, bulletins, schematics, produce reports, and similar types of information using manufacturers' software and internet based resources.

1b. Administrative

Critical Functions	Key Activities	Performance Descriptions
1b.3 Demonstrate an awareness of expected company goals and objectives *Note: Sections 1b.3 – 1b.5 have been reorganized only; previous content remains; minimal new content is in bold blue.*	Review and understand typical examples of company mission statements, core values, policies/procedures manuals, hand books, and safety guidelines.	Exhibit the ability to work toward achieving established goals while in a diversified environment. Recognize organizational chart. Demonstrate understanding of how product support activities contribute to the overall profitability of the company. Identify expense control requirements. Understand sexual harassment policy, safety rules, environmental regulations, disciplinary action policy, and equal opportunity policy. Explain the need for performance reviews and the impact of different performance levels. Maintain confidentiality as required.
1b.4 Define basic business practices	Explain the importance of quality customer service and the role it plays with company profitability, as well as the effect it has on the wage and benefit package.	Explain the need for quality performance and the impact on customer satisfaction and profitability. Demonstrate a positive attitude towards the company and other contacts. Define impact of not meeting the customers' needs in a timely manner. Recognize customer retention policies and procedures.

1b. Administrative

Critical Functions	Key Activities	Performance Descriptions
1b.4 Define basic business practices (cont.)	Demonstrate effective personal communications, organizational and learning skills	Exhibit the ability to communicate to coworkers and customers in a courteous, professional manner. Demonstrate time management and organizational skills. Develop an awareness of stressful situations, and the ability to handle and resolve problems with difficult internal and external customers. Exhibit the ability to listen and follow verbal and written instructions. Respect authority and accept the responsibilities of the position. **Demonstrate a desire to continue learning, formally and informally, about industry changes in markets, technology and business practices.**
	Demonstrate a positive attitude.	**Demonstrate a positive and professional attitude towards the job and others.** Demonstrate a willingness to perform tasks that are assigned. Demonstrate a willingness to help.
1b.5 Explain department goals and procedures	Describe how the department fits into the corporate structure.	Work toward management's goals. Identify and establish both short and long-term goals and the requirements to achieve them (business and personal). Explain the decision making process.

Critical Functions	Key Activities	Performance Descriptions
1b.5 Explain department goals and procedures (cont.)		Describe parts inventory control, procurement and accountability. **Demonstrate knowledge of factors that can determine shop labor rates.** Demonstrate the ability to accurately complete work orders/repair orders and other related reports. Describe tool procurement procedures. Demonstrate time card accuracy and completion. Demonstrate the ability to use correct industry terminology. Demonstrate ability to use special tools and test equipment.
	Exhibit the ability to maintain a clean and safe work area.	Maintain clean and safe environment.

The Standards
2. Electronics/Electrical Systems

2.1	Fundamental knowledge	p. 27
2.2	Ohm's law	p. 28
2.3	12/24 volt cranking circuits	p. 28
2.4	12/24 volt charging circuits	p. 29
2.5	Lighting, accessory and control systems	p. 30
2.6	Electrical schematics/diagrams	p. 31
2.7	**SAE computer Can-Buss standards**	**p. 31**
2.8	**Diagnostics**	**p. 32**

2. Electronics/Electrical Systems

Critical Functions	Key Activities	Performance Descriptions
2.1 Fundamental knowledge	a. Atomic structure.	Know the basic structure of conductors, insulators, and semi-conductors. Know the reaction of like and unlike charges.
	b. Electron theory of electricity.	Describe the differences of conventional and electron theory current flow. Define resistance and its effect on current flow.
	1. Testing conductors, semi-conductors, and insulators.	Demonstrate the principles of operation and the correct usage of the various types of meters to measure volts, amps, and ohms. Demonstrate ability to convert between kilo, milli, and micro units.
	2. Magnetism.	Demonstrate knowledge of the laws governing permanent magnets, electromagnets, and magnetic fields. Demonstrate knowledge of the effects of magnetic forces on current carrying conductors.
	3. Construction and operation of storage batteries.	Know the basic parts and operation of the basic types of storage batteries.
	c. Telematics – remote monitoring.	Understand remote monitoring systems and the ability to remotely diagnose electrical/electronic issues.

Critical functions	Key Activities	Performance Descriptions
2.2 Ohm's law	a. Ohm's law theory.	Demonstrate the mathematical relationship of the various terms in ohms law as they pertain to series, parallel, and series-parallel circuits.
	b. Applications to series, parallel, and series/parallel DC circuits.	Demonstrate the ability to set-up and measure the voltage, amperage, and resistance values in series, parallel, and series/parallel DC circuits.
2.3 12/24 volt cranking circuits	a. Components.	Know the basic components that make up the various types of 12/24 volt cranking systems.
	b. Operation.	Demonstrate the sequence of operation of the components contained within a cranking system. The emphasis is on how each component effects the system's overall operation.
	c. Troubleshooting.	Demonstrate the ability to isolate problems using voltage drops and other diagnostic methods. The proper use of testing equipment is paramount.
	d. Repair.	**Demonstrate the ability to properly disassemble, test, assemble and replace the following components using manufacturers' service publications and specifications.** 1. Conductors 2. Relays/ Solenoids 3. Starters

2. Electronics/Electrical Systems

Critical Functions	Key Activities	Performance Descriptions
2.4 12/24 volt charging circuits	a. Components.	Know the basic components that make up the various types of 12/24 volt charging systems.
	b. Operation.	Demonstrate the sequence of operation of the components contained within a charging system. The emphasis is on how each component effects the system's overall operation.
	c. Troubleshooting.	Demonstrate the ability to isolate problems using voltage drops and other diagnostic methods. The proper use of testing equipment is paramount.
	d. Repair.	**Demonstrate the ability to properly disassemble, test, assemble and replace the following components using manufacturers' service publications and specifications.** 1. Conductors 2. Alternators 3. Regulators

Critical Functions	Key Activities	Performance Descriptions
2.5 Lighting, accessory and control systems	a. Components.	Know the basic components that make up the various types of lighting, accessory and control systems.
	b. Operation.	Demonstrate the sequence of operation of the components contained within various lighting, accessory and control systems. The emphasis is on how each component effects the system's overall operation.
	c. Troubleshooting.	Demonstrate the ability to isolate problems within various lighting, accessory and control systems using voltage drops and other diagnostic methods. The proper use of testing equipment is paramount.
	d. Repair.	Demonstrate the ability to properly disassemble, test, assemble, replace, or repair lighting, accessory and control system components using manufacturers' service publications and specifications. Examples of the components are as follows: 1. Wiring harness/connectors 2. Fuses/circuit breakers 3. Lights/bulbs 4. Electromagnetic devices 5. Gauges 6. Meters 7. Horns and buzzers 8. Relays 9. Diodes 10. Resisters 11. Potentiometers

Critical Functions	Key Activities	Performance Descriptions
2.5 Lighting, accessory and control systems (cont.)		12. Solenoids 13. Rheostats 14. Switches 15. Electric motors 16. Transformers/converters 17. Pre-heat devices - ie Glow plugs, intake heaters 18. Sensors 19. Monitors 20. Controllers 21. HID/LED 22. Transducers
2.6 Electrical schematics/diagrams	a. How to read schematics/diagrams.	Demonstrate the ability to identify basic electrical/electronic symbols. Demonstrate the ability to trace various circuits using wiring schematics/diagrams.
	b. How to use schematics/diagrams.	Demonstrate a working knowledge of diagnosing and troubleshooting electrical systems using schematics/diagrams.
2.7 SAE computer Can-Buss standards	a. Understand communication standards.	Demonstrate the knowledge of the different systems used to communicate on computer controlled machinery. SAE J1587 & J1939. Understanding the importance of twisted and shielded wire systems.
	b. Understand published error codes per SAE standards.	Demonstrate the knowledge of the codes to identify errors within the different systems.

Critical Functions	Key Activities	Performance Descriptions
2.8 Diagnostics Systems troubleshooting Note: for "d." and "e." in key activities to the right, please cross-reference to Hydraulics/Hydrostatics Section 3.1 of this document: Theory and operation, understand hydraulic and hydrostatic theory. Reference the requirement for a school-owned hydraulic/hydrostatic trainer in Section 3.6. Also cross-reference to Power Trains Section 4.1 of this document: Theory and Operation, Theory and principles of hydrostatic transmissions.	Follow technical manuals/service information to perform operational checks and troubleshooting procedures to properly diagnose an electrical malfunction in each of the following areas: a. Cranking systems b. Charging systems c. Lighting systems d. Electric and electronic controlled hydraulic systems e. Electric and electronic controlled hydrostatic systems Given school owned pieces of training equipment, exhibit the ability to solve malfunctions in each of the listed systems that have been installed or established for troubleshooting practice using proper procedures. Technical write-up competency	Exhibit the ability to reason with regard to a specific malfunction in the system. Exhibit mastering the use of all test equipment including digital volt ohm meter (D.V.O.M.), lap top computers, and other system specific troubleshooting devices. Demonstrate the ability to use schematic diagrams and follow troubleshooting flow charts in selected techncial manuals. Utilize an interactive equipment diagnostic program. Demonstrate technical write-up competency • Diagnose customer complaint • Identify the root cause of failure • Correction procedure • Machine inspection

The Standards
3. Hydraulics/Hydrostatics

Terminology – Hydraulics/Hydrostatics

The student is required to have a thorough understanding and comprehension of terms and abbreviations related to this section. Here are some examples. The list is not exhaustive, but provides selected basic terminology; feel free to add terms as you deem appropriate.

Accumulator
Actuator
Aeration
Air entrainment
Articulate
Attenuation
Bleed
Breakout force
Bypass
Cam
Case drain
Cavitation
Charge relief
Charge system
Closed-center system
Closed-loop system
Compensator
Controller
Cooler (oil)
Coupler
Cushion
Cycle time
Cylinder
- Double-acting cylinder
- Single acting cylinder
- Telescopic cylinder

Delta P
Detent
Displacement
Drain shuttle
Drift rate
EDC – Electronic Displacement Control
Efficiency
Energy
- Heat energy
- Hydraulic energy
- Kinetic energy
- Potential energy

Filter (oil)
- By-pass filter
- Full-flow filter

Filter cart
Flow meter
Flow rate
Fluid power
Force
Friction
Heat exchanger
Horsepower
Hydraulics
- Hydrodynamics
- Hydrostatics

Inert gas
Load
Load sense
Load check
Lift check
Manifold
- Distribution
- Return
- Rotary

Micron
Motor (hydraulic)
Motors
- Axial piston
- Fixed displacement
- Gear
- Gerotor
- Radial piston
- Two-speed
- Vane
- Variable displacement

Open-center system
Orbital steering valve
Orifice
Out-of-stroke
Packing
Pintle shaft
Pipe
Piston
Port
Pour point
Power beyond
Power lift
Pressure
- Back pressure
- Charge pressure
- Cracking pressure
- Differential pressure/Delta P
- Full-flow pressure
- Operating pressure
- Pilot pressure
- Pressure limiting
- Rated pressure
- Static pressure
- Surge pressure/pressure spike
- System pressure
- Working pressure

Pulsation
PSI
Pumps
- Fixed displacement
- Gear
- Piston
- Vane
- Variable displacement

Regenerative/quick drop valve
Reservoir
Restriction
Rotating groups
Sampling Ports
Seat
Servo
Servo piston
Solenoid
Sponge gun
Starvation
Strainer
Steering control unit
Stroke
Supply/feed line
Surge
Swash plate
Swivel joint/center joint
Symbols, schematic
System
Thermal expansion
Torque
Torque limiter
Tube
Valve
- Anti-cavitation valve
- Buildup valve
- Bypass regulator
- Check valve
- Closed-center
- Directional control
- Electro-hydraulic
- Flow control
- Flow divider
- Flushing valve
- Needle
- Open-center
- Pilot
- Pilot operated
- Poppet
- Pressure compensating
- Pressure control
- Pressure reducing
- Pressure sequence
- Priority valve
- Proportional flow divider
- Quick drop
- Relief
- Replenishing/relief valve
- Rotary directional
- Selector
- Sequence
- Shuttle
- Shutoff
- Spool directional
- Stroke control
- Thermal relief
- Tow valve
- Two stage relief
- Two,three,four,six-way
- Unloading
- Volume control

Valve plate
Valve stack
Velocity
Vent
Viscosity
Volume
Work port

Abbreviations – Hydraulics/Hydrostatics

ANSI:	American National Standards Institute
ASAE:	American Society of Agricultural Engineers
bar:	Metric unit of measure for pressure
C:	Degrees Celsius, temperature
F:	Degrees Fahrenheit, temperature
gpm:	Gallons per minute, fluid flow
Nm:	Newton meters, metric unit of measure for torque
hp:	Horsepower
I.D.:	Inside diameter
ISO:	International Organization for Standardization
Kg/cm2:	Kilograms per square centimeter, metric unit for pressure
kPa:	Kilo Pascals, metric unit of measure for pressure
kW:	Kilowatts, metric unit of measure for power
lb-ft:	Pounds-foot, torque or turning effort
lb-in:	Pounds-inch, torque or turning effort
L/m:	Liters per minute
Mpa:	**Megapascal, ISO standard measurement for pressure**
O.D.:	Outside diameter
OEM:	Original Equipment Manufacturer
ppm:	**Parts per million**
psi:	Pounds per square inch, pressure
psia:	**Pounds per square inch absolute**
psig:	**Pounds per square inch gauge**
PWM:	**Pulse width modulation**
rpm:	Revolutions per minute
SAE:	Society of Automotive Engineers

3. Hydraulics/Hydrostatics

Critical Functions	Key Activities	Performance Descriptions
3.1 Theory and operation, hydraulic and hydrostatic Understand hydraulic theory	Learn basic hydraulic principles.	Demonstrate knowledge that fluids have no shape of their own, are practically incompressible, apply equal pressure in all directions, and provide great increases in work force.
		Demonstrate the understanding of the function of a reservoir, pump, filters, relief valve, control valve, and cylinder in relation to each other.
	Understand and differentiate between open and closed center systems.	Know that open and closed center systems are determined by one or all of the following: a) the type of control valve b) the type of pump c) use of unloading valve d) path of oil return to reservoir from pump.
	Understand a basic hydraulic system.	Describe a basic, but complete, open center hydraulic system, explaining the operation of the system, the route of fluid during the use of a function, and the route of the fluid while the machine is running when no hydraulic function is being used.
		Describe a basic, but complete, closed center hydraulic system, explaining the operation of the system, the route of fluid during the use of a function, and the route of the fluid while the machine is running when no hydraulic function is being used.
	Applications of hydraulic systems.	Be able to identify applications, and the benefits of those applications on construction equipment.

Critical Functions	Key Activities	Performance Descriptions
3.1 Theory and operation, hydraulic and hydrostatic (cont.)	Learn the principles of hydrostatics.	Demonstrate knowledge of hydrostatic systems, including closed-loop and open-loop systems.
	Explain the difference between hydrostatics & hydrodynamics.	Understand the various types of cooling circuits.
Understand hydrostatic theory		Understand the purpose of a charge circuit and how charge pressure relates to hydrostatic system efficiency.
Note: for this section, please cross-reference to Electronics/Electrical Systems Section 2.8, "d." and "e." of this document: Diagnostics, Systems troubleshooting (hydrostatics).		Explain the differences between hydraulic and hydrostatic systems.
Also, cross-reference to Power Trains Section 4.1 of this document: Theory and Operation, Theory and principles of hydrostatic transmissions.	Applications of hydrostatic systems.	Be able to identify applications, and the benefits of those applications on construction equipment.
.	Understand the difference between fixed, variable, positive, and non-positive displacement pumps.	Explain the different characteristics between various types of pumps, exhibit the ability to follow the oil flow through each pump both while using a hydraulic function and with no hydraulic function being used.
Pump identification and operation	Identify a gear pump, its parts, and know its operation.	Be able to identify a gear pump, name all parts, follow the oil flow through a gear pump, identify inlet and outlet ports, and identify the direction of rotation of the pump.

3. Hydraulics/Hydrostatics

Critical Functions	Key Activities	Performance Descriptions
3.1 Theory and operation, hydraulic and hydrostatic; Pump identification and operation (cont.)	Identify a vane pump, its parts, and know its operation.	Be able to identify a vane pump, name all parts of a vane pump, follow the oil flow through a vane pump, identify inlet and outlet ports of a vane pump, and identify the direction of rotation of the pump. Explain how a vane pump can be changed to operate in the opposite direction, when applicable.
	Identify a piston pump, its parts, and know its operation.	Be able to identify various piston pumps, name all parts of a piston pump, follow the oil flow through a piston pump, identify inlet and outlet ports of a piston pump (both variable and fixed), and identify the direction of rotation of the pump.
	Identify types of swash plate control.	**Identify types of swash plate control (manual, servo piston, electronic, etc.).**
Motor identification and operation	**Understand the difference between fixed or variable displacement, and 2-speed motors.**	Explain the different characteristics between the **various** motors, exhibit the ability to follow the oil flow through each motor while using a hydraulic function.
	Identify a gear motor, its parts and know its operation.	Be able to identify a gear motor, name all parts of a gear motor, follow the oil flow through a gear motor, identify inlet and outlet ports of a gear motor, and identify the direction of rotation of the motor.
	Identify a vane motor, its parts, and know its operation.	Be able to identify a vane motor, name all parts of a vane motor, follow the oil flow through a vane motor, identify inlet and outlet ports of a vane motor, and identify the direction of rotation of the motor.

3. Hydraulics/Hydrostatics

Critical Functions	Key Activities	Performance Descriptions
3.1 Theory and operation, hydraulic and hydrostatic; Motor identification and operation (cont.)	Identify radial and axial piston motors, their parts, and know their operation.	Be able to identify radial and axial piston motors, name all parts of these piston motors, follow the oil flow through these piston motors, identify inlet and outlet ports of these piston motors (both variable and fixed), and identify the direction of rotation of the motors.
	Identify a gerotor motor, its parts, and know its operation.	Be able to identify a gerotor motor, name all parts, and understand its operation.
Function and operation of hydraulic valves	Understand the three major types of hydraulic valves.	Exhibit the differences between these three major types: a.) Pressure control valves b.) Directional control valves c.) Volume control valves
	Understand the functions and uses of pressure control valves.	Exhibit knowledge of the uses and functions of the following valves: a.) Direct acting relief valves b.) Pilot operated relief valves c.) Cartridge relief valves d.) Pilot operated valves e.) Sequence valves f.) Unloading valves g.) Multi-function valves h.) Counterbalance valves i.) Pressure reducing valves j.) Pressure limiting valves

3. Hydraulics/Hydrostatics

Critical Functions	Key Activities	Performance Descriptions
3.1 Theory and operation, hydraulic and hydrostatic; Function and operation of hydraulic valves (cont.)	Understand the functions and uses of directional control valves.	Exhibit knowledge of the uses and functions of the following valves: a.) Check valves b.) Rotary valves c.) Spool valves d.) Pilot controlled poppet valves e.) Electro-hydraulic valves f.) Electro-hydraulic control systems g.) Pulse width modulated valves
Electro-hydraulics	Electro-hydraulic valves Electro-hydraulic control systems Pulse width modulation (PWM)	
	Understand the functions and uses of volume control valves.	Exhibit knowledge of the uses and functions of the following valves: a.) Flow control valves 1. Compensated 2. Non-compensated b.) Flow divider valves 1. Priority 2. Non-priority 3. Proportional
Cylinder identification and operation	**Understand the difference between single acting and dual acting cylinders.**	Explain the uses and movements of the two types of cylinders.
	Identify a single acting cylinder, its parts and know its operation.	Be able to identify a single acting cylinder, name all of its parts, and follow the oil flow through the cylinder.
		Understand operation of a cushioned cylinder.

3. Hydraulics/Hydrostatics

Critical Functions	Key Activities	Performance Descriptions
3.1 Theory and operation, hydraulic and hydrostatic; Cylinder identification and operation (cont.)	Identify a double acting cylinder, its parts and know its operation.	Be able to identify a double acting cylinder, name all of its parts, and follow the oil flow through the cylinder. **(deleted in sentence ie. vane type cylinder - rotary actuator)**
Accumulator identification and operation	Understand the uses of accumulators.	Explain how accumulators store energy, absorb shocks, build pressure, and maintain a constant pressure within a system.
	Identify types of accumulators.	Explain where and why gas, pneumatic, spring loaded, and weighted accumulators are used.
	Understand accumulator safety.	Explain and practice all accumulator safety practices.
3.2 Fluids, transfer components and filtering	Know the construction of hoses and understand the wide variety of fittings used in hydraulic systems, and the effects of these on noise and vibration.	Exhibit the ability to select the proper hose for a given function, taking into consideration the flow needed, pressures to be used, routing, clamping, fittings required and pulsating of lines. Exhibit knowledge of the understanding of hydraulic fittings, the importance of selecting the proper fitting, and their relationship to noise and vibration. Demonstrate the ability to identify various fittings and thread styles, examples: o-ring boss, NPT, NPTF, British Metric, o-ring flange, ORFS, etc. **Proper procedure to torque fittings and flanges.**

Critical Functions	Key Activities	Performance Descriptions
3.2 Fluids, transfer components and filtering (cont.) Know the construction and function of filters used in hydraulic/hydrostatic systems	Hydraulic filters: 1. Pressure, return line & suction filters 2. Filter efficiency 3. Beta ratings/ISO cleanliness codes 4. Auxiliary by-pass filtration	Describe the use of various filters in hydraulic and hydrostatic systems. Demonstrate an understanding of the concept of auxiliary by-pass filtration and its benefits to total system cleanliness.
3.3 Maintenance procedures	Know and practice safety.	Demonstrate familiarity with, and practice good hydraulic maintenance/safety practices.
Understand the importance of maintenance	Understand the importance of cleanliness.	Perform all hydraulic functions in a clean atmosphere.
	Flushing systems.	Exhibit the ability to follow the proper flushing procedure using the correct technical manual/service information.
	Preventing leaks.	Exhibit the proper maintenance techniques to prevent internal and external leaks.
	Prevent overheating.	Demonstrate knowledge of overheating conditions. Prevent overheating by keeping the oil at the proper levels, cleaning dirt and mud from around lines and cylinder rods, keep relief valves adjusted properly, do not overload or overspeed systems, and do not hold control valves in a position longer than necessary.
	Identify defective or worn hoses.	Recognize the root causes of "blistering" or frayed hoses and procedures to avoid these problems.

3. Hydraulics/Hydrostatics

Critical Functions	Key Activities	Performance Descriptions
3.3 Maintenance procedures (cont.) Know the characteristics of oils	Hydraulic oils: 1. Viscosity-effects of temperature on viscosity 2. Types: mineral, synthetic, water/oil emulsions, bio-oil, etc. 3. Characteristics of: VI improvers, anti-foaming, etc. 4. Recommended viscosity for hydraulic components 5. Explain the flash point of oil	Understand oils and show familiarity with various fluids and their effects on hydraulic systems. Understand the effects of mixing oil types.
Fluid Cleanliness	ISO cleanliness codes Interpreting fluid analysis reports	Understand ISO cleanliness code principles. Identify key elemental categories. Understand the proper way to obtain fluid samples from a system. Identify key elements found in oil analysis and the types of failures related to each. Identify key indicators on a fluid analysis report that illustrate: 1. The proper fluid type is being used. 2. Fluid types have not been mixed. 3. Indicators of fluid degradation. 4. Trend analysis.
	Be able to identify aeration	Be able to identify aeration and determine the root cause.
Understand the usage and types of seals and gasket materials	Know the variety of materials and types of seals/gaskets used in a hydraulic system Be sure safety practices are followed.	Show understanding of how reactions of some sealant materials differ among types of hydraulic fluids. Describe the applications of various types of sealants.

3. Hydraulics/Hydrostatics

Critical Functions	Key Activities	Performance Descriptions
3.4 Component Rebuild and Replacement	Understand the procedure to properly rebuild hydraulic components.	
Component rebuild	Be sure safety practices are followed.	Following the proper technical manual/service information, exhibit the ability to remove, disassemble, diagnose failure, rebuild **or replace**, reinstall, and test operate any given component including but not limited to: • Gear, vane, and piston pumps • Gear, vane, and piston motors • Pressure control valves • Directional control valves • Volume control valves • Single acting, double acting cylinders (If OEM recommends or allows: gas, pneumatic, spring, and weight loaded accumulators.
Component replacement	Understand the procedures to properly remove and replace hydraulic components. Be sure safety practices are followed.	Following the proper technical manual/service information, exhibit the ability to remove **and replace** any given component including but not limited to: • Gear, vane, and piston pumps • Gear, vane, and piston motors • Pressure control valves • Directional control valves • Volume control valves • Single acting, double acting cylinders • Gas, pneumatic, spring, and weight loaded accumulators • Hoses, steel lines, and fittings • Oil coolers • Reservoirs **Proper system flushing/cleanup procedures and the proper tools used to achieve ISO cleanliness code.** **Proper bleeding and priming procedures.**

3. Hydraulics/Hydrostatics

Critical Functions	Key Activities	Performance Descriptions
3.5 Hydraulic schematics	Identify JIC, ANSI and ISO hydraulic symbols in relation to the component they represent. Identify the position of any given component by reading a schematic. Follow the flow of fluid through a hydraulic system with the use of a schematic.	Exhibit knowledge of symbol identification through demonstration. Given a selected schematic, exhibit your knowledge of schematics by using JIC, ISO and various symbols to identify locations of various components.
3.6 Diagnostics Systems and component troubleshooting Note: for this section, please cross-reference to Electronics/Electrical Systems Section 2.8, "d." and "e." of this document: Diagnostics, Systems troubleshooting (hydrostatics). Also, cross-reference to Power Trains Section 4.1 of this document: Theory and Operation, Theory and principles of hydrostatic transmissions.	Follow technical manuals/service information to perform operational checks and troubleshooting procedures to properly diagnose a **hydraulic/hydrostatic malfunction.** An accredited school must own at least one engine driven simulator or machine that meets the following requirements: a. Must be electronically controlled via EDC (Electronic Displacement Control) systems. b. Must be easily accessible, both visually and mechanically. c. Must allow for faculty/students to effectively perform operational checks, test procedures and diagnostics using appropriate manuals and procedures. d. Schools must have an assortment of failed/faulty components (wiring, sensors, bugs, etc.) that can be removed or replaced for testing, diagnostics or demonstrations. NOTE: INCORPORATE ABOVE TRAINER INTO CURRICULUM. Technical write-up competency	Exhibit the ability to reason with regard to a specific malfunction. Exhibit mastering the use of all test equipment including flow meters, pressure gauges, vacuum gauges, and temperature measuring devices, in both the metric and standard scales. **Demonstrate the ability to use schematic diagrams and follow a troubleshooting flow chart using a selected technical manual.** Demonstrate the ability to follow an operational check procedure using a selected technical manual. Demonstrate technical write-up competency • Diagnose customer complaint • Identify the root cause of failure • Correction procedure • Machine inspection

The Standards

4. Power Trains

Terminology - Power Trains

The student is required to have a thorough understanding and comprehension of terms and abbreviations related to this section. Here are some examples. The list is not exhaustive, but provides selected basic terminology; feel free to add terms as you deem appropriate.

Axle
Axle, hydrostatic drive
Backlash
Band-type clutches
Barrel cylinder
Bearing loads
Bearing
Bearings, ball
Bearings, needle
Bearings, roller
Belt alignment
Belt drives
Belt friction
Belt tension
Belts
Bevel gears, plain
Bevel gears, spiral
Cam drives
Carrier bearing for midship support
Chain drives
Calipers
Clutch
Clutch pack
Collar shift transmission
Countershaft
Coolers
CV Joints
Dampeners
Differentials
Direct drive transmission
Disk clutch
Drop box / transfer case
Dry brakes
Electrical clutch controls
Endplay
Final drive
Fluids
Fluid coupling
Flywheel
Gear
Gear train
Gear pump
Hydraulic
Hydrostatic
Hydrostatic drive
Idler gear
Impeller
Inching/modulation pedal
Infinitely variable transmission
Input shaft
Lubrication
Manual transmissions
Output shaft
Overdrives
Pinion drives
Planetary drives
Planetary gears
Pneumatic clutches
Power shift transmissions
Power take-off (PTO)
Power train
Pump
Ratio
Repair indicators
Reverser unit
Rim
Ring gear
Ring and pinion gears
Roller chains
Servo cylinder
Shear pins
Slip clutches
Spur
Sun gear
Swash plate
Synchromesh transmission
Tension
Torque
Torque converter
Universal joints / Hooke joints
V-belts
Variable-speed belt drives
Wear
Wear plate
Wet disc brakes
Wet disc clutch
Worm gears

4. Power Trains

Critical Functions	Key Activities	Performance Descriptions
4.1 Theory and operation	Learn theory of power train: 1. Clutches 2. Manual transmissions 3. Power shift transmissions 4. Hydrostatic drives 5. Torque converters 6. Differentials 7. Dry brakes 8. Wet brakes 9. Final drives	Demonstrate knowledge of basic power train components and how those components, as a whole, relate to one another. Demonstrate by following a power flow chart from flywheel to ground.
Basic principles of power train	Learn principles of the following: Gear ratios.	Exhibit your understanding of gear ratios by calculating an output shaft speed given input speed and a minimum of 2 reduction gear sets. Exhibit same understanding with a minimum of 2 multiplying gear sets. (Using multiplying gear sets also instills in the student's mind that all gear set combinations are not used for reduction.)
	Types of gears: 1. Straight cut spur 2. Helical 3. Herringbone 4. Bevel 5. Spiral bevel 6. Hypoid 7. Planetary a. Basic operation • Sun drive • Carrier drive • Compound gear b. Ratios	Demonstrate knowledge by identifying the various types of gears using a matching test. Explain the benefit of one type of gear versus other types of gears using factors such as cost, strength, quietness, bulkiness, and capability of ratios.

Critical Functions	Key Activities	Performance Descriptions
4.1 Theory and operation; Basic principles of power train (cont.)	8. Worm **9. Ring and pinion**	
	Anti-friction bearings and plain bearings:	Identify types of bearings through matching tests.
	1. Ball 2. Roller 3. Needle	Demonstrate understanding of various types of bearings and benefits of one bearing over another using factors such as size, quietness, cost, durability, and versatility.
	Torque converter:	
	1. Components: a. Impeller b. Turbine c. Stator	Identify components of a torque converter and describe the relationship of those components to one another.
	2. Operation: a. Vortex flow b. Stall c. Torque multiplication d. Lock-up clutches e. Rotary flow **f. Cooler flow**	Describe the operation of a given torque converter and various stages of operation.
	3. Testing and troubleshooting: a. Converter in pressures b. Converter out pressures	Given a running piece of equipment with a torque converter, use OEM manuals/service information to test unit and determine if operation is within specifications.

Critical Functions	Key Activities	Performance Descriptions
4.1 Theory and operation (cont.)		
Theory and principles of manual transmissions	1. General principals: a. Sliding gear: 1. Components 2. Operation 3. Powerflow	Exhibit your understanding of "sliding gear" transmissions by identifying components, explaining operation, and demonstrating power flow through all gear sets.
	b. Collar shift: 1. Components 2. Operation 3. Powerflow	Same as above substituting "collar shift."
	c. Syncromesh: 1. Components 2. Operation 3. Powerflow	Same as above substituting "syncromesh."
	2. Manual shifting controls: a. Forks b. Rails c. Cams	Identify shifting control components and explain their operation.
	3. Adjustments: a. Endplay, preload, backlash b. Fork adjustments c. Rail adjustments d. Cam adjustments	Given a specific transmission, demonstrate your ability to perform all adjustments to that transmission as instructed in the OEM service manual/information.

Critical Functions	Key Activities	Performance Descriptions
4.1 Theory and operation (cont.) Theory and principles of powershift transmissions The college program must have at least two school-owned static powershift transmissions (on-highway truck transmissions do not qualify) for student disassembly and assembly. Depending on the number of students in the program, more may be required.	1. General principals: a. Review multiple discs b. Review planetary gearing c. Identify planetary and countershaft transmissions. d. Multiple clutch operation: • Clutch engagement chart • Power flow through transmission • Control of clutch engagement e. Accumulator operations f. Rate of shift controls g. Clutch pressures: • On-coming clutch • Off-going clutch • Pressure gauge testing h. Hydraulic valving i. Oil flow to clutches: • Hydraulic reverses • Counter shaft (constant mesh) • Planetary transmissions • Troubleshooting methods • Preload, endplay, and backlash	Demonstrate your understanding of the operation of powershift transmissions by explaining which clutches and/or brakes are engaged, and which planetary gear sets are being used during a specific gear selection. Explain the differences, advantages and disadvantages of planetary and countershaft transmissions. Given a selected piece of manufacturer or dealer loaned, or school-owned construction equipment (on-highway truck transmissions do not qualify), use the appropriate service manual/information to test and/or troubleshoot the powershift transmission and verify if it is within OEM specifications. Exhibit understanding of preload, endplay and backlash by explaining why we need and use them and, given a specific component and OEM manuals/service information, demonstrate ability to set and measure preload, endplay and backlash.

Critical Functions	Key Activities	Performance Descriptions
4.1 Theory and operation (cont.)		
Theory and principles of clutches	Clutch identification and operation: 1. Disk and plate: a. Disc: • Solid • Button b. Pressure plate: • Springs • Plate • Release levers c. Operation 2. Multiple disc clutches: a. Components b. Relationship of number of discs to application c. Effect of pressure on torque d. Wet and dry clutches e. Clutch/plate material f. Wear patterns 3. Overrunning clutches: a. Types: • Roller • Cam • Sprag b. Operation c. Application 4. Magnetic clutches: a. Operation b. Application 5. Modulating clutch	Identify all components in a single and multiple disc and plate-type clutch, including flywheel, pilot and release bearings, disc and pressure plate parts, and power train input shaft. Also, explain differences and benefits of solid and button-type clutches. Explain operation of a selected clutch. Demonstrate knowledge and operation of single and multiple-disc clutches by explaining the relationship of the clutch components to each other and their roles in the transfer of power. Describe the relationship of the number of discs, types of discs (wet or dry), and type of clutch material to the transfer of torque and horsepower to the ground. Demonstrate understanding of overrunning clutches by identifying the different types of clutches, their operation and various applications. Explain the operation of magnetic clutches and name various applications. Explain operation and applications.

Critical Functions	Key Activities	Performance Descriptions
4.1 Theory and operation (cont.) Theory and principles of electronic-controlled transmissions	1. Basic principals: a. Electronically-controlled hydraulic valves: • F= P x A • Pressure drop through an orifice • Fundamentals of spring operation • Fundamentals of solenoid operation • Current vs. spring force vs. orifice relationship • Current vs. pressure relationships 2. Electronic over hydraulic systems. 3. Electronic over air systems. 4. Sensing and operational control: a. Load sensing b. Engine fuel control interface c. Speed sensing d. Torque sensing e. Manual control f. Automatic control 5. Troubleshooting: a. With diagnostic unit b. Without diagnostic unit c. Component isolation procedures	Exhibit your knowledge of electronic control systems by identifying components used on a specific unit. Given a specific unit, demonstrate your understanding of the unit's operation by explaining the functions of all components and their relationships to one another. Given a specific unit and OEM service manuals/information, demonstrate ability to follow flow and troubleshooting charts to correctly identify the operation of the system and troubleshooting methods used by the OEM.

Critical Functions	Key Activities	Performance Descriptions
4.1 Theory and operation (cont.) Theory and principles of hydrostatic transmissions Note: for this section, please cross-reference to Electronics/Electrical Systems Section 2.8, "d." and "e." of this document: Diagnostics, Systems troubleshooting (hydrostatics). Also, cross-reference to Hydraulics/Hydrostatics Section 3.1 of this document: Theory and operation, understand hydraulic and hydrostatic theory. Reference the requirement for a school-owned hydraulic/hydrostatic trainer in Section 3.6.	1. Basic principals: a. Displacement/flow relationships b. Types: • Gear • Axial piston swash plate • Cam lobe c. Open loop hydrostatics d. Closed loop hydrostatics: • Fixed-fixed combinations • Variable-fixed combinations • Fixed-variable combinations • Variable-variable combinations • Charge circuit • Lubrication circuit e. Pump f. Motor g. Forward h. Neutral i. Reverse 2. Hydrostatic control systems: a. Manual feedback control b. Electronically controlled c. Braking system: • Fail safe • Manual systems 3. Testing/ troubleshooting: a. Proper use of gauges b. Accuracy of gauges c. Failure analysis	Demonstrate your understanding of theory and principals of hydrostatic systems by explaining, in writing and in your own words, how a basic hydrostatic system functions. Exhibit knowledge of hydrostatic transmission operation by explaining the flow of fluids through the charge circuit, pump, motor, control and loop circuits. Explain the differences between fixed and variable pumps and motors, and the effects of their various combinations. Given a hydraulic/hydrostatic trainer or a specific piece of equipment with a hydrostatic drive and service manuals/information/software, demonstrate your ability to follow reference information, test, and determine if the unit is within specifications. Demonstrate ability to follow a diagnostic - troubleshooting chart for a specific system.

4. Power Trains

Critical Functions	Key Activities	Performance Descriptions
4.1 Theory and operation; theory and principles of hydrostatic transmissions (cont.)	4. Repair cautions: a. Cleanliness b. Filling oil lines c. Oil types	
4.2 Driveshaft function and construction	1. Connections: **a. U Joint / Hooke joint** b. Constant velocity joint 2. Effects of angle of shaft 3. Multiple joint timing 4. Mid-ship supports 5. Repairs 6. Failure analysis	Demonstrate knowledge of driveshafts by recognizing components, realizing the effects of driveline angle and studying why driveline failures occur.
Theory and principles of differentials	1. Basic operation and components: a. Pinion gear b. Ring gear c. Bevel gear 2. Differential locking methods: a. Mechanical b. Hydraulic c. Automatic no-spin 3. Adjustments: a. Preload b. Backlash c. Gear tooth pattern 4. Failure analysis	Exhibit understanding of basic differential operation by identifying the components and explaining how pinion, ring and bevel gears operate in relationship to each other. Identify each type of differential locking device and explain in detail how each one operates. Given a specific **component and proper manuals/information**, perform all adjustments on a differential with a new ring and pinion, and also perform all adjustments with original ring and pinion but with new bearings. Identify the most common **root** causes of failure with differentials.

4. Power Trains

Critical Functions	Key Activities	Performance Descriptions
4.2 Driveshaft function and construction (cont.) Theory and principles of final drives	1. Types: a. Rigid axle: • Full-floating • Semi-floating b. Flexible axle shaft c. Pinion drives: • Pinion/bull gear • Inboard planetary • Outboard planetary • Double reduction planetary 2. Front wheel drives: a. Mechanical b. Hydrostatic c. Speed lock-outs 3. Four wheel drive: a. Front to rear ratios b. Tires and rolling radius c. Front or rear disconnects	Exhibit knowledge of final drives by identifying the different types, and the components that make up final drives.
	4. Adjustments a. Rolling torque b. Bearing Preload c. Endplay	Perform adjustments according to OEM standards.
4.3 Fundamental theory of hydraulic and pneumatic braking systems	1. Study the components of hydraulic and pneumatic braking systems: a. Functions b. Construction c. Operating principles d. Define and explain Pascal's law	Fundamental theory, adjustments and repair of hydraulic and pneumatic braking systems used primarily in mobile construction equipment. Demonstrate knowledge of basic brake components, both wet internal and dry external. Explain and sketch hydraulic and pneumatic brake systems, internal and external.

Critical Functions	Key Activities	Performance Descriptions
4.3 Fundamental theory of hydraulic and pneumatic braking systems (cont.)	2. Study hydraulic wheel cylinders: a. Functions b. Construction c. Single/double piston d. Discuss and explain the mechanical working of a hydraulic wheel cylinder 3. Study master cylinders: a. Functions b. Construction c. Operating principles 4. Air system maintenance a. Air dryers b. Alcohol injectors 5. Internal wet disc brakes a. Mechanical face seals b. Wet disc brakes 6. Brake retarders a. Hydraulically actuated b. Engine exhaust brake c. Dynamics	
4.4 Understanding maintenance practices in power trains	Cleanliness.	Describe, in writing, procedures to follow in keeping a work area clean.
	Proper flushing.	Describe proper flushing procedures, including when components are replaced.
	Scheduled oil sampling.	Describe scheduled oil sampling and cite several reasons why it is necessary.

4. Power Trains

Critical Functions	Key Activities	Performance Descriptions
4.5 Power train schematics and flow diagrams	Identify symbols.	Be able to identify all electrical/hydraulic, pneumatic and mechanical symbols used in power train units. Demonstrate ability to use schematics and flow diagrams to follow both control circuits and power flow of a given piece of equipment using the corresponding OEM manual/service information.
4.6 Troubleshooting and failure analysis	1. Technical manual/service information: a. Problem solving b. Decision making c. Problem analysis	Describe steps in solving a problem related to a power train system, decisions required to perform work and analysis as to why problem occurred and how it could have been prevented.
Failure analysis	2. Understanding why parts fail: a. Importance of stress b. Planning for strength c. Failure modes d. Bending fractures e. Torsional failures f. Adhesive and abrasive wear g. Pitting and spalling failures h. Frettage, cavitation, and corrosion i. Lack of lubrication	Describe common reasons for parts failure and be able to discuss symptoms of wear, corrosion, etc., of actual parts.
	3. Technical write-up competency	Demonstrate technical write-up competency • Diagnose customer complaint • Identify the root cause of failure • Correction procedure • Machine inspection

4. Power Trains

Critical Functions	Key Activities	Performance Descriptions
4.7 Component rebuild	Understand procedures to properly rebuild components.	Following the proper manual/service information, exhibit the ability to remove, disassemble, diagnose failure, rebuild, reinstall, adjust and test operate any given component including but not limited to: • Torque converters • Manual transmissions • Powershift transmissions • Hydrostatic transmissions • Clutches • Driveshafts • Differentials • Final drives
Component replacement	Understand procedures to properly remove and replace power train components.	Following the proper manual/service information, exhibit ability to remove and replace any given component, including but not limited to: • Torque converters • Manual transmissions • Powershift transmissions • Hydrostatic transmissions • Clutches • Driveshafts • Differentials • Final drives

The Standards

5. Diesel Engines

Terminology – Diesel Engines

The student is required to have a thorough understanding and comprehension of terms and abbreviations related to this section. Here are some examples. The list is not exhaustive, but provides selected basic terminology; feel free to add terms as you deem appropriate.

Diesel Engines

Aftercooled
Back pressure
Barometric pressure
Blowby
Bore/stroke
BTDC
Cavitation erosion
Common rail fuel systems
Compression ratio
Compression ignition
Dynamometer
ECM
Emissions
Engine displacement
Firing order
Glow plug
Heat exchanger
Horsepower
Injection system theory & timing
Mechanical efficiency
Naturally aspirated
RPM
Specific gravity
Supercharged / blower
Temperature
Thermocouple
Torque
Turbocharged
Vibration
Viscosity

Additional Acronyms/Abbreviations

AC	Volts of Alternating Current
API	American Petroleum Institute
BTU	British Thermal Unit
BTDC	Before Top Dead Center
℃	Celsius
CCA	Cold Cranking Amperes
CO	Carbon Monoxide
C.I.D.	Cubic Inch Displacement
DC	Volts of Direct Current
DEF	Diesel Exhaust Fluid
DOC	Diesel Oxidation Catalyst
DPF	Diesel Particulate Filter
EGR	Exhaust Gas Recirculation
°F	Fahrenheit
FT-LB	Foot-Pound Force
Hg	Mercury
HP	Horsepower
H_2O	Water
inHg	Inches of Mercury
In H_2O	Inches of Water
kPa	Kilopascal
N*m	Newton-meter
NOx	Mono-nitrogen oxides
O_2	Oxygen
RPM	Revolutions per minute
SCA	Supplemental Coolant Additive
SCR	Selective Catalytic Reduction
VS	Variable Speed

Emissions Terminology

ACM	After Treatment Control Module
AM	Atomization Module
APM Filter	Active Particulate Matter Filter (Not Automatic. Manually Activated)
ASU	Aftertreatment Support Module
BAT	Best Available Technology
BACT	Best Available Control Technology
BART	Best Avalable Retro fit technology
CO_X	Carbon Oxides, Mono x 1 (atom of Oxygen,) Di x 2 (atoms of Oxygen,) Tri x 3 (atoms of Oxygen.)
DEF	Diesel Exhaust Fluid
DECS	Diesel Emissions Control Strategy
DPF	Diesel Particulate Filter
EATS	Exhaust After Treatment System
ECU	Electronic Control Unit
E-ECU	Engine-Electronic Control Unit
EGR	Exhaust Gas Recirculation
E-EGR	External Exhaust Gas Recirculation
EMC	Electromagnetic Compatibility
EMS	Engine Management System
EPA	Environmental Protection Agency
HC	Hydrocarbons (Fuels)
I - EGR	Internal Exhaust Gas Recirculation
LSD	Low Sulfur Diesel 350 – 500 ppm, sulfur content
NO_X	Nitrogen Oxides, Mono x 1 (atom of Oxygen,) Di x 2 (atoms of Oxygen,) Tri x 3 (atoms of Oxygen.)
PM	Particulate Matter
PPM Filter	Passive Particulate Matter (Automatic, requires no active manual involvement)
SCR	Selective Catalytic Reduction
SOV	Shut Off Valve
SO_X	Sulfur Oxides
ULSD	Ultra Low Sulfur Diesel < 15 ppm sulfur content
VGT	Variable geometry Turbo

5. Diesel Engines

Critical Functions	Key Activities	Performance Descriptions
5.1 Safety	Instruction in proper safety practices.	Safety instruction specifically related to engine applications, including OSHA regulations.
5.2 Identification and use of basic tools	Use of tools and equipment: • Identify basic hand tools • Proper use and care of hand tools • Maintain/sharpen drills and punches • Use of taps, dies, thread chasers, thread identification and thread gauges • Use of cleaners, solvents, hot tanks, parts cleaners, glass bead machines including reading MSDS sheets and understanding regulations governing solvents • Use of hydraulic and mechanical presses, pullers and pushers.	Review assignments, evaluation of identification exercises. Written exams that will determine the competency on many items unable to check by hands-on exercises. Emphasis on safety should be demonstrated with all tool usage. Performance testing of tool/equipment to check comprehension. Demonstrate all torque and de-torque methods with hands-on exercises.

Critical Functions	Key Activities	Performance Descriptions
5.2 Identification and use of basic tools (cont.)	• The proper use and care of all types of torque wrenches including proficiency performing the torque angle method, step method torque procedure and knowing the effects of extensions on torque wrenches. • Straight edges, feeler gauges, transfer gauges. • Micrometers, dial indicators, calipers and bore gauges. • Speed/RPM indicators, magnetic/ optical tachometers and pulse generators. • Pressure/flow gauges and meters, manometers, vacuum gauges. • Temperature gauges, pyrometers, thermocouples, and infrared thermometers. • Hydrometers/refractrometers. • Compression gauges, cylinder pressure differential testers (CLTs). • Special tools - diagnostic tool groups. • TECHNICAL RESEARCH - proper use of Tech Service Manuals /personal computers/laptops.	The student should be able to read accurately all precision measuring tools and gauges. **Be able to demonstrate the ability to convert standard to and from metric measurements, both pressure and distance.** Be able to determine engine speed and pulses per revolution. Tasks related to measuring, understanding and recording pressure, flows and temperature. Tasks related to measuring specific gravity of fuel, coolant and electrolyte. Measuring engine compression and cylinder leak-down testing.

5. Diesel Engines

Critical Functions	Key Activities	Performance Descriptions
5.3 Theory and operation	Understand the following engine theory, terminology and operation guidelines:	Competency demonstrated in the application of engine theory of operation. Written tests designed for this purpose. Possible task list. Understanding and comprehension of formulas to calculate engine performance criteria. Understand the relationship between engine HP and torque. Know the differences between spark ignited and compression ignition engines. Determine engine/component motion and speed ratios.
	• Four stroke engine cycle	Be able to explain diesel 4-stroke engine cycle.
	• Intake stroke/event • Compression stroke/event • Exhaust stroke/event	Memorize the order of strokes. Identify the specific stroke of each cylinder during engine rotation.
	• Power stroke/event	Determine the number of degrees between power strokes on various engines.
	• Diesel combustion	Understand diesel combustion principles, and the effects of pre-ignition, detonation and misfire.
	• Detonation, pre-ignition	Demonstrate glow plug operation & testing.
	• Valve overlap	Determine engine rotation by valve overlap.
	• Crankshaft degrees	
	• Combustion chambers	Identify the various combustion chambers and know the advantages/disadvantages of each type.
	• Understand polar timing diagrams	Perform basic valve and injection timing tasks. Understand the theory of injection pump timing. Understand common rail fuel systems.
	• Cooling systems	Understand the functions of various cooling system components.
	• Lubrication systems	Understanding measurement and properties of the engine fluids. Understand cross contamination root causes and effects of each. Understand the functions and components of diesel engine lubrication systems and the effects of machine operating angle. Understand effects of lubrication system levels (over and under).

Critical Functions	Key Activities	Performance Descriptions
5.3 Theory and operation (cont.)	• Fuel injection systems	Understand the functions and components of diesel engine fuel and governing systems, including mechanical, electronic and computer controlled systems.
	• Emission controls a. EPA regulations b. Penalties for non-compliance c. Emissions	Understand the functions and components of emission control systems and governmental regulations (i.e. EPA). Understand penalties for non-compliance to emission regulations to the dealer, equipment owner and the technician. Understand how emissions impact engine life and repairs.

Critical Functions	Key Activities	Performance Descriptions
5.4 Maintenance practices Understanding industry and OEM planned maintenance procedures	• Service literature	Be able to locate maintenance specifications including fluid change intervals, fluid specifications (SAE/API, etc.), fuel specifications, filter replacement intervals, proper filter replacement procedures, other maintenance guidelines, etc. Understand commonly used methods for maintenance records keeping.
	• Fluid analysis	Hands on experience in how to obtain proper oil, fuel and coolant samples.
	• **Fuel types and grades** **Bio-fuels** **Low sulphur** **Ultra-low sulphur**	Practical understanding in how to interpret fluid analysis results. Fuel analysis and cleanliness.
	• Filter dissection / inspection	Hands on experience in how to inspect used filters for early warning signs of potential problems.
		Preventive maintenance tasks performed to industry standards; completion of an inspection task sheet.
5.5 Component rebuild Understanding proper component rebuild procedures	Proper component rebuild procedures: • Parts reusability guidelines	Practical exercises in parts reusability procedures and guidelines.
	Cylinder block and related components Cylinder head and related components	Tasks associated with reconditioning cylinder heads such as valve grinding/cutting, pressure testing, magnaflux, knurling valve guides, etc.

Critical Functions	Key Activities	Performance Descriptions
5.5 Component rebuild (cont.)	• Remanufactured components	Understanding industry remanufactured component guidelines and how to determine when to use remanufactured components. Be able to remove and replace commonly serviced external components. Know the inspection, service, and cleaning techniques associated with replacement of these items.
5.6 Engine subsystems Engine identification of external components	Be able to identify and understand the function of the following components: • Radiator • Timing gear/front cover • Flywheel housing • Coolant manifolds • Intake manifolds • Clean air system components • Aftercooler/intercooler • Exhaust manifolds • Turbocharger/blower/fixed & variable displacement • Water pump • Thermostat housing • Vibration damper • Oil cooler • EGR systems • Exhaust after treatment systems • Heat exchanger • Valve covers • Oil pan • Crankcase ventilation filter	Locate and identify various external components. Knowledge of vibration fundamentals. • Linear characteristics • Rotational characteristics Understanding of the basic theory of exhaust after treatment systems like: • Diesel Particulate Filters (DPF) • Diesel Oxidation Catylist (DOC) • Selective Catalytic Reduction (SCR) • Diesel exhaust fluid (DEF) • Fuel doser • Regeneration process

Critical Functions	Key Activities	Performance Descriptions
5.6 Engine subsystems, Engine identification of external components (cont.)	• Oil filters • Fuel filters • Coolant filters • Hydraulic filters • Air compressor • Hydraulic pump • Power take off • Cold start aids • Fan clutch • Variable speed fan • Reversible fan	
Understanding internal engine components	Be able to identify basic internal engine components and understand the purpose of each: • Cylinder block • Cylinder head • Valvetrain • Crankshaft • Camshaft • Piston • Wrist pin • Piston rings • Cylinder liner/sleeve • Connecting rods • Bearings • Timing gear/chain/belt	Demonstrate comprehension of the removal, inspection and installation techniques associated with basic internal components. Perform identification and inspection of all internal components. Tasks associated with the removal, inspection and installation of internal engine components (i.e., cylinder packs). Understand bearing "roll-in" and tasks associated with in-frame overhauls. Valve and injector adjustments. Timing and idler gear installations.

Critical Functions	Key Activities	Performance Descriptions
5.6 Engine subsystems (cont.) Understanding basic engine subsystems	Comprehension of the key external engine driven systems: • Air systems • Hydraulic systems • Accessory systems	Knowledge of hydraulic accessories driven or operated by the engine. Knowledge of air compressors, refrigerant compressors and other key engine driven accessories. Understanding of cold weather starting aids and block heaters.
5.7 Fuel and governing systems, mechanical and electronic systems Understanding basic fuel systems	Understand the basic functions of a fuel delivery system. Be able to identify and service the different fuel systems commonly used in various applications.	Perform basic maintenance and diagnosis of the different fuel delivery systems available today. Demonstrate a basic understanding of the adjustment and repair of various governing systems used by the major manufacturers.
	Comprehension of basic terms and principles used when discussing fuel systems. • Fuel delivery and performance tests • Priming/bleeding the basic system • Injector/nozzle testing • Injection pump replacement	Understand basic hydraulic principles and fluid transfer technology. Measure specific gravity of fuel and determine proper grade and/or contamination. Understand the use of fuel conditioners, fuel coolers and heaters. Recognize waste oil/fuel blends. Measure fuel pressure/volume with correct diagnostic tools and compare to specifications. Determine and understand the problems with the basic supply systems. Understand the affects of air, moisture and contamination on the basic fuel system.

Critical Functions	Key Activities	Performance Descriptions
5.7 Fuel and governing systems, understanding basic fuel systems (cont.)		Proper replacement of fuel transfer pumps, filters, lines, and hoses including proper bleeding/priming procedures. Locate misfiring cylinders. Remove, test and replace injectors/nozzles. Perform basic injector/nozzle "pop" tests. Emphasis on cleanliness and safety. Replacement and timing of various injection pumps including inline, distributor and unit injector pumps.
Understanding governor fundamentals	Exercises designed to illustrate governor principles. Identification of the various fuel governing systems including mechanical, pneumatic, hydraulic and electronic controls.	Tasks associated with troubleshooting, adjusting and replacing governor components.
	Demonstration of comprehension of governor terminology.	Written exams, identification exercises and demonstrations of system operation.

Critical Functions	Key Activities	Performance Descriptions
5.7 Fuel and governing systems understanding governor fundamentals (cont.)	Competency demonstrated on the following fuel governing systems:	
	• Mechanical systems	Inspection and testing of proper mechanical governor operation. **Rack settings and low idle adjustments should be emphasized.**
	• Hydraulic/servo systems	**Troubleshoot hydraulic/servo governors.**
	• Electronic/electric systems	Troubleshooting and programming principles of electronic governors should be emphasized. Use of scantools and PCs should be demonstrated to illustrate the self-diagnosing capabilities of this system.
	• Aneroid/smoke controls	**Be able to demonstrate the ability to locate and test the following sensors: boost pressure, engine position, engine speed, throttle position, manifold pressure, fuel pressure, and high pressure oil sensor.**
5.8 Diagnostics		
Understand proper diesel engine diagnostic procedures	• Troubleshooting • Failure analysis • Tools – **including PC based and onboard diagnostic systems**	Tasks associated with troubleshooting emission controls and basic adjustments. **Basic exhaust analysis: white, gray or black.** Practical exercises in identification of common diesel problems using proper diagnostic **tools and** procedures. Competency demonstrated diagnosing problems associated with diesel engine systems. Identification of potential failures in these critical systems. Thorough understanding of the recommended maintenance performed on these systems.

Critical Functions	Key Activities	Performance Descriptions
5.8 Diagnostics, understand proper diesel engine diagnostic procedures (cont.)		Demonstrate knowledge of crack detection and re-usability guidelines. Determine root causes of failure and know the recommended repair options available. Demonstrate proper use of special tools and equipment utilized in engine repair or overhauls. Tasks using technical service manuals, service information, bulletins and special instructions. Proficient use of service manuals, desktop PCs, and laptops for retrieval of specifications and service procedures. Demonstrate proper use of special tools and equipment utilized in engine diagnostics including manual tools, shop manuals and service information, electronic tools, computers. Troubleshooting common problems caused by a malfunctioning engine subsystem. Have a basic understanding of EGR and exhaust after-treatment systems and how their use affects performance.
	Technical write-up competency	Demonstrate technical write-up competency • Diagnose customer complaint • Identify the root cause of failure • Correction procedure • Machine inspection

The Standards

6. Air Conditioning/Heating

Terminology – Air Conditioning/Heating

The student is required to have a thorough understanding and comprehension of terms and abbreviations related to this section. Here are some examples. The list is not exhaustive, but provides selected basic terminology; feel free to add terms as you deem appropriate.

Air Conditioning/Heating Basic Terminology

Ambient temperature
Atmospheric pressure
Bleeding
Blower
Boiling point
BTU
Celsius
Condensation
Density
Displacement
Drier
Evaporation
Evaporator coil
Expansion valve
Fahrenheit
Gas
Heater coil
Heater evaporator blower
Heater/evaporator unit
Heater valve
Hg.
Joule
Kpa
Potentiometer
Pressure
PSI
Purging
Radiation
Receiver – Drier
Thermostat
Thermo siphon
Torque
Vacuum
Watt

Air Conditioning Terminology

Absolute Zero
Air conditioning
Ambient temperature
Atmospheric pressure
Bleeding
Boiling point
BTU
Celsius
Compressor displacement
Condensation
Condensing temperature
Condensing pressure
Conduction of heat
Density
Dessicant
Evaporation
Fahrenheit
Head pressure
Hg.
High side
Hydrolizing action
Joule
Kpa
Latent heat
Latent heat of condensation
Latent heat of vaporization
Liquid line
Low side
Pressure drop
PSI
Purging
Radiation
Ram air
Receiver – Drier
Saturated mixture
Schrader valve
Sensible heat
Specific heat
Standard ton
Substance
Suction side
Superheat
Sweeping
Tail pipe
Total heat load
Torque
Vacuum

6. Air Conditioning/Heating

Critical Functions	Key Activities	Performance Descriptions
6.1 Fundamental knowledge	a. Heat and heat energy.	Demonstrate knowledge of heat sources, types of heat transfer, and how humidity affects heat transfer. Emphasis will be placed on factors that affect heat transfer and how to measure heat energy. Demonstrate knowledge of the following terms: 1. Sensible heat 2. Change of state 3. Saturation temperature 4. Latent heat (Hidden heat) 5. Latent heat of fusion 6. Latent heat of evaporation 7. Latent heat of condensation 8. Super heated 9. Sub-cooled 10. Vapor 11. Gas
	b. Pressure/temperature relationship of refrigerants.	Demonstrate the knowledge to measure and calculate the effects of pressures on liquids. Emphasis will be placed on understanding and using pressure and temperature (P/T) charts.
	c. Refrigerants and refrigerant characteristics.	Demonstrate knowledge of refrigerant characteristics in relation to environmental damage. Emphasis will be placed on identification, labeling, and handling of refrigerants **in accordance with EPA regulations.**

6. Air Conditioning/Heating

Critical Functions	Key Activities	Performance Descriptions
6.1 Fundamental knowledge (cont.)	d. Refrigerant oils.	Demonstrate knowledge of the types of oils used in AC systems. Demonstrate knowledge on handling and storing of refrigerant oils.
	e. Refrigerant recovery, recycle, reclaim.	Demonstrate knowledge on recovery, recycle, and reclaiming of refrigerants with respect to the amounts of oil, water and particulates that are removed.
6.2 AC systems operation	a. Basic system components.	Demonstrate knowledge of the following system components: 1. Compressor 2. Condenser 3. Metering device 4. Evaporator 5. Service valves 6. Schrader valves 7. Receiver-drier 8. Accumulator 9. Lines
	b. Refrigerant cycle.	Demonstrate knowledge of refrigerant flow through an AC system.
	c. Refrigerant state.	Demonstrate the knowledge of the state (super heated vapor, saturated mixture, and sub-cooled liquid) of the refrigerant at various points in an AC system. Emphasis will be placed on the locations in the system that the refrigerant exists as a saturated mixture.

6. Air Conditioning/Heating

Critical Functions	Key Activities	Performance Descriptions
6.3 Servicing AC systems	a. System identification.	Demonstrate knowledge of how to identify various types and refrigerant capacities of AC systems. Emphasis will be placed on the ability to identify types and capacities by using manufacturers' service publications along with equipment tags, labels, and specifications.
	b. Connecting and disconnecting gauge manifold sets.	Demonstrate the ability to properly connect and disconnect gauge manifold sets. Emphasis will be placed on using proper procedures to purge hoses to prevent cross-contamination and introduction of non-condensables. Demonstrate the ability to connect gauge sets to systems having either Schrader or Stem type service valves.
	c. System evacuation and dehydration.	Demonstrate the ability to properly evacuate and dehydrate an AC system. Demonstrate knowledge of the damage caused to AC systems by non-condensables and moisture. Emphasis will be placed on having knowledge of using micron gauges and establishing minimum and maximum evacuation time periods to completely dehydrate AC systems.

6. Air Conditioning/Heating

Critical Functions	Key Activities	Performance Descriptions
6.3 Servicing AC systems (cont.)	d. Refrigerant recovery and charging.	Demonstrate the ability to properly recover and charge AC systems with refrigerants. Emphasis will be placed on properly connecting and operating gauge manifold sets, recovery and charging equipment. Demonstrate the knowledge and ability to describe the conditions that need to exist to charge AC systems with refrigerant existing as a liquid or vapor into the high or low side.
	e. Adding oil, dye, and refrigerants to AC systems.	Demonstrate the ability to add oil, dye, and refrigerants to operating AC systems.
6.4 Testing, troubleshooting, diagnosing, and repairing AC systems	a. Visual inspection of system	Demonstrate the ability to perform a visual inspection of an AC system. a. Loose or missing service caps. b. Oily spots – connections – evaporator drain tube. c. Belt tension d. Condensor condition e. Determine refrigerant type.
	b. Identify type of system and determine system capacity of refrigerant – weight	Demonstrate the ability to visually identify the type of AC system and determine the amount of refrigerant charge. a. TXV(H-Block) – Receiver/drier b. Metered orifice - accumulator
	c. Identify control switches, pressure relief valve, fusible plug and their locations	Demonstrate the ability to identify control switches and safety relief valves, where they are located, pressure/temperature settings, and how to by-pass. a. Pressure cutout switches b. Clutch cycle switch c. Thermostatic switch

Critical Functions	Key Activities	Performance Descriptions
6.4 Testing, troubleshooting, Diagnosing, and repairing AC systems (cont.)	d. Interpreting pressure and temperature readings.	Demonstrate the ability to troubleshoot and diagnose AC systems by converting system pressures to saturated mixture temperatures and comparing this to temperature readings taken at key points in the system.
	e. Metering devices and limit switches.	Demonstrate the ability to troubleshoot and diagnose metering devices and limit switch malfunctions.
	f. Leak detection.	Demonstrate the ability to detect refrigerant leaks.
	g. Component replacement/repair.	Demonstrate the knowledge and/or ability to replace or repair AC system components i.e. compressor, compressor clutch, seals, metering valves, condenser, receiver-drier, accumulator, limit switches and lines.
	h. Performance testing.	Demonstrate the ability to test the cooling capabilities of an AC system. Emphasis will be placed on demonstrating the knowledge to determine the operational conditions needed to validate a performance test.
	i. Technical write-up competency	Demonstrate technical write-up competency • Diagnose customer complaint • Identify the root cause of failure • Correction procedure • Machine inspection

6. Air Conditioning/Heating

Critical Functions	Key Activities	Performance Descriptions
6.5 Heating system operation	a. Basic system components.	Demonstrate knowledge of the following system components: 1. Water pump 2. Heater core 3. Coolant control valve 4. Coolant lines 5. Engine thermostat
	b. Water pumps.	Demonstrate knowledge of how water pumps work.
	c. Coolant flow.	Demonstrate knowledge of coolant flow direction.
	d. Thermostats.	Demonstrate knowledge of the function of thermostats.
6.6 Servicing heating systems	a. Heater core replacement.	Demonstrate knowledge of how to correctly remove and install heater core and coolant lines.
	b. Control valve.	Demonstrate knowledge of how to correctly remove and install heater system control valves.
	c. Thermostats.	Demonstrate knowledge of how to correctly remove, test and install engine thermostats.
6.7 Pressurized cabs	a. Purpose and function.	Demonstrate knowledge of the purpose and function of pressurized cab systems.
	b. Remove, clean and install filters.	Demonstrate knowledge of how to correctly remove, clean, and install cab air filters.

The AED Foundation Technical Training Committee 2010-2011

This update was completed under the direction of the 2010-2011 Technical Training Committee (TTC) members as shown below.

Glenn C. Williamson, Chair, The AED Foundation Technical Training Committee & Volunteer Evaluation Team Leader (ETL), Slaton, TX
Steve Deller, West Side Tractor Sales Co., Naperville, IL
Douglas Hammond, State University of New York at Cobleskill, Cobleskill, NY
Mike Hayes, Komatsu America Corporation, Rolling Meadows, IL
Dave Hildebrand, McAllister Equipment Co., Alsip, IL
Richard Hoffmeyer, McCann Industries, Inc., Addison, IL
Allen C. Jacobson, Cummins NPower, LLC, White Bear Lake, MN
Rich Jilek, Dressta North America, Bolingbrook, IL
Ronald Lowe, Wake Technical Community College, Raleigh, NC
Terry Marohl, North Dakota State College of Science, Wahpeton, ND
Mark Pfeifer, Bobcat Company, Gwinner, ND
Augie Sacadat, Road Machinery LLC, Phoenix, AZ
Don Shilling, General Equipment & Supplies, Inc., Fargo, ND
George Stanek, Linn State Technical College, Linn, MO
Scott Tinker, Stowers Machinery Corporation, Knoxville, TN
Deven M. Wilson, John Deere Construction & Forestry Division, Davenport, IL
Past TTC Member/Advisory: Steve Hitch, Caterpillar, Inc., Peoria, IL
AED Foundation Staff Liaison: Steve Johnson, The AED Foundation, Oakbrook, IL

Standards Book, August 2011 Edition - Task Force Leaders

The following industry leaders and educators participated in the 2011 review and revision of this standards document:

Task Force Chairman and Advisory: Rich Jilek, Dressta North America, Bolingbrook, IL

Advisory: Glenn C. Williamson, Chair, The AED Foundation Technical Training Committee & Volunteer Evaluation Team Leader (ETL), Slaton, TX

Diesel Engines: Mark Pfeifer, Bobcat Company, Gwinner, ND; Richard Hoffmeyer, McCann Industries, Inc., Addison, IL; and Mike Bond, Roland Machinery Co., Springfield, IL

Hydraulics/Hydrostatics: Steve Deller, West Side Tractor Sales Co., Naperville, IL; and Roberto Bogdanoff, Volvo Construction Equipment Sales North America, Asheville, NC

Safety/Administration: Paul Meyer, RECO Equipment, Inc., Columbus, OH

Air Conditioning/Heating: Les Tripp, Komatsu America Corporation, Rolling Meadows, IL; and Ronald Lowe, Wake Technical Community College, Raleigh, NC

Electrical/Electronics: Rich Bucher, The Gradall Company, New Philadelphia, OH; Dave Cavanaugh, Bramco, Inc., Louisville, KY; and Douglas Hammond, State University of New York at Cobleskill, Cobleskill, NY

Power Trains: Brian Stringer, John Deere Construction & Forestry, Dubuque, IA; Steve Sanders, Berry Tractor and Equipment Co., Wichita, KS; and Ivan Bullock, Idaho State University, Pocatello, ID

Staff Liaison: Steve Johnson, The AED Foundation, Oakbrook, IL

Standards Book, August 2008 Edition - Task Force Leaders

The following industry leaders and educators participated in the 2008 review and revision of this standards document:

Task Force Chairman and Advisory: Rich Jilek, Dressta North America, Bolingbrook, IL
Advisory: Glenn C. Williamson, Chair, The AED Foundation Technical Training Committee & Evaluation Team Leader (ETL - Volunteer), Slaton, TX
Kenny Acton, AED Foundation Evaluation Team Leader (ETL – Volunteer), Battle Creek, MI
Diesel Engines: Brian Stringer, John Deere Dubuque Works, Dubuque, IA
Hydraulics/Hydrostatics: Steve Deller, West Side Tractor Sales Co., Naperville, IL
Safety/Administration: Mike Owens, Rish Equipment, Bluefield, WV
Air Conditioning/Heating: Keith Cripe, Ferris State University, Big Rapids, MI
Electrical/Electronics: Mike Bond, Roland Machinery Company, Springfield, IL
Power Trains: David Loveland, Volvo Construction Equipment North America, Inc., Asheville, NC
Final Review: John Gilbertson, Aring Equipment Company, Inc., Butler, WI; and Dan Gunderson, Central Lakes College, Staples, MN
Staff Liaison: Steve Johnson, The AED Foundation, Oakbrook, IL

Standards Book, August 2005 Edition - Task Force Leaders

The following industry leaders and educators participated in the 2005 review and revision of this standards document:

Task Force Chairman and Advisory: Rich Jilek, Howell Tractor & Equipment Co., Elk Grove Village, IL
Advisory: Glenn C. Williamson, Chair, The AED Foundation Technical Training Committee & Evaluation Team Leader (ETL – Volunteer), Slaton, TX
Kenny Acton, AED Foundation Evaluation Team Leader (ETL - Volunteer), Rodney, MI
Diesel Engines: Larry Briand, Berry Tractor & Equipment Co., Springfield, MO
Hydraulics: Mike Bond, Roland Machinery Company, Springfield, IL; and Joe Dinneen, Bobcat of the Rockies, Parker, CO
Hydrostatics: Scott Ekstrom, Bobcat Company, Gwinner, ND
Safety/Administration: Jerry Thomas, Ditch Witch Midwest, Carol Stream, IL
Air Conditioning/Heating: Dick Gerriets, Bobcat Company, Gwinner, ND; and Keith Cripe, Ferris State University, Big Rapids, MI
Electrical/Electronics: David Loveland, Volvo Construction Equipment North America, Inc., Asheville, NC
Power Trains: Bob Kemp, Patten Industries, Inc., Elmhurst, IL; and John Gilbertson, Aring Equipment Company, Inc., Butler, WI
Staff Liaison: Steve Johnson, The AED Foundation, Oakbrook, IL

Standards Book, Contributors to Past Editions

I. The following individuals volunteered their time to lead and participate in review and updates of earlier editions of the standards book.

Kenny Acton, AED Foundation Evaluation Team Leader (Volunteer)
Former faculty at Ferris State University, Big Rapids, MI
Rowen Baker, Champion Road Machinery, Ltd., Goderich, ON Canada
Jim Bell, John Deere Industrial Equipment Co., Moline, IL
Bill Borre, Patten Tractor & Equipment Co., Elmhurst, IL
Steve Braun, John Deere Industrial Equipment Co., Moline, IL
Clarence K. Brown, Caterpillar, Inc., Peoria, IL
Steve Burdette, Case Corporation, Racine, WI
Vern Cranor, Patten Tractor & Equipment Co., Elmhurst, IL
Keith Cripe, Ferris State University, Big Rapids, MI
John Crowley, EMI, Chicago, IL
Terry Ditsch, Komatsu America International, Vernon Hills, IL
Mike Garrett, Lubbock Independent School District, Lubbock, TX
Kirk Gillette, New Holland North America, Inc., New Holland, PA
Dan Gunderson, Central Lakes College, Staples, MN
Steve Hitch, Caterpillar Inc., Peoria, IL
Bob Hoster, Caterpillar, Inc., Peoria, IL
Fred Hubach, New Holland North America, Inc., New Holland, PA
Burke Hyne, Euclid-Hitachi Heavy Construction, Inc., Euclid, OH
Rich Jilek, Volvo Construction Equipment, Asheville, NC
Phil Keller, The Gradall Company, New Philadelphia, OH
Dave Kenyon, Champion Road Machinery, Ltd., Goderich, ON Canada
Daniel H. Kopp, John Deere Training Center, Davenport, IA
Pete Kritch, Miller-Bradford & Risberg, Sussex, WI
Stephen Liss, Universal Technical Institute, Glendale Heights, IL
Roger Look, Caterpillar, Inc., Peoria, IL
Scott Mercier, The Gradall Company, New Philadelphia, OH
Stan Mullins, The Charles Machine Works, Inc., Perry, OK
Ron Nichols, Flint Energy Construction, Tulsa, OK
Arnie Oelkers, Case Corporation, Racine, WI
Ray Peterson, VISTA Training, Inc., Burlington, WI
Don Pratt, Butler Machinery Co., Fargo, ND
Bruce K. Rabe, VISTA Training, Inc., Burlington, WI
Tom Redding, Vermeer Manufacturing Co., Pella, IA
Edward L. Roszkowski, CIMA, Milwaukee, WI
Tom Saupe, Caterpillar, Inc., Peoria, IL
Kevin Sebolt, Vermeer Mfg. Co., Pella, IA
Donald L. Smith, Caterpillar, Inc., Peoria, IL
David C. Williams, Caterpillar, Inc., Peoria, IL
Glenn C. Williamson, Chair, The AED Foundation Technical Training Committee and Evaluation Team Leader (Volunteer), Slaton, TX
Former Owner/President. Caprock Vermeer Equipment, Lubbock, TX
Larry Wood, Caterpillar, Inc., Peoria, IL
John Woods, Caprock Vermeer Equipment, Lubbock, TX
Mike Woods, Universal Technical Institute, Glendale Heights, IL
Tony L. Worthington, John Deere Industrial Equipment Co., Moline, IL

II. The following construction equipment industry leaders and educators participated in the development of the original edition of this standards reference book under the direction of The AED Foundation Technical Training Committee. The original standards were first published in 1997.

William Borre, Project Chair, Patten Tractor & Equipment Co., Elmhurst, IL

Diesel Engines/Fuel Systems:
Vern Cranor, Chair, Patten Tractor & Equipment Co., Elmhurst, IL
Larry Wood, Caterpillar, Inc., Peoria, IL
Stephen Liss, Universal Technical Institute, Glendale Heights, IL

Electronics:
Jim Bell, Chair, John Deere Training Center, Davenport, IA
Steve Braun, John Deere Training Center, Davenport, IA
Doug Fox, Nashville Auto/Diesel College, Nashville, TN

Hydraulics:
Dan Gunderson, Chair, Central Lakes College, Staples, MN (also Power Train)
Troy Zieske, Fauver Service Center, Eden Prairie, MN
Mark Johnson, General Equipment & Supplies, Fargo, ND

Power Train:
Don Pratt, Chair, Butler Machinery Co., Bismarck, ND
Rob DeMuth, Case Corporation, Racine, WI
Kenny Acton, Ferris State University, Big Rapids, MI

Safety/Administrative:
Pete Kritch, Chair, Miller-Bradford & Risberg, Sussex, WI
Marguerite Zankowski, Material Handling Service Co., Carol Stream, IL
Dave Biegel, Madison Area Technical College, Madison, WI

Other Participating Members of The AED Foundation Technical Training Committee:
Judy Hippe, The Victor L. Phillips Co., Kansas City, MO
Frank E. Manfredi, Manfredi & Associates, Mundelein, IL
R. Dale Vaughn, OCT Equipment, Inc., Oklahoma City, OK
Tim Metzger, Equipment Manufacturers Institute, Chicago, IL
David C. Williams, Caterpillar, Inc., Peoria, IL
Tom Skinner, Blaw-Knox Construction Equipment Corporation, Matoon, IL

Supporting Organizations

The following groups have supported the ongoing standards project and/or worked with The AED Foundation in the preparation of the original version and subsequent revisions of this reference book.

Associated Equipment Distributors (AED)
Oak Brook, IL

Association of Equipment Manufacturers (AEM), Milwaukee, WI

National Center on Education and the Economy (NCEE), Washington, DC

Original version supported in part through a grant from the U.S. Department of Labor awarded in 1998 to the Institute of Educational Leadership (IEL), Washington, D.C.

About The AED Foundation

The AED Foundation is an affiliate of Associated Equipment Distributors, the international association of distributors, suppliers, and manufacturers serving the construction equipment industry since 1919. Established in 1991, The Foundation's programs and services strengthen the equipment industry through workforce development and professional education initiatives.

The AED Foundation ♦ 600 Hunter Drive, Suite 220, Oak Brook, IL 60523
Phone: 630.574.0650 ♦ Fax: 630.574.0132

www.AEDFoundation.org
The AED Foundation Website

www.AEDCareers.com
Student Tech Career Website

www.AEDWorkforce.com
Technician Recruitment Website