

HAWAII STATE APPRENTICESHIP COUNCIL MEETING

Department of Labor and Industrial Relations
830 Punchbowl Street, Room 329
Honolulu, HI 96813

Thursday, September 26, 2024
9:00 am – 12:00 pm

In-Person and By Video Conference

Physical Meeting

A physical meeting location will be open to the public and will have an audiovisual connection, which will allow individuals at the physical meeting location to participate in the remote meeting. The address of the physical meeting location is 830 Punchbowl Street, Suite #310 Conference Room, Honolulu, HI 96813

Meeting materials are available at the Workforce Development Division, 830 Punchbowl Street, Room 329, Honolulu, HI 96813.

Remote Meeting:

This meeting will be held remotely by Zoom interactive conference technology. State Apprenticeship Council (SAC) members, staff, and members of the public may participate in the remote meeting by using the following Zoom link: (Click on link below or copy and paste into web browser)

Join Zoom Meeting

<https://us02web.zoom.us/j/87436775696?pwd=v55sigZ6DeG7SdbFHDDv7JEag0TwQ9.1>

Meeting ID: 874 3677 5696

Passcode: HIApp24

Meeting materials are available for review at the Workforce Development Division, 830 Punchbowl Street Room 329, Honolulu, HI 96813.

AMENDED AGENDA

- I. Call to OrderSAC Chair
- II. Welcome and Introductions
- III. Approval of Minutes of June 26, 2024, SAC Meeting
- IV. Reports/Updates
 - A. Council SAC Chair and Members
 - B. Workforce Development Division WDD Staff
 - Federal Grants Update
 - Apprenticeship Program Updates

V. New Business

A. Review and Recommendation for the following:

1. Revised Standards of Apprenticeship for Hawaiian Electric Company, Inc. Apprenticeship Program.
2. Certified Nursing Assistant Apprenticeship Program of Hotel and Restaurant Industry Employment and Training Trust.
3. Hawaii Teacher Registered Apprenticeship Program of Hawaii Teacher Standards Board.

VII. Unfinished Business

- a. Fixed date for Quarterly Meetings of SAC.

VIII. New Business

- a. Hawaii Apprenticeship Week Celebration on November 18-22, 2024.

VIII. Announcements

IX. Adjournment

Equal Opportunity Employer/Program

If you need an auxiliary aid/service or other accommodation due to a disability, please contact Deirdre T. Yamasaki at (808) 586-8877 or dliir.workforce.develop@hawaii.gov as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

**MINUTES OF SAC MEETING ON
JUNE 26, 2024**

HAWAII STATE APPRENTICESHIP COUNCIL MEETING

Department of Labor and Industrial Relations
830 Punchbowl Street, Room 329
Honolulu, HI 96813

MINUTES OF June 26, 2024 MEETING

Held In-Person and Videoconference (Zoom)

Members:

Employer Representatives

Gregg Serikaku, Chair
Jeffrey Durham
James Hardway
Seunghye Hong
Cristina Vocalan (virtual)
Melodie Vega (virtual)

Employee Representatives

Travis Murakami (virtual)
Rick Subiono - *Excused*
Patrick Sullivan
Francis Tau'a (virtual)
Aaron Tilton
Terry Uyehara

Public Representative

Ellen May
Caroline Soga (virtual)

Public Attendees (Presenters):

Stanley Frias - KIUC
Tane Oriol- KIUC
Michele Thomas – CCHNL BWS
Daniel Lee – CCHNL BWS

Mimi Sroat – HETF IBEW 1186
Eric Nadresik – HETF IBEW 1186
Keith Nakano - HARIETT

Public Attendees:

Sarah Hirakami - CCHNL
Debby Nishimura - CCHNL
Lena Higa - CCHNL
Terri Akana – CCHNL BWS
Tricia Kaeo – CCHNL BWS

DLIR/WDD Staff Attendees:

Maricar Pilotin-Freitas
Leila Shar
David Rodriguez
Edgar Fernandez
Jaimee Tabangay

Administrator, WDD
Acting Program Officer, WDD
State of Hawaii, Equal Opportunity Officer
Program Specialist, WDD
Program Specialist, WDD

Debra Martinson
Reyann Lee
Chelsea Andres
Elaina Bolanos

Program Specialist, WDD
Job Training Program Specialist, WDD
Intern, WDD
Intern, WDD

I. Call to Order

- 1) SAC Chair Gregg Serikaku called the meeting to order at approximately 9:08 am.
- 2) Chair conducted the roll call of the SAC members and informed the Chair that 13 members are present; 8 in-person, 5 online and 1 member, Rick Subiono excused.

II. Welcome and Introductions

- 3) WDD Administrator, Maricar Pilotin-Freitas welcomed attendees and thanked the committee for their commitment and offering their expertise and understanding the apprenticeship program and being the state's leading model.
- 4) WDD staff introductions: Leila Shar, Edgar Fernandez, Jaimee Tabangay, Debra Martinson, Elaina Bolanos.

III. Approval of Minutes

- A. SAC member Patrick Sullivan commented that "Larson and Associates" that was mentioned in the discussions on the request for extension of ratio for Ironworkers is incorrect. According to Mr. Sullivan, the name of the company is "Lawson and Associates".

WDD staff acknowledged the error, and the minutes will be corrected accordingly.

- B. The members unanimously approved the minutes of subject to the correction as noted.

IV. Reports/Updates

- A. State of Apprenticeship Council

No updates/reports from the Council members.

- B. WDD Report

Ms. Leila Shar, WDD Acting Program Officer reported the following updates/activities:

- WDD/DLIR applied for Federal grant as follows:
 - a. State Apprenticeship Expansion Formula (SAEF) Grant Round 2 (\$576,038). The formula grant is the continuation of SAEF Grant Round 1 that is used to build statewide capacity of DLIR as State Apprenticeship Agency
 - b. State Apprenticeship Expansion Competitive Grant (\$4,999,707). If awarded, the grant will be used to develop a statewide Teacher Apprenticeship Program.

- c. Apprenticeship Building America Grant (\$3,989,612), to support apprenticeship and pre-apprenticeship programs on clean energy, hospitality, and other trades.
- C. Recapped Legislative Updates on House and Senate bills relating to apprenticeship and pre-apprenticeship programs that did not pass during the legislative session.
- D. Total number of apprentices as of June 21, 2024: 5,306
- E. Compliance Review and Quality Assurance Assessment update, 11 programs have been completed.
- F. WDD/DLIR staff attended the graduation ceremonies of Hawaii Carpenters Apprenticeship and Training Fund, and Hawaii Electricians and Training Fund.

V. **New Business**

A. **Revised Work Process Schedule and Course Curriculum/Outline for Power Plant Maintenance Apprenticeship Program of Kauai Island Utility Cooperative (KIUC).**

Mr. Stanley Farias and Ms. Tane Oriol of Kauai Island Utility Cooperative (KIUC) presented the request for approval of the revised Work Process Schedule and course curriculum for the Power Plant Maintenance Apprenticeship Program.

Highlights of the presentation and discussions include the following:

- The revised work process schedule removed work processes for steam plant which is no longer needed for the program /occupation. Mr. Farias informed the SAC that the steam turbine was retired this year, and because of this, the Steam Plant component of the on-the-job learning was removed in the work process schedule. As a result, the 360 hours for Steam Plant are allocated to other work processes including hydraulics, condenser, and safety. The total hours of on-the-job learning did not change and remained at 6,000 hours.
- Ms. Tane Oriol clarified that the revised course curriculum increased the related training instruction hours from 529 to 623 hours with the addition of hydraulic and safety modules to align with on-the-job learning component of the program.
- Currently, there are no registered Power Plant Maintenance apprentices, and because of this, no apprentices will be impacted by this change. There are two apprentices who will be registered with the program.
- Mr. Murakami moved to recommend approval of the changes to the Power Plant Maintenance Apprenticeship Program. The motion was seconded by Mr. Hardway. WDD staff Edgar Fernandez inquired if the motion to recommend for approval pertains to both the revised the work process Schedule and course curriculum. Chair Serikaku clarified that the motion to recommend for approval pertains to both revisions and conducted the roll call vote as follows:

Jeffrey Durham	Recused
James Hardway	Yes
Seunghye Hong	Yes
Ellen May	Yes
Travis Murakami	Yes
Caroline Soga	Yes
Rick Subiono	<i>Excused</i>
Patrick Sullivan	Recused
Francis Tau'a	Yes
Aaron Tilton	Yes
Terry Uyehara	Recused
Melodie Vega	Yes
Cristina Vocalan	Yes
Gregg Serikaku	Yes

The Council voted to recommend for approval of the revised Work Process Schedule and Course Curriculum for Power Plant Maintenance Apprenticeship Program of KIUC.

B. Request for Extension of 2 Apprentices to 1 Journeyworker Ratio for Pipefitter Apprenticeship Program of City and County of Honolulu

Ms. Michele Thomas, Chief Human Resources Officer, and Daniel Lee, Field Operations Division of the Board of Water Supply, City and County of Honolulu presented the request for extension of ratio.

Highlights of the presentation and discussions include the following:

- Currently in the Field Operations Division there are 26 apprentices and 75 Journey level workers and because of this the 1:1 ratio is functional under normal operations. The 2:1 ratio is utilized when the journey level staffing is depleted due to emergency overnight repair work that requires the following day as rest day off for the journeyworkers in accordance with the Collective Bargaining Agreement.
- Mr. Lee clarified that emergency overnight repair works on the aging infrastructure occurs 3-4 times a month which affects journey level staffing and prohibits BWS from complying with the 1:1 ratio. During these occasions where there are no sufficient journeyworkers, the apprentices still report to work but remain at the base yard working on maintenance work (non-work process hours). The smaller base yards encounter more challenges than the metro base yard.

- In response to the comment of a SAC member that an option to maintain the 1:1 ratio is to move the apprentices to other base yards where there are sufficient journeyworkers, Mr. Lee explained that apprentices can be reassigned to another base yard for the day although not efficient and transport time is up to 3 hours. BWS is committed to provide continuous training to the apprentices in a safe manner and the 2:1 ratio will enable them to continue training apprentices and fulfill work process hours.
- Ms. Thomas added that the 2:1 ratio has allowed BWS to recruit more apprentices and move up the ranks. Without this ratio it would slow down the recruitment. The ratio has helped to grow the program and journey level staff. They anticipate job openings in the supervisory ranks with retirements. Currently, there are employees who are TA'ing (temporary assignment) in other positions placing a strain to maintain the 1:1 ratio.

In response to a SAC member's inquiry about retention being the major issue, Ms. Thomas provided examples of positions that journey level staff have transferred or are promoted. These include Supervisory and other positions in field operations and Customer Care, which offer moving out of field work and doing arduous work. Retirement of staff also impacted the staffing, and the pandemic prevented some of the projects that were planned. She added that they are still catching up from the hiring freeze that was implemented several years ago and the aging workforce.

- Regarding the issue raised by the SAC on the possibility of future requests to extend further the temporary ratio, Ms. Thomas explained that this possible taking into consideration their current staffing that was affected by the hiring freeze that was implemented several years ago and the aging workforce. Also, they do not have control on their employees if they decide to move/transfer to other positions/employers or retire from their employment.
- A SAC member commented on the relevance of the safety baseline report suggesting that the information would be clearer to the SAC if there was a comparison of the accidents/injuries before and with the ratio change. Ms. Thomas explained that under the normal 1:1 ratio, reporting is done differently. Chair Serikaku commented that the SAC relies on the sponsor to provide the information on the baseline report to give specifics.
- Mr. Fernandez shared that the initial request to change the 2:1 temporary ratio was approved for three (3) years (2016-2019). In 2019, the 2:1 ratio was extended for another five (5) years ending on June 30, 2024. Both the initial approval and extension were approved based on the recommendation of the SAC. During the last meeting of the Joint Labor Management Apprenticeship Committee meeting, the members agreed to request for extension for another 5 years. However, the JLMAC agreed to change the

period of the extension from 5 years to 2 years after WDD staff informed them that based on the expected completion date, some apprentices will complete the program in the next 2 years that will enable them to revert to the 1:1 ratio.

- SAC member Travis Murakami moved to recommend for approval of the request for extension. Mr. Tilton seconded the motion. Chair Serikaku conducted the roll call vote as follows:

The members voted as follows:

Jeffrey Durham	Recused
James Hardway	Yes
Seunghye Hong	Yes
Ellen May	Yes
Travis Murakami	Yes
Caroline Soga	Yes
Rick Subiono	<i>Excused</i>
Patrick Sullivan	Yes
Francis Tau'a	Yes
Aaron Tilton	Yes
Terry Uyehara	Yes
Melodie Vega	Yes
Cristina Vocalan	Yes
Gregg Serikaku	Recused

The Council voted to recommend for approval of extension of the 2:1 temporary ratio for Pipefitter Apprenticeship Program of City and County of Honolulu for two (2) years effective July 1, 2024, up to June 30, 2026.

C. Revised Standards of Apprenticeship for Telecommunications/CATV Installer Technician Apprenticeship Program of Hawaii Electricians Training Fund

Ms. Mimi Sroat, Training Director of Hawaii Electricians Training Fund and Mr. Eric Nadresik, Assistant Training Coordinator presented the request for approval of the revised Standards of Apprenticeship for Telecommunications/CATV Installer Technician Apprenticeship Program.

Ms. Sroat informed the members that the revisions/changes to the standards were summarized in her letter Director Jade Butay and proceeded to go over the changes section by section as follows:

- 1) Section 6. Minimum Qualifications for Apprenticeship, the revision is identical language to allow the equivalent mathematics courses recognized by the Joint Apprenticeship Committee and approved at the last SAC meeting. It was to allow the JAC to accept equivalent mathematical courses.
 - 2) Section 13. Apprenticeship Wage Rate & Fringe Benefits, the Telecom wage was renegotiated and there was an increase in the licensed technician rate. The previous rates were paid off of unlicensed technicians, so standards were revised to reflect the change in higher wage rate.
 - 3) Section 4. Selection of Apprentices – Exceptions, to correct a mistake that was made in 2021. To correct 3500 hours to 3000 hours for direct entry into the apprenticeship program.
 - 4) Section 4. Selection of Apprentices – Exceptions, regarding the committee accepting industry related Department of Defense Skillbridge programs as a method of direct interview and/or entry. The committee would have to review all the Skillbridge programs to see if it was acceptable.
- SAC member James Hardway moved to recommend for approval and duly seconded by Jeffrey Durham. Chair Serikaku conducted the roll call vote as follows:

Jeffrey Durham	Yes
James Hardway	Yes
Seunghye Hong	Yes
Ellen May	Yes
Travis Murakami	Yes
Caroline Soga	Yes
Rick Subiono	<i>Excused</i>
Patrick Sullivan	Recused
Francis Tau'a	Yes
Aaron Tilton	Yes
Terry Uyehara	Recused
Melodie Vega	Yes
Cristina Vocalan	Yes
Gregg Serikaku	Yes

The Council approved the motion to recommend for approval of the revised Standards of Apprenticeship for Telecommunications/CATV Installer Technician Apprenticeship Program of Hawaii Electrician's Training Fund.

D. Revised Minimum Qualifications for Room Attendant, Cook, and Facilities Engineering, Operations, and Maintenance Apprenticeship Programs of HARIETT.

Before proceeding with the presentation and discussion, Mr. Fernandez clarified that the request for approval of the revised minimum qualifications for Room Attendant, Cook, and Facilities Engineering, Operations, and Maintenance Apprenticeship Programs are separate agenda items but considering that revisions pertain to all programs, the SAC may consider discussing and voting on the requests collectively.

SAC voted unanimously to discuss and vote collectively the revised minimum qualifications for all three (3) programs.

Mr. Keith Nakano, Program Director and Apprentice Coordinator presented HARIETT's request to revise the minimum qualifications.

Highlights of the presentation and discussions include the following:

- The educational requirements/qualifications for all programs were changed to include applicants who are in the process of completing their high school diploma or GED.
- The 2nd item being amended is a physical requirement. Initially stating that they must not be color-blind. For the electrician's program it was a safety issue to be able to see the different colors of the wires. It was presented that the existing language was an oversight because it doesn't apply to the housekeeping or cook programs. They are proposing to change the minimum qualification to state that they must be physically able to perform the essential functions safely. Further, the program would work on the reasonable accommodations.
- Clarification was made by SAC member James Hardway that color-blindness was considered a disability so excluding someone would be a violation. The standards were adopted from 1980's and has not been updated to address this issue.
- Regarding licensing requirements for FEOM (Facilities Engineering Operations, and Maintenance) apprentices, Mr. Nakano clarified that the electrician work is for maintenance purposes only.
- Mr. Tilton moved to recommend for approval of the revised minimum qualifications. The motion was seconded by Mr. Sullivan. The Chair conducted the roll call vote as follows:

Jeffrey Durham	Yes
James Hardway	Recused
Seunghye Hong	Yes
Ellen May	Yes
Travis Murakami	Yes
Caroline Soga	Yes
Rick Subiono	<i>Excused</i>

Patrick Sullivan	Yes
Francis Tau'a	Yes
Aaron Tilton	Yes
Terry Uyehara	Yes
Melodie Vega	Yes
Cristina Vocalan	Yes
Gregg Serikaku	Yes

The Council voted to recommend for approval of the revised minimum qualifications for the HARIETT Apprenticeship Programs.

VI. Unfinished Business

A. Fixed date for quarterly meeting of the SAC.

WDD staff explained that the rationale for recommending to the SAC to agree on a fixed date for the quarterly meetings is to ensure a quorum. There were instances in the past when WDD had a hard time setting the date of the meeting because of conflicts of schedule of the members. Setting a fixed date for the SAC quarterly meetings will prevent the members in scheduling other activities on such dates. WDD staff will also be relieved from conducting surveys for meeting dates.

SAC member Terry Uyehara suggested that WDD conducts a survey so that the members can select the fixed date for the meetings. He proposed to have the fixed date on either Tuesday, Wednesday, or Thursday of the 2nd week of the last month of the quarter. The members agreed and WDD was advised to conduct a poll to determine the final date.

B. Edgar Fernandez informed the members that National Apprenticeship Week will be held sometime in November and asked the members to inform WDD if they have suggestions/ideas to celebrate Hawaii Apprenticeship Week.

VII. Announcements

None

VIII. Meeting adjourned at 10:55 am.

**REVIEW AND RECOMMENDATION ON THE REVISED
STANDARDS OF APPRENTICESHIP FOR HAWAIIAN
ELECTRIC COMPANY APPRENTICESHIP PROGRAM**



September 17, 2024

Ms. Maricar Pilotin-Freitas
Administrator, Workforce Development Division
Department of Labor and Industrial Relations
830 Punchbowl St., Room 317
Honolulu, HI 96813

Dear Ms. Pilotin-Freitas,

We are submitting the revised Apprenticeship Standards of Hawaiian Electric Company, Inc. Apprenticeship Program for review and recommendation by the State Apprenticeship Council and for consideration and approval by the Director of DLIR.

The revised Standards includes the following substantial changes:

- a. Work Process Hours (page 8, item 13):
Added provision pertaining to “10% deviation rule” which allows an apprentice to complete a work process provided the hours are within 10% lower or higher than the approximate hours for such work process as provided in the schedule. Notwithstanding the 10% deviation rule, the apprentice must complete the total on-the-job learning hours required by the program/occupation. The 10% deviation rule has been a long-standing policy and practice of HECO that was previously incorporated in a separate document.
- b. Appendix D (pages D-1 through D-13): Added the following clarification under each course outline: *“The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.”* Vendors, such as RedVector, continuously update their training materials and is out of our control.
- c. Appendix D-13: Incorporates the revised related training instruction (course curriculum) for Senior Meter Electrician. Enclosed is the revised course curriculum that was reviewed and recommended for approval by James Niino, Honolulu Community College.

Hawaiian Electric is committed to providing quality training to our apprentices to meet the demands of customers and industry.

If you have any questions, please call me at 543-4657.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kelli Braun', with a horizontal line extending to the right.

**Kelli Braun, Labor Relations Consultant
Hawaiian Electric Joint Apprenticeship Committee**



July 26, 2024

Ms. Maricar Pilotin-Freitas
Administrator, Workforce Development Division
Department of Labor and Industrial Relations
830 Punchbowl St., Room 317
Honolulu, HI 96813

Dear Ms. Pilotin-Freitas,

Enclosed is the revised Work Process and Related Instruction course outline for the **Senior Meter Electrician** Apprenticeship Program at **Hawaiian Electric Company, Inc.**

A summary of the changes follows.

Work Process: The total work process hours required remains unchanged at 6,000 hours over three (3) years.

Process Number	Description	Hours
1	Stockroom inventories, records and requisitions of metering equipment and components.	200
2	Office meter records, system, procedures, coding and radio dispatching.	240
3	Shop tests, repairs and calibration of single and polyphase watt-hour meters.	1600
4	Shop test instrument transformers.	240
5	Installation, testing, repairing, calibration, and removal of meters, instrument transformers, records and associated devices in the shop and field	3520
6	Pre-fab shop transformer bank.	80
7	Relay section maintenance of relays and substation equipment.	8
8	Instrument and Control Section maintenance and calibration of instruments and substation voltage reg. Supv. Control	8

	familiarization.	
9	Operating Division trouble calls, switching and System familiarization.	104
	Work Process Total	6000

Related Instruction: The 2007 course outline is outdated and has been modified to reflect the current and future skills needed to successfully perform the Senior Meter Electrician job. Courses were also rearranged between each year to ensure the minimum requirement of 144 hours per year of apprenticeship is met.

Additionally, the total number of hours decreased from 530 to 436. In the past, the Company added 2-minutes per course to account for the time it takes to complete quizzes/tests. Moving forward, the Company will be using the suggested hours provided by the vendor. However, the actual hours spent on training per year and overall should exceed the vendor's suggested hours.

VENDOR	COURSE	APPROVED HOURS (2007)	PROPOSED HOURS (2024)	SUMMARY OF CHANGE
Year 1				
Penn Foster	Algebra, Part 1*	12	10	
Penn Foster	Algebra, Part 2*	12	10	
Penn Foster	Algebra, Part 3*	12	10	
Penn Foster	Algebra, Part 4*	12	10	
Penn Foster	Algebra, Part 5*	12	10	
Penn Foster	Practical Geometry and Trigonometry*	12	10	
Penn Foster	Electrical Blueprint Reading	12	10	
Penn Foster	Reading Electrical Schematic Diagrams	24	10	
Penn Foster	Switchgear	12	10	
Penn Foster	DC Principles – The Nature of Electricity	N/A	5	Added
Penn Foster	DC Principles – Circuit Analysis and Ohm's Law	N/A	5	Added
Penn Foster	DC Principles – Capacitors and Inductors	N/A	5	Added
Penn Foster	DC Principles – Magnetism and Electromagnetism	N/A	5	Added
Penn Foster	DC Principles – Conductors, Insulators, and Batteries	N/A	5	Added
Penn Foster	DC Principles – Motor and Generator Theory	N/A	5	Added
Penn Foster	AC Principles – Alternating Current	N/A	5	Added
Penn Foster	AC Principles – Alternating Current Circuits	N/A	5	Added
Penn Foster	AC Principles – Inductors in AC Circuits	N/A	5	Added
Penn Foster	AC Principles – Capacitors in AC Circuits	N/A	5	Added
Penn Foster	AC Principles - Transformers	N/A	5	Added
Penn Foster	AC Principles – Alternators	N/A	5	Added
Penn Foster	AC Principles – Electrical Energy Distribution	N/A	5	Added

Penn Foster	AC Principles – Rectification and Basic Electronic Devices	N/A	5	Added
Penn Foster	Electricity, Parts 1-3	36	0	Removed
Penn Foster	Electricity & Magnetism, Parts 1-2	24	0	Removed
Penn Foster	A-C Circuits, Parts 1-4	50	0	Removed
	Year 1 Total	N/A	160	
Year 2				
Penn Foster	Analog Circuit Measurement – Basic Test Equipment	N/A	5	Added
Penn Foster	Analog Circuit Measurement – Troubleshooting with VOMs	N/A	5	Added
Penn Foster	Analog Circuit Measurement – Using Basic Oscilloscopes	N/A	5	Added
Penn Foster	Introduction to Microprocessors – Introduction to Computers	3	7	
Penn Foster	Introduction to Microprocessors – Introduction to Microprocessor Applications	3	7	
Penn Foster	Introduction to Microprocessors – Microprocess Basics, Part 1	3	7	
Penn Foster	Introduction to Microprocessors – Microprocess Basics, Part 2	3	7	
Penn Foster	Engineering Mechanics, Part 1	12	10	
Penn Foster	Engineering Mechanics, Part 2	12	10	
Penn Foster	Electric Power Substations, Part 1	12	10	
Penn Foster	Electric Power Substations, Part 2	12	10	
Penn Foster	Transformers	12	10	
Penn Foster	Instrument Transformers	12	10	
Penn Foster	Electric Power Measurements, Part 1	12	10	
Penn Foster	Electric Power Measurements, Part 2	12	10	
Penn Foster	Electrical Measuring Instruments, Part 1	12	10	
Penn Foster	Electrical Measuring Instruments, Part 2	12	10	
Penn Foster	Electrical Measuring Instruments, Part 3	12	10	
	Year 2 Total	N/A	153	
Year 3				
Penn Foster	Electrical Installations	24	20	
Penn Foster	NEC: Electrical Installations and Branch Circuits	12	10	
Penn Foster	NEC: Loads, Service, and Overcurrent Protection	12	10	
Penn Foster	NEC: Grounding, Wiring, and Raceway Systems	12	10	
Penn Foster	NEC: Switching, Cords and Cables, Motors, and Related Systems	12	10	
Penn Foster	NEC: Transformers and Special Locations	12	10	
Penn Foster	NEC Graded Project	12	10	
Penn Foster	Local Distribution of Electrical Power	12	10	
Penn Foster	Understanding and Using Electronic Diagrams	N/A	10	Added
Penn Foster	Solid-State Circuits, Part 1	12	10	
Penn Foster	Solid-State Circuits, Part 2	12	10	
Penn Foster	Solid-State Circuits, Part 3	12	10	
Penn Foster	Photovoltaic Systems	N/A	20	Added
Penn Foster	Basic Elec Components & Schematic Symbols	12	N/A	Removed

	Year 3 Total	N/A	150	
	Related Instruction Total	530	463	

At Hawaiian Electric, we are committed to developing highly qualified journey workers. We feel the proposed changes will better equip our apprentices with the knowledge and skills needed to become highly qualified journey workers.

If you have any questions, please call me at 543-4657.

Thank you for your time and consideration.

Sincerely,



Kelli Braun, Labor Relations Consultant
Hawaiian Electric Joint Apprenticeship Committee

Approval Recommended by:



James Niino, Apprenticeship Coordinator
Honolulu Community College

Enclosures

Cc: Hawaiian Electric Company - Joint Apprenticeship Committee (w/out enclosures)
J. Niino (HCC)

APPRENTICESHIP STANDARDS
OF
HAWAIIAN ELECTRIC COMPANY, INC., APPRENTICESHIP PROGRAM

**Developed and Adopted
by
Hawaiian Electric Co., Inc.
and
International Brotherhood of Electrical Workers
Local Union 1260**

**Registered by the
State of Hawaii
Department of Labor and Industrial Relations
Workforce Development Division
830 Punchbowl Street
Honolulu, Hawaii 96813**

Registration Date: February 22, 1999
Revised and Approved: December 5, 2023
Revised: September 26, 2024

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PROGRAM INFORMATION

A. Name of Program:

Hawaiian Electric Company, Inc. Apprenticeship Program

B. Occupation(s):

Various Trades/Occupation listed in Appendix C

C. RAPIDS Program Registration Number:

HI00283001

D. Name of Sponsor:

Hawaiian Electric Company, Inc.

E. Address of Sponsor:

Main:

830 Ward Avenue
Honolulu, HI 96814

Mailing Address:

P.O. Box 2750
Honolulu HI 96840

F. Contact Person of the Program:

Kelli Braun
Labor Relations Consultant
Hawaiian Electric Company, Inc.
Office Phone: (808) 543-4657
Email Address: kelli.braun@hawaiianelectric.com

G. Name and Address of Collective Bargaining Agent:

International Brotherhood of Electrical Workers Local Union 1260
700 Bishop Street, Suite 1600
Honolulu, HI 96813

1. ORGANIZATION OF THE JOINT APPRENTICESHIP COMMITTEE

Hawaiian Electric Company, Inc. is the overall sponsor and in whose name the apprenticeship program is approved and registered. HECO utilizes a Joint Apprenticeship Committee (JAC/Committee) which is responsible in the administration and operation of the apprenticeship program, including the duties and responsibilities of the sponsor.

The JAC is composed of equal representation of both parties that are signatory to these standards. The JAC shall consist of not less than five members representing the Company (HECO) and not less than five members representing the employees (IBEW, Local 1260). JAC members shall be selected by the groups they represent. Members representing the Company shall come from positions of authority. Each member shall hold office until a successor is appointed.

The Department of Labor and Industrial Relations shall be notified of the current members of the JAC and any changes thereto.

2. ADMINISTRATIVE PROCEDURES OF THE JOINT APPRENTICESHIP COMMITTEE

The JAC shall select from its members, a Chairperson and a Vice Chair who shall retain voting privileges.

Rules and regulations governing administrative procedures, including committee meetings, term of office of members, and other matters relating to the administrative operations of the program shall be established by the JAC.

JAC meetings are not official unless a quorum consisting of three management and three labor representatives are present.

3. DUTIES AND RESPONSIBILITIES OF THE JOINT APPRENTICESHIP COMMITTEE

A. Revise these standards of apprenticeship at any time with the approval of the Director of Labor and Industrial Relations. The JAC will promptly forward any changes to the Collective Bargaining Agreement affecting the apprenticeship standards to the Workforce Development Division, Department of Labor and Industrial Relations, whereby such changes shall be recorded and acknowledged as a revision to such standards.

B. Determine the need for apprentices in the area under the jurisdiction of the JAC and the shop facilities available for the necessary experience on the job.

C. Establish minimum required standards of education and experience for apprentices.

- D. Determine the quality and quantity of on-the-job experience which the apprentice must have.
- E. Determine credit hours to be granted to apprentices for previous experience and training, or related instruction. Credit hours granted to the apprentice will be submitted to the Department of Labor and Industrial Relations for approval.
- F. Coordinate with the Community Colleges, University of Hawaii, Department of Education, or other training providers to enable the establishment of proper course related subject instruction to meet industry needs and enable transition of students in becoming apprentices.
- G. Influence and ensure the apprentices' attendance and compliance with related instructional requirements.
- H. Conduct periodic review and evaluation of the apprentice's progress in job performance and related instruction and recommend/approve promotion or retardation when, in the opinion of the JAC, such action is necessary.
- I. Ensure that the conditions of these standards are being followed by all parties, and recommend suspensions or cancellation of apprenticeship agreements or attach such penalties deemed necessary for non-compliance with these standards. The Department of Labor and Industrial Relations will be promptly notified of all recommended registrations, cancellations, suspensions, reinstatements, and completions of apprenticeship agreements.
- J. Approve and cause the chairperson or authorized representative to sign apprenticeship agreements between the apprentice and the JAC.
- K. Hear and adjust all complaints of violation on apprenticeship agreements.
- L. Provide each apprentice a copy of these Standards, and any applicable rules and policies, including amendments thereto and require apprentices to sign an acknowledgement of their receipt.

The JAC will be assisted by an Apprenticeship Administrator and/or Training staff in the performance of these duties and responsibilities.

4. DEFINITION OF APPRENTICE

The term “apprentice”, as used herein, means a person participating through employment in an approved schedule of work experience supplemented by related instruction and who is a party to an apprenticeship agreement registered with the Department of Labor and Industrial Relations.

5. MINIMUM QUALIFICATIONS FOR APPRENTICESHIP APPLICANTS

Applicants for apprenticeship must meet the minimum qualifications established under these standards. Applicants must be able to demonstrate aptitude and ability to become a qualified journeyworker.

The minimum qualifications for the occupations/programs are provided in Appendix D.

6. EQUAL OPPORTUNITY PLEDGE

The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, age (40 or older), disability, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that a sponsor may refuse to refer for employment an individual to perform the work in question. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under Chapter 31, Title 12, Hawaii Administrative Rules.

7. TERM OF APPRENTICESHIP

The term of apprenticeship shall consist of the required on-the-job learning hours and supplemented by completion of the required hours of related instruction. The on-the-job learning shall be in accordance with the work process schedule of the trade/occupation in Appendix D.

The HECO Apprenticeship Program is time-based which measures skills acquisition through the individual apprentice’s completion of the required on-the-job learning hours as described in the work process schedule for the trade/occupation.

8. CREDIT FOR PREVIOUS EXPERIENCE OF TRAINING

An apprentice who, prior to entering into an apprenticeship agreement, has had training or experience or both in the trade or craft in which he/she is employed as an apprentice, may be granted full or partial credit for such training or experience during or upon the completion of the probationary period. Apprentices desiring credit for previous trade experience or technical school training gained prior to indenture shall provide the JAC with written evidence of such experience or training.

The JAC shall evaluate the request for credit and determine the number of hours to be granted, if any, along with commensurate wages for any progression step. Credit hours granted to the apprentice shall be submitted and approved by the Director of Labor and Industrial Relations before it becomes effective.

9. PROBATIONARY PERIOD

The first 1,000 hours of time served as an apprentice shall constitute the probationary period. The probationary period is included in the total term of apprenticeship towards completion of the program.

10. SAFETY AND HEALTH TRAINING

The employer will provide adequate and safe equipment and facilities for training and supervision, safety training for apprentice on-the-job, instruct apprentices in safe and healthful work practices, and shall insure that the apprentices are trained in facilities and other environments that conforms with the State and Federal Occupational Safety and Health Laws, Standards, Rules and Regulations.

11. RELATED INSTRUCTION:

- A. Every apprentice is required to participate in related instruction in technical subjects related to the occupation on their own time. Hours spent in accomplishing related instruction shall not be counted as hours worked and shall not be credited towards the work processes time. Apprentices shall not be paid for time spent attending related instruction/classes.
- B. The related instruction component of the apprenticeship program shall be in accordance with the course curriculum/outline for the trade/occupation as provided in Appendix D. A minimum of 144 hours of related instruction for every year of apprenticeship is recommended.
- C. Such related instruction shall be accomplished by the apprentice through any of the following:

1. Community Colleges, University of Hawaii or recognized educational institutions.
 2. Training within the Company with competent instructors.
 3. Correspondence courses.
- D. Apprentices must complete their prescribed curriculum of related training over a period of three years from the date of enrollment. When the prescribed curriculum is completed, no further related training will be required unless the program is amended by the JAC and approved by State Workforce Development Division/DLIR.
- E. All related training courses are to be completed satisfactorily with a passing score, as determined by the training institution.
1. If an apprentice fails a related training exam the FIRST TIME, he/she will be allowed to retest (alternate exam on same material). Should the apprentice fail the exam the SECOND TIME, he/she will be allowed to retest and will have their on-the-job training (OJT) hours suspended for thirty (30) days. The OJT hours will stop on the day the apprentice is notified in writing by the Supervisor (Training Department). Should the apprentice fail the exam the THIRD TIME, he/she will be terminated from the program.
 2. If an apprentice fails a total of six (6) related training exams, he/she will be terminated from the program.
- F. All related training courses are to be completed by the scheduled date established at the time of enrollment. Related training material will be provided one lesson at a time and must be completed in sequential order, unless approved by the Supervisor (Training Department).
- G. Any apprentice whose course work falls behind two (2) or more related training exams may have their OJT hours suspended. The OJT hours will stop on the day the apprentice is notified in writing by the JAC. The OJT hours will restart on the day the apprentice took the exam provided he/she completed satisfactorily with a passing score.

- H. It is the responsibility of the apprentice to notify the Class Instructor if he/she will not be able to attend a scheduled related training class. Any unexcused absence from related training classes will be reviewed and appropriate action decided upon by the JAC. It is emphasized that all assignments from missed classes are to be made up.
- I. All apprentices must pass a written job knowledge exam with a passing score of 70, before being promoted to journeymen, first year. If the apprentice fails the journeyman exam the FIRST TIME, he/she will be allowed a retest within ninety days. Should the apprentice fail the journeyman exam the SECOND TIME, he/she will be allowed a retest in six months. Should the individual fail the journeyman exam the THIRD TIME, he/she will be released from the program.
- J. There will be a mandatory review of the exam for all those who have passed, to review incorrectly marked problems and answer any questions. For those who have failed the exam, no review of the exam will be given, however they will be allowed to request for assistance, which will be provided in the form of a meeting with a trainer, supervisor or engineer, covering areas of need and/or as requested, prior to their retest.
- K. Related instruction shall include safety training for apprentices.
- L. Textbooks, materials, and equipment will be furnished by the sponsor/company.

12. APPRENTICE'S WAGES

- A. Wages for apprentices shall be based on percentage of journeyworker wage rate at any given period of apprenticeship and shall provide for a progressive increase in the hourly wage in keeping with the development and productivity of the apprentice.
- B. An over-all satisfactory rating is required for promotion to the next higher apprentice rate. If an apprentice receives a below satisfactory rating, the JAC will review the rating and determine whether his/her progression should be withheld (suspension of OJT hours). A letter will be issued to the apprentice indicating the decision made by the JAC.
- C. In addition to the above promotional ratings, each apprentice's daily performance will be evaluated on his/her workmanship and behavior on the job and will be scored poor, satisfactory, good, or excellent in each case. Any poor performance will be reported to the JAC and acted upon accordingly.

- D. It is understood that no decrease in the rate for journey workers shall operate to reduce the wages of an apprentice below the minimum hourly rate prescribed by law.
- E. The apprentice's wage rates shall be in accordance with the wage schedule of the occupation/program in Appendix D.

13. WORK PROCESS HOURS

To enable the apprentices to qualify at the end of the apprenticeship as journey workers, the apprentices shall, during their period of training on the job, work with journey workers or supervisors qualified in the processes of the trade and shall receive experience in the processes of the trade as outlined in Appendix D.

There is a 10% OJT deviation rule. This means that hours for a given process will be considered completed at 10% above or below the required number of hours for that process. Hence, in order to complete the OJT portion of apprenticeship, apprentices must have completed each individual work process (at the 10% deviation rules) with a minimum of 6000 hours.

14. APPRENTICESHIP AGREEMENT

- A. Each apprentice shall be placed under a written apprenticeship agreement signed by the apprentice (and if a minor, the parent or guardian) and the Chairperson of the JAC or authorized representative. The agreement shall incorporate directly or by reference the provisions of these standards as part of the agreement.
- B. The following shall be provided copies of the completed apprenticeship agreement:
- Apprenticeship Administrator, HECO
 - Apprentice (or if a minor, to the parent or guardian)
 - Workforce Development Division, DLIR (if requested)
 - Veteran's Administration (if applicable)

15. RATIO OF APPRENTICES TO JOURNEYWORKERS

In order to ensure proper supervision, training, safety, and reasonable continuity of employment, apprentices shall work under the guidance of qualified journey worker(s) or supervisor(s). No apprentice shall work without the direction of a

qualified journeyworker and/or supervisor of the trade/occupation to which the apprentice is registered.

The apprentice to journey worker ratio shall be in accordance with the approved ratio for the occupation/program in Appendix D.

16. CANCELLATION AND SUSPENSION OF APPRENTICESHIP AGREEMENT

A. During the term of apprenticeship, the apprenticeship agreement may be cancelled or suspended as follows:

1. Voluntary

The apprenticeship agreement may be cancelled or suspended at the request of the apprentice and concurred by the JAC.

2. Involuntary

The sponsor and/or JAC may cancel or suspend the apprenticeship agreement/registration of apprentice for good cause with due notice to the apprentice and reasonable opportunity for corrective action.

If the apprentice disagrees with the cancellation or suspension, the apprentice may place a written request for a hearing with the JAC. Written hearing request must be received within 7 days from post- marked receipt of written notification. If the apprentice is not in agreement with the final recommendation of the JAC after the hearing, the apprentice can request a hearing with the Department of Labor and Industrial Relations. (See HECO's Apprenticeship Appeal Procedure for more information).

3. The Registration Agency on its motion may cancel or suspend the apprenticeship agreement for reasonable cause.

B. The cancellation or suspension of an apprenticeship agreement will result in the cancellation or suspension of the registration of apprentice with the program by the Department of Labor and Industrial Relations. The request for cancellation or suspension of the registration of the apprentice will be submitted in RAPIDS or Workforce Development Division, Department of Labor and Industrial Relations for approval.

17. SETTLEMENT OF DIFFERENCES

The services of the Department of Labor and Industrial Relations, may be utilized for consultation regarding differences arising out of the terms of an agreement entered into under these standards.

Any such difference or disagreement which is not covered by a collective bargaining agreement may be submitted to the Department of Labor and Industrial Relations for appropriate action.

The person to receive and process the complaint is the named contact person in the program information of the HECO Apprenticeship Program.

18. COMPLAINT PROCEDURES

If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the apprenticeship program or violates the provisions of the Apprenticeship Agreement or Standards, relief may be sought through one or more of the following avenues, based on the nature of the issue:

- A. For issues regarding wages, hours, working conditions, and other issues, apprentices may seek resolution through the applicable Grievance and Arbitration procedures of the sponsor/company.
- B. Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, age, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicants election, with the private review body established by the program sponsor (if applicable). The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the program sponsor involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.

The person to receive and process the complaint is the named contact person that is provided in the program information.

The complaint must be filed not later than one hundred eighty (180) days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the

review body designated by the program sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or thirty (30) days from the final decision of such review body, whichever is later. The time may be extended by the Department of Labor and Industrial Relations with good cause shown.

Complaints of discrimination in the apprenticeship program may be filed and processed under Chapter 31, Title 12 Hawaii Administrative Rules and the procedures as set forth above.

The services of the Department may also be utilized as provided in Item 17.

19. RECORDS AND REPORTS

The Sponsor will keep and maintain all records relating to apprentice applications (whether selected or not), the employment and training of apprentices, and any other information relevant to the operation of the program and make these records available upon request of the Registration Agency.

Apprentices shall be responsible for keeping and completing records of work experience and related instruction on forms furnished by the company. At the end of each calendar month, the apprentice shall submit work records to their supervisor for signature and grading. This report, properly signed, shall be submitted to the Apprenticeship Administrator of HECO by the 10th day of the following month whereby such report shall become a part of the permanent records of the apprentice.

Progress records will be made available to members of the JAC, the individual apprentice, and to Workforce Development Division, Department of Labor and Industrial Relations upon request.

20. REGISTRATION AGENCY

The registration agency is the Workforce Development Division, Department of Labor and Industrial Relations, 830 Punchbowl Street, Room 329, Honolulu, Hawaii, 96813.

The registration agency shall conduct periodic compliance review and quality assurance assessment of the apprenticeship program and provide technical assistance as necessary. e apprentice progress in job performance and in related instruction and ensure appropriate records are maintained.

The registration agency is the proper authority under the program to receive process and make disposition of complaints.

21. CANCELLATION/DEREGISTRATION OF APPRENTICESHIP PROGRAM

Cancellation/deregistration of the program may be affected upon the voluntary action of the sponsor and/or JAC by requesting for cancellation of the registration, or upon reasonable cause by the Registration Agency instituting formal deregistration procedures.

22. RELATIONSHIP WITH COLLECTIVE BARGAINING AGREEMENT

Nothing in these standards shall nullify or supersede the terms and conditions of the collective bargaining agreement between any party to these standards provided that the provisions of the collective bargaining agreement comply with Federal and State Laws and Rules pertaining to apprenticeship.

23. CERTIFICATE OF COMPLETION

Upon the satisfactory completion of apprenticeship under the conditions of these standards and the recommendation of the JAC, apprentices shall be awarded a certificate of completion by the State Department of Labor and Industrial Relations, countersigned by the Chairperson of the JAC.

24. OFFICIAL ADOPTION

Adopted as the revised Standards of Apprenticeship for the HAWAIIAN ELECTRIC COMPANY, INC., Apprenticeship Program on the 28th day of November 2023.

HAWAIIAN ELECTRIC COMPANY, INC.

/s/ Max Hannemann

11/28/2023

Max Hannemann
Manager, Labor Relations

Date

INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS, LOCAL UNION 1260

/s/ Leroy Chincio

11/28/2023

Leroy Chincio
Business Manager – Financial Secretary

Date

APPROVED AS REVISED by the Department of Labor and Industrial Relations:

/s/ Jade Butay

12/22/2023

Jade Butay
Director

Date

APPENDIX A

AFFIRMATIVE ACTION PROGRAM

FOR

HAWAIIAN ELECTRIC COMPANY, INC., APPRENTICESHIP PROGRAM

**Adopted by
Hawaiian Electric Company, Inc.
and
International Brotherhood of Electrical Workers
Local Union 1260**

**As required under Chapter 31, Title 12, Hawaii Administrative Rules
and
Title 29, Code of Federal Regulations, Part 30**

SECTION I – INTRODUCTION

The Joint Apprenticeship Committee (JAC) adopts this Affirmative Action Plan (AAP) with good faith for the purpose of promoting equality of opportunity into its registered apprenticeship program. The JAC hereby adopts the following nondiscriminatory pledge and the Plan.

This AAP is a supplement to the Apprenticeship Standards. Any changes made by the JAC will become part of this written Plan, once approved by the Registration Agency.

SECTION II – EQUAL OPPORTUNITY PLEDGE

The JAC commits to the following Equal Opportunity Pledge:

“The recruitment, selection, employment, and training of apprentices during their apprenticeship, will be without discrimination on the basis of race, color, religion, ancestry, national origin, sex (including pregnancy and gender identify), sexual orientation, genetic information, age, disability, marital status, domestic or sexual violence victim status, credit history or report, arrest or court record, or on any other basis prohibited by §378-2, Hawaii Revised Statutes, provided that the sponsor may refuse to accent an individual for apprenticeship or refuse to refer an individual for employment for reasons allowed under Federal and State law. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under Chapter 12-31 of the Hawaii Administrative Rules (or its successors) and Title 29 CFR, Part 30.

SECTION III – UTILIZATION AND ANALYSIS, GOALS AND TIMETABLES

In order to allow positive recruitment and full utilization of minorities and women in the apprenticeship program, HECO pledges to undertake outreach efforts provided under Section IV. An analysis of the minority and women in the labor force will be made to determine if deficiencies exist in terms of underutilization of minorities and/or women in the occupations registered with the Registration Agency.

SECTION IV – OUTREACH AND POSITIVE RECRUITMENT

This AAP includes outreach activities and positive recruitment efforts that will reasonably be expected to increase minority and women’s participation in apprenticeship by expanding the opportunity of minorities and women to become eligible for apprenticeship selection. The JAC will identify a significant number of activities in order to enable it to meet its obligation under Chapter 31, Title 12, HAR and Title 29 CFR, Part 30.4(c).

At Hawaiian Electric, apprentices are hired into the Senior Helper position, prior to enrolling in an apprenticeship program. As such, the following actions will be taken by HECO and supported by the JAC:

- A job postings notification is sent weekly to agencies/organizations which can effectively reach women, minorities, protected veterans and individuals with disabilities.
- Participation in job fairs and info sessions – both targeted and general – to promote our company and positions, including the apprenticeship program.
- Internal communication of the JAC's equal opportunity policy should be conducted in such a manner to foster understanding, acceptance, and support among the JAC's various officers, supervisors, employees, and members, and to encourage such persons to take the necessary action to aid in meeting its obligation under Chapter 31, Title 12, HAR and Title 29 CFR, Part 30.

Upon hire (by Hawaiian Electric), the following will apply:

- New employees will be required to complete an online workplace compliance training within 30-90 days of employment.
- Newly hired or newly promoted leaders (supervisors and above) are required to complete an online workplace compliance training designed specifically for leaders within 30-90 days of employment or promotion.
- Current employees and leaders are required to complete an online workplace compliance training annually.
- New employees receive a copy of the Equal Employment Opportunity & Affirmative Action (EEO & AA) Policy in their new hire packet and are required to sign and submit an acknowledgement form indicating their review and receipt of the policy.
- The EEO & AA Policy is available for all current employees via the company's policies library and on company bulletin boards and is updated as needed.

Upon enrollment (into the apprenticeship program), the following will apply:

- All apprentices will be briefed on the *EEO Pledge and Complaints Notice* handout.

- All apprentices will receive a copy of the *EEO Pledge and Complaints Notice* handout and will be required to sign an acknowledgement form.

Additionally, Hawaiian Electric with the support of the JAC will:

- Engage in programs such as outreach for the positive recruitment and preparation of potential applicants for apprenticeships, where appropriate and feasible, such programs will provide for pre-testing experience and training. In initiating and conducting these programs, the JAC may be required to work with other sponsors and appropriate community organizations. The JAC will also initiate programs to prepare women and encourage women to enter traditionally male programs.
- Utilize journeyworkers to assist in the implementation of affirmative action in the apprenticeship program.
- Grant advance standing or credit on the basis of previously acquired experience, training, skills, or aptitude for all applicants equally.
- Other appropriate action to ensure that the recruitment, selection, employment, advancement and training of apprentices during their apprenticeship will be without discrimination because of race, color, age, religion, ancestry, national origin, sex, sexual orientation, gender identity, genetic information, disability, pregnancy, protected veteran status, marital status, domestic or sexual violence victim status, credit history or report, arrest and court record, or any other basis prohibited by §378-2 (e.g., general publication of apprenticeship opportunities and advantages in advertisements, industry reports, articles, etc., use of present minority and female apprentices and journeyworkers as recruiters; career counseling; development of reasonable procedures to ensure employment opportunity, including reporting systems, on-site reviews, briefing sessions).

SECTION V – ANNUAL REVIEW OF AFFIRMATIVE ACTION PLAN

The JAC will make an annual review of its current Plan and its overall effectiveness and institute any revisions or modifications warranted. The review will analyze (independently and collectively) the affirmative action steps taken by the JAC for evaluating the positive impact, as well as the adverse impact in the areas of outreach and recruitment, selection, employment, and training. Hawaiian Electric will work diligently to identify the cause and affect those results from their affirmative action measures. Hawaiian Electric will continually monitor these processes in order to identify the need for a new affirmative action effort and/or deletion of ineffective existing activity (ies). All changes to the Plan will be submitted to the Registration Agency for approval. The JAC will continually monitor the participation rates of minorities and women in the apprenticeship program in an

effort to identify any type of underutilization. If underutilization exists, corrective action will be immediately implemented. The goals and timetables also will be reviewed periodically as determined by the Registration Agency and updated where necessary.

SECTION VI – OFFICIAL ADOPTION

Hawaiian Electric Company, Inc., and International Brotherhood of Electrical Workers Local Union 1260 through the JAC officially adopts this Affirmative Action Plan and is hereby incorporated as part of the Apprenticeship Standards.

APPENDIX B

QUALIFICATION AND SELECTION PROCEDURES

FOR

HAWAIIAN ELECTRIC COMPANY, INC., APPRENTICESHIP PROGRAM

**Adopted by
Hawaiian Electric Company, Inc.
and
International Brotherhood of Electrical Workers
Local Union 1260**

SECTION I – INTRODUCTION

Applicants for apprenticeship under these standards must meet the minimum qualifications of the trades/occupations as provided in Appendix D of the Apprenticeship Standards.

SECTION II – APPLICATION PROCEDURES

- A. Applications will be accepted throughout the year or as specified. Anyone interested in applying should visit www.hawaiianelectric.com.
- B. All online applications will be identical in form or requirements.
- C. Before completing the online application, each applicant will be required to review the Job Description (Function, Essential Functions and Other Responsibilities) and Job Standards (Basic Qualifications) on the job posting. If the applicant has any additional questions on the qualifications or needs additional information to complete the application, the applicant should contact the Human Resource Service Center at (808) 543-4848.
- D. Completed applications will be checked for minimum qualifications.
- E. Applicants meeting the minimum qualifications and submitting the required documents (if any) will be notified where and when to appear for the aptitude test(s), physical agility test (job sample) and interview (if applicable).
- F. Applicants must submit a DD-214 to verify military training and/or experience if they are a veteran and wish to receive consideration for such training/experience.

SECTION III – SELECTION PROCEDURES

Internal Applicants

- A. The Company (HECO) will comply with its obligations, including those related to the selection of apprentices, in accordance with the Collective Bargaining Agreement.

External Applicants

- A. All applicants who have met the minimum qualifications and have submitted the required documents will be notified of the date time, and place to appear for the interview. The hiring department will schedule the interview (if applicable) and evaluation session.

- B. The interviewer(s) will rate each applicant during the interview on each of the factors on the applicants rating form taking into account the information on the application and required documents, if applicable. The interviewer will record the questions asked and the general nature of the applicant's answers. The interviewer will then prepare a written summary of his or her judgment of the applicant derived from the interview.
- C. After completing the interview and evaluation of the applicants, the individual rating scores of the interviewer(s) will be added together and averaged to determine the applicant's final rating.
- D. Applicants will be placed on a "Ranking List" according to their scores at the evaluation session, with the applicant having the highest score being at the top of the list, and all applicants then listed in descending order based on score.
- E. Selected applicants must respond to the notice of selection within 2 weeks of notice.
- F. Applicants who were not selected may reapply for future vacancies.

SECTION IV – COMPLAINT PROCEDURE

- A. Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, ancestry, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, age, disability, marital status, domestic or sexual violence victim status, credit history or report, arrest and court record, or on any other basis prohibited by Chapter 378-2, HRS, with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicant's election, with the private review body established by the Company or JAC (if applicable).
- B. The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the persons involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.
- C. The complaint must be filed no later than 180 days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review bodies designated by the JAC to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur with the time limitation stated above or 30 days from

the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.

- D. Complaints of harassment in the apprenticeship program may be filed and processed under Chapter 31, Title 12, HAR and/or Title 29, CFR Part 30, and the procedures as set forth above.

SECTION V – MAINTENANCE OF RECORDS

The hiring department will keep adequate records including a summary of the qualifications of each applicant, the basis for evaluation and for selection or rejection of each applicant, the records pertaining to interviews of applicants, the original application for each applicant, information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination, rates of pay or other forms of compensation or conditions of work, hours including hours of work and, separately, hours of training provided, and any other records pertinent to a determination of compliance with Chapter 30, Title 12, HAR or 29 CFR Part 30, as may be required by the Registration Agency. The records pertaining to individual applicants, selected or rejected, will be maintained in such manner as to permit the identification of minority and female (minority and non-minority) participants.

HECO shall retain a statement of its affirmative action plan for the prompt achievement of full and equal opportunity in apprenticeship, including all data and analysis made pursuant to the requirements of Chapter 31, Title 12, HAR or 29 CFR 30.4. Each sponsor also must maintain evidence that its qualification standards have been validated in accordance with the requirements set forth in Chapter 31, Title 12, HAR and 29 CFR 30.5 (b).

In addition to the above requirements, adequate records will include a brief summary of each interview and the conclusions on each of the specific factors, e.g., motivation, ambition, and willingness to accept direction which are part of the total judgment. Records will be maintained for five (5) years from the date of last action and made available upon request to the Department of Labor and Industrial Relation, the U.S. Department of Labor, or other authorized representative.

SECTION VI – OFFICIAL ADOPTION

Hawaiian Electric Company, Inc., and International Brotherhood of Electrical Workers Local Union 1260 through the JAC officially adopts this revised Qualification and Selection Procedures and is hereby incorporated as part of the Apprenticeship Standards.

APPENDIX C

TRADES/OCCUPATIONS

OF

HAWAIIAN ELECTRIC COMPANY, INC., APPRENTICESHIP PROGRAM

**Adopted by
Hawaiian Electric Company, Inc.
and
International Brotherhood of Electrical Workers
Local Union 1260**

<u>TRADE/OCCUPATION</u>	<u>APPENDIX</u>
1. LINEMAN Transmission & Distribution 6000 Hour program	D-1
2. ELECTRICAL MECHANIC Substation & Meter 6000 Hour program	D-2
3. MECHANIC (MAINTENANCE) Substation & Meter 6000 Hour program	D-3
4. AUTOMOTIVE MECHANIC Fleet Services 6000 Hour program	D-4
5. TROUBLEMAN Transmission & Distribution 6000 Hour program	D-5
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APPENDIX D

TRAINING REQUIREMENTS AND WORK PROCESSES

FOR

HAWAIIAN ELECTRIC COMPANY, INC., APPRENTICESHIP PROGRAM

**Adopted by
Hawaiian Electric Company, Inc.
and
International Brotherhood of Electrical Workers
Local Union 1260**

APPENDIX D-1

**LINEMAN
Transmission & Distribution
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 752 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any applicable State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to one (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn, and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	De-Energized Construction and Maintenance Construction and maintenance work on any de-energized overhead and underground lines that are not located above energized lines. No more than 50% of the hours in this process are to be in synthetic underground work.	720
2	Energized Secondary (OH & UG) Construction and maintenance on or near energized overhead and underground lines up to 600 volts.	1,240
3	Energized Primary and Subtransmission Overhead line construction and maintenance work on or near any primary voltage. Utilize rubber glove work methods on distribution voltages.	1,400
4	Distribution, Subtransmission and Transmission Construction and Maintenance Overhead line construction or maintenance work on or near any energized or de-energized lines. Utilize hot stick work methods on all primary voltages.	1,400
5	Other Related Work <ul style="list-style-type: none"> • Underground • Substation & Metering • System Operations • Troubleshooter • Inspectors 	740
6	Construction and Maintenance on Any/All Systems	500
	Work Process Total	6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Lineman.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Classroom	Prerequisite Pole Climbing	30
Semester 1		
Classroom	Mathematics Classroom Instruction	56
NLC	Introduction to Power Delivery	15
NLC	Safety 1	15
NLC	Working in Elevated Positions	15
NLC	Knots, Splices, and Rope	15
NLC	Electrical Systems	15
NLC	First Aid	15
NLC	Applied Mathematics	15
Semester 1 Total		161
Semester 2		
Classroom	Electricity Classroom Instruction	46
NLC	Basic Electrical Theory	15
NLC	Transformer Basics	15
NLC	OSHA 1	15
NLC	Safety 2	15
NLC	AC Fundamentals	15
NLC	Personal Protective Grounding	15
NLC	Live Line Equipment & Methods	15
Semester 2 Total		151
Semester 3		
NLC	Rigging	15
NLC	Underground Conductors	15
NLC	Overhead Conductors	15
NLC	Electrical Test Equipment	15
NLC	Intro to Substations	15
NLC	OSHA 2	15
NLC	Safety 3	15
Semester 3 Total		105
Semester 4		
Classroom	Electricity Classroom Instruction	14
NLC	Special Elements 1	15
NLC	Metering	15
NLC	System Power Flow	15
NLC	Advanced Transformers	15

NLC	Maps & Standards	15
NLC	System Protection	15
	Semester 4 Total	104
Semester 5		
NLC	NESC 1	15
NLC	NESC 2	15
NLC	OSHA 3	15
NLC	Safety 4	15
NLC	Communications Systems	15
NLC	Special Elements 2	15
NLC	Vegetation Management	15
	Semester 5 Total	105
Semester 6		
Classroom	Electricity Classroom Instruction	6
NLC	System Operation	15
NLC	System Automation	15
NLC	Overhead Line Design	15
NLC	Underground Line Design	15
NLC	Trouble Investigation	15
NLC	Crew Leadership	15
	Semester 6 Total	96
	Related Instruction Total	752

APPENDIX D-2

**ELECTRICAL MECHANIC
Substation & Meter
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 504 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any applicable State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to one (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn, and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. **WORK PROCESS SCHEDULE**

Process Number	Description	Hours
1	Overhaul Transformers – All Types	1,700
2	Overhaul Regulators – All Types	1,000
3	Recondition Switches and Cutouts	120
4	Motors and Related Work	600
5	Wiring Repairs Troubleshooting and Repairs to Existing Installation and Apparatus	500
6	Lighting Fixtures Various Types, Methods of Installation and Repairs	500
7	Installation of Wire Conduit, Wire Sizes, Capacities, and Calculations and Where Permitted to Be Used	580
8	Testing of Equipment and Apparatus Knowledge of Instruments and Their Uses	1,000
	Work Process Total	6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Electrical Mechanic, 1st 12 Months.

6. **RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)**

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Year 1		
Penn Foster	*Getting Started as an Electrician	12
Penn Foster	*Working Safely with Electricity	12
Penn Foster	*Algebra (5)	60
Penn Foster	*Practical Geometry & Trigonometry	12
Penn Foster	*Electricity (3)	36

Penn Foster	*Electricity & Magnetism (2)	24
Penn Foster	*Principles of AC Circuits	12
	Year 1 Total	168
Year 2		
Penn Foster	Principles of AC Circuits (3)	36
Penn Foster	Going Metric	12
Penn Foster	Electrical Blueprint Reading	12
Penn Foster	Electrical Schematic Diagram (3)	24
Penn Foster	Electrical Code	12
Penn Foster	Electrical Wiring (3)	36
Penn Foster	Conduit & Conductor (2)	24
Penn Foster	Transformers	12
	Year 2 Total	168
Year 3		
Penn Foster	Electrical Measuring Instruments	36
Penn Foster	Distribution & Power Transformers	12
Penn Foster	Transformer Operation	12
Penn Foster	DC Generators & Motors	12
Penn Foster	Local Distribution of Electrical Power	12
Penn Foster	AC Motors, Generators & Rectifiers	12
Penn Foster	Efficiency Tests	12
Penn Foster	Protective Relaying (2)	24
Penn Foster	Voltage Regulators for Generators	12
Penn Foster	Lighting Control	12
Penn Foster	Controls for Air Conditioning	12
	Year 3 Total	168
	Related Instruction Total	504

*May be substituted with classroom Math and Electricity courses

APPENDIX D-3

**MECHANIC (MAINTENANCE)
Substation & Meter
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 651 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any applicable State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to one (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Proper application and use, care, repair, and overhaul of tools and equipment.	400
2	Installation, repair and maintenance of pipe work and plumbing fixtures.	280
3	Hydraulic equipment and component.	80
4	Construction, modification, and repairs on vehicles and equipment.	600
5	Gas and arc welding on various structures and equipment.	1,200
6	Layout structural components. Blueprint reading.	1,000
7	Sheet metal construction and repair.	400
8	Operation and use of machinery in mechanical shop.	1,100
9	Repair and maintenance of building and facilities.	540
10	Substation (work procedures, types of equipment, structures, etc.).	240
11	Underground (work procedures, underground structures, etc.).	160
	Work Process Total	6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Mechanic, 1st 12 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Semester 1		
Penn Foster	Algebra, Parts 1-5	50
Penn Foster	Practical Geometry and Trigonometry	10
Penn Foster	Metric System	5

Penn Foster	Electricity, Part 1	10
Penn Foster	Elements of Print Reading, Parts 1-2	20
Penn Foster	Reading Shop Prints, Parts 1-2	20
	Semester 1 Total	115
Semester 2		
Penn Foster	Bench Work, Part 1	10
Penn Foster	Precision Measuring Instruments, Part 1-3	30
Penn Foster	Drilling, Parts 1-2	20
Penn Foster	Layout	10
Penn Foster	Fundamentals of Welding, Parts 1-2	20
	Semester 2 Total	90
Semester 3		
Penn Foster	Gas Welding Equipment, Parts 1-2	20
Penn Foster	Gas Welding Techniques, Part 1	10
Penn Foster	Common Thermal Cutting Processes	10
Penn Foster	Arc Welding Equipment, Part 1	10
Penn Foster	Arc Welding Equipment, Part 2	10
Penn Foster	Shielded Metal Arc Welding Techniques, Parts 1-2	20
Penn Foster	Gas Metal Arc Welding Fundamentals (GMAW or Mig)	10
	Semester 3 Total	90
Semester 4		
Penn Foster	Hardening and Tempering	10
Penn Foster	Pipes and Fittings	10
Penn Foster	Pipefitting Practice	10
Penn Foster	Sanitary Plumbing Fixtures, Parts 1-2	20
Penn Foster	Basic Machining Skills Series	56
	Semester 4 Total	106
Semester 5		
Penn Foster	Fundamentals of Metal Cutting	10
Penn Foster	Tool Grinding	10
Penn Foster	Tool Dressing	10
Penn Foster	Lathes, Part 1	10
Penn Foster	Lathes, Part 2	10
Penn Foster	Lathes, Part 3	10
Penn Foster	Lathes, Part 4	10
Penn Foster	Lathes, Part 5	10
Penn Foster	Toolmaking, Parts 1-3	30
Penn Foster	Toolmaking Part 4	10
	Semester 5 Total	120
Semester 6		
Penn Foster	Jigs and Fixtures	10
Penn Foster	Jigs and Fixtures, Part 2	10

Penn Foster	Milling Machine Fundamentals	10
Penn Foster	Milling Machine Cutting Tools	10
Penn Foster	Milling Machine Practice and Operation, Part 1	10
Penn Foster	Milling Machine Practice and Operation, Part 2	10
Penn Foster	Milling Machine Indexing and Spiral Work	10
Penn Foster	Hydraulic System Series	60
	Semester 6 Total	130
	Related Instruction Total	651

APPENDIX D-4

**AUTOMOTIVE MECHANIC
Fleet Services
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 528 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any applicable State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to one (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Lubrication and general chassis work including body, springs, wheels, tires.	200
2	Transmission and driveline repairs (differential, rear axle, transmissions, and clutch repairs).	1,500
3	Front axles and steering	600
4	Brakes (hydraulic, vacuum, air).	400
5	Engine removal and disassembly (for overhaul) inspection and reassembly.	1,360
6	Engine diagnosis and adjustment including cooling systems.	700
7	Electrical systems (diagnosis and repair).	700
8	Aerial device operation and safety, including ANSI and HEI APM.	40
9	Welding-gas and electric including cutting machining (working with microwave and shop work).	200
10	Booms, derricks, hydraulic controls.	300
	Work Process Total	6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Automotive Mechanic, 1st 12 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Year 1		
Penn Foster	Mathematics for Mechanics	12
Penn Foster	Going Metric	12
Penn Foster	Work Habits and Practices	12

Penn Foster	Automobile Cooling System	12
Penn Foster	Automobile Fuel System	12
Penn Foster	Automobile Lubrication	12
Penn Foster	Automobile Exhaust Systems	12
Penn Foster	Automobile Storage Batteries	12
Penn Foster	Automobile Starting System	12
Penn Foster	Automobile Charging System	12
Penn Foster	Automobile Ignition System	12
Penn Foster	Automobile Electronic Ignition System	12
Penn Foster	Automobile Emission Control Systems	12
Penn Foster	Automobile Engine Tune-up	12
Penn Foster	Automobile Lighting Systems & Instr.	12
	Year 1 Total	180
Year 2		
Penn Foster	Automobile Clutches & Universal Joints	12
Penn Foster	Automobile Manual Shift Transmissions	12
Penn Foster	Automobile Automatic Transmissions	12
Penn Foster	Automobile Rear Axles & Differentials	12
Penn Foster	Automobile Wheels, Tires, Springs, Shocks	12
Penn Foster	Automobile Drum Brakes	12
Penn Foster	Automobile Disc Brakes	12
Penn Foster	Automobile Front End Alignment	12
Penn Foster	Automobile Manual Steering Systems	12
Penn Foster	Automobile Power Steering Systems	12
Penn Foster	Hydraulic Fundamentals	12
Penn Foster	Hydraulic System Components	12
Penn Foster	Hydraulic System Maintenance	12
	Year 2 Total	156
Year 3		
Penn Foster	Engine Disassembly & Inspec. Procedure	12
Penn Foster	Engine Assembly & Testing Procedures	12
Penn Foster	Diesel Engine Parts - Section 1	12
Penn Foster	Diesel Engine Parts - Section 2	12
Penn Foster	Fuel Systems - Section 1	12
Penn Foster	Fuel Systems - Section 2	12
Penn Foster	Diesel Engine Operation - Section 1	12
Penn Foster	Diesel Engine Operation - Section 2	12
Penn Foster	Engine & Allied Equipment Service Manual	12
Penn Foster	Trouble Shooting Diesel Engines	12
Penn Foster	Failure Analysis	12
Penn Foster	Maintenance of Lubricating & Fuel System	12
Penn Foster	Air Brakes Systems	12

Penn Foster	Clutches, Universal, Propeller, Shaft, Axle	12
Penn Foster	Transmissions	12
Penn Foster	Steering, Springs, Wheels and Tires	12
	Year 3 Total	192
	Related Instruction Total	528

APPENDIX D-5

TROUBLEMAN Transmission & Distribution 6000-hour Program

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 752 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any applicable State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to one (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	T&D – New Construction	480
2	Installing and Repairing Energized Lines (0-750 kv)	1,520
3	T&D Installing and Removing Distribution Transformers	400
4	T&D Maintenance and Construction of Energized 4kv Lines and 11 kv Lines and Above	1,080
5	Maintenance Shop (Testing and Repair)	80
6	Construction and Maintenance of Underground system	200
7	Inspection – Overhead	80
8	Construction and Maintenance of Substation Equipment	80
9	Test Division	200
10	Operating Division	1,880
	Work Process Total	6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Troublemán.

Notes:

1. Work Assignments-0 to 480 hours work on any de-energized lines that are not located above energized lines; and 480 to 2000 hours work on energized lines up to 750 volts and on de-energized lines above 750 volts or less. Work on energized lines of 2000 volts or more will be done with a journeyman.
2. Troublemán apprentices will receive at least 200 hours of aerial bucket training on secondary lines after the first 480 hours of training.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Classroom	Prerequisite Pole Climbing	30
Semester 1		
N/A	Mathematics Classroom Instruction	56
NLC	Introduction to Power Delivery	15
NLC	Safety 1	15
NLC	Working in Elevated Positions	15
NLC	Knots, Splices, and Rope	15
NLC	Electrical Systems	15
NLC	First Aid	15
NLC	Applied Mathematics	15
Semester 1 Total		161
Semester 2		
Classroom	Electricity Classroom Instruction	46
NLC	Basic Electrical Theory	15
NLC	Transformer Basics	15
NLC	OSHA 1	15
NLC	Safety 2	15
NLC	AC Fundamentals	15
NLC	Personal Protective Grounding	15
NLC	Live Line Equipment & Methods	15
Semester 2 Total		151
Semester 3		
NLC	Rigging	15
NLC	Underground Conductors	15
NLC	Overhead Conductors	15
NLC	Electrical Test Equipment	15
NLC	Intro to Substations	15
NLC	OSHA 2	15
NLC	Safety 3	15
Semester 3 Total		105
Semester 4		
Classroom	Electricity Classroom Instruction	14
NLC	Special Elements 1	15
NLC	Metering	15
NLC	System Power Flow	15
NLC	Advanced Transformers	15
NLC	Maps & Standards	15
NLC	System Protection	15
Semester 4 Total		104
Semester 5		

NLC	NESC 1	15
NLC	NESC 2	15
NLC	OSHA 3	15
NLC	Safety 4	15
NLC	Communications Systems	15
NLC	Special Elements 2	15
NLC	Vegetation Management	15
	Semester 5 Total	105
Semester 6		
Classroom	Electricity Classroom Instruction	6
NLC	System Operation	15
NLC	System Automation	15
NLC	Overhead Line Design	15
NLC	Underground Line Design	15
NLC	Trouble Investigation	15
NLC	Crew Leadership	15
	Semester 6 Total	96
	Related Instruction Total	752

APPENDIX D-6

**BOILER MECHANIC
Generation
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and approximately 486 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Basic system operations and work rules.	500
2	Operational maintenance including the identification, care and use of trade tools.	1,300
3	Maintenance and overhaul of boilers.	1,600
4	Pipefitting, lagging, basic welding and valve maintenance.	1,600
5	Layout and construction work-installation of new equipment and associated apparatus.	800
6	Maintenance and overhaul of condensers and heat exchange apparatus.	200
	Work Process Total	6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Boiler Mechanic, 1st 12 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Semester 1		
Penn Foster	Learning Strategies	5
Penn Foster	Addition and Subtraction	5
Penn Foster	Multiplication and Division	5
Penn Foster	Fractions, Percents, Proportions, and Angles	5
Penn Foster	Formulas	5
Penn Foster	Algebra, Part 1	10
Penn Foster	Algebra, Part 2	10
Penn Foster	Algebra, Part 3	10
Penn Foster	Algebra, Part 4	10
Penn Foster	Algebra, Part 5	10
Penn Foster	Practical Geometry and Trigonometry	10
	Semester 1 Total	85

Semester 2		
Penn Foster	Reading Piping Prints	10
Penn Foster	Introduction to Print Reading	8
Penn Foster	Properties of Material	10
Penn Foster	Machine Shop Safety	5
Penn Foster	Working Safely with Chemicals	5
Penn Foster	Linear & Distance Measurement	5
Penn Foster	Bulk Measurement	5
Penn Foster	Benchwork, Part 1	10
Penn Foster	Benchwork, Part 2	10
Penn Foster	Benchwork, Part 3	10
Penn Foster	Plumbing and Pipefitting Tools	5
	Semester 2 Total	83
Semester 3		
RedVector	Diagrams: Industrial Process Systems	.45
RedVector	Lubrication Basics	.50
RedVector	Hand Tools, Part 1	1
RedVector	Hand Tools, Part 2	1
RedVector	Hand and Power Tools	.45
Penn Foster	Electric Drilling and Grinding Tools	5
Penn Foster	Power Cutting Tools	5
Penn Foster	Pneumatic Hand Tools	5
Penn Foster	Tool Grinding and Sharpening	5
Penn Foster	Safe Handling of Pressurized Gasses and Welding	5
Penn Foster	Safety in Welding and Cutting	10
Penn Foster	Fundamentals of Metal Cutting	10
Penn Foster	Common Thermal Cutting Processes	10
Penn Foster	Fundamentals of Welding, Part 1	10
Penn Foster	Fundamentals of Welding, Part 2	10
	Semester 3 Total	<u>78.58.4</u>
Semester 4		
Penn Foster	Gas Welding Equipment, Part 1	10
Penn Foster	Gas Welding Equipment, Part 2	10
Penn Foster	Gas Welding Techniques, Part 1	10
RedVector	Welding: Oxyacetylene Welding Equipment and Safety	.50
Penn Foster	Arc Welding Equipment, Part 1	10
Penn Foster	Arc Welding Equipment, Part 2	10
RedVector	Arc Welding Basics	.43
<u>RedVector</u>	<u>Welding Safety</u>	<u>.32</u>
<u>RedVector</u>	<u>Hot Metal Cutting Processes</u>	<u>.5</u>
Penn Foster	Shielded Metal Arc Welding Techniques, Part 1	10

Penn Foster	Pipes, Fittings, and Valves	5
Penn Foster	Joining and Assembling Pipes	5
<u>RedVector</u>	<u>Pipes and Pipe Fittings</u>	<u>.5</u>
<u>RedVector</u>	<u>Pipefitting Skills</u>	<u>.5</u>
<u>RedVector</u>	<u>Auxiliary Piping Components and Operation</u>	<u>.5</u>
<u>RedVector</u>	<u>Copper and Plastic Piping Connections</u>	<u>.42</u>
<u>RedVector</u>	<u>Flange, Screw, and Welded Pipe Connections</u>	<u>.78</u>
<u>RedVector</u>	<u>Pipe Hangers and Supports</u>	<u>.37</u>
	Semester 4 Total	91.4374.82
Semester 5		
Penn Foster	Problem Solving and Troubleshooting	10
Penn Foster	Drilling, Part 1	10
Penn Foster	Drilling, Part 2	10
Penn Foster	High Pressure Pipefitting	10
Penn Foster	Sketching	8
RedVector	Rigging – Load Weight and Center of Gravity	.32
RedVector	Rigging – Block and Tackle	.3
Penn Foster	Lifting Equipment	5
Penn Foster	Erecting, Part 1	10
Penn Foster	Types of Steam Generators	10
Penn Foster	Steam Generator Accessories	10
Penn Foster	Steam Generator Setting, Ducts and Stacks	10
<u>RedVector</u>	<u>Heat Exchanger Basics</u>	<u>.25</u>
<u>RedVector</u>	<u>Heat Exchangers: Operation of Shell and Tube Types</u>	<u>.50</u>
<u>RedVector</u>	<u>Heat Exchangers: Condensers and Reboilers</u>	<u>.50</u>
	Semester 5 Total	94.87
Semester 6		
Penn Foster	Pressure Parts for Steam Generators	10
Penn Foster	Steam Boiler Operation and Maintenance	10
Penn Foster	Tanks, Pumps, and Boilers	5
RedVector	General Electrical Hazard Awareness for Site Safety	1
RedVector	New Employee Safety Orientation	.5
RedVector	Power Boiler Basics	.25
<u>RedVector</u>	<u>Condensate Recovery and Steam Traps</u>	<u>.5</u>
RedVector	Power Plant Boilers: Combustion and Operation	2
<u>RedVector</u>	<u>Analysis of Boiler Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Efficiency 1: Air Heaters and Preheaters</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Efficiency 3: Superheaters, Reheaters, and the Economizer</u>	<u>1</u>
<u>RedVector</u>	<u>Demineralizer Troubleshooting</u>	<u>.33</u>
<u>RedVector</u>	<u>Power Boiler Fuel Supply Systems</u>	<u>.25</u>

<u>RedVector</u>	<u>Power Boiler Air and Combustion</u>	<u>.25</u>
<u>RedVector</u>	<u>Power Boiler Feedwater and Steam</u>	<u>.5</u>
<u>RedVector</u>	<u>Boiler Feedwater – Chemical Additives</u>	<u>.5</u>
RedVector	Valves: Introduction to Actuators	.33
RedVector	Safety Valves	1
RedVector	Pipes & Valves: Valve Maintenance	2
RedVector	Pipes & Valves: Valve Types and Operation	2
RedVector	Valves: Basic Types and Operation, Part 2	1
RedVector	Calculating Piping Offsets	.36
RedVector	Special Piping Calculations	.43
RedVector	Steam Turbine Mechanical Drives	.25
RedVector	Power Plant: Power and Energy	1
<u>RedVector</u>	<u>Power Plant Thermodynamics</u>	<u>1</u>
<u>RedVector</u>	<u>Condenser Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Efficient Condenser Operation</u>	<u>1</u>
<u>RedVector</u>	<u>Feedwater Heater Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Forces and Motion</u>	<u>.28</u>
<u>RedVector</u>	<u>Fluids and Solutions</u>	<u>.42</u>
<u>RedVector</u>	<u>Solids: Properties and Stresses</u>	<u>.28</u>
<u>RedVector</u>	<u>Process Fluids Systems</u>	<u>.39</u>
<u>RedVector</u>	<u>Heat and Heat Energy</u>	<u>.45</u>
<u>RedVector</u>	<u>Heat Transfer</u>	<u>.51</u>
<u>RedVector</u>	<u>Measurement – Temperature, Force, and Fluid Properties</u>	<u>.5</u>
	Semester 6 Total	57.5849.28
	Related Instruction Total	486.76465.376.87

APPENDIX D-7

**MACHINIST/MECHANIC
Generation
6000-hour Program**

1. **TERM OF APPRENTICESHIP**

The term of apprenticeship consists of 6,000 hours of on-the-job learning and approximately 481 hours of related instruction.

2. **MINIMUM QUALIFICATIONS**

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. **APPRENTICE TO JOURNEYWORKER RATIO**

The job site ratio is one (1) apprentice to (1) journeyworker.

4. **APPRENTICE WAGE SCHEDULE**

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	General orientation, safety, work rules, and basic operation of power plant systems.	300
2	Operational maintenance including the identification, care and use of the tools of the trade.	1,300
3	Machine training (learn tool and use) including the identification, principles of operation, cleaning, maintenance of shop and field tools.	200
4	Measuring instruments, bench and layout work.	600
5	Shop practice using power operated machinery – shop and field tools.	1,200
6	Field maintenance of pumps, compressors, turbines, generators, and power plant auxiliary equipment.	2,400
Work Process Total		6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Machinist Mechanic, 1st 12 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Semester 1		
Penn Foster	Learning Strategies	5
Penn Foster	Machine Safety	5
Penn Foster	Basic Industrial Math – Addition and Subtraction	5
Penn Foster	Basic Industrial Math – Multiplication and Division	5
Penn Foster	Basic Industrial Math – Fractions, Percents, Proportions and Angles	5
Penn Foster	Basic Industrial Math – Metric System	5
Penn Foster	Basic Industrial Math – Formulas	5

Penn Foster	Basic Industrial Math – Introduction to Algebra	5
Penn Foster	Practical Geometry and Trigonometry	10
Penn Foster	Practical Measurements – Linear and Distance Measurement	5
Penn Foster	Practical Measurements – Bulk Measurement	5
Penn Foster	Problem Solving and Troubleshooting	10
Penn Foster	Introduction to Print Reading	8
	Semester 1 Total	78
Semester 2		
Penn Foster	Dimensioning	8
Penn Foster	Tolerancing and Symbols	8
Penn Foster	Reading Shop Prints, Part 1	10
Penn Foster	Reading Shop Prints, Part 2	10
Penn Foster	Precision Measuring Instruments, Part 1	10
Penn Foster	Precision Measuring Instruments, Part 2	10
Penn Foster	Electric Drilling and Grinding Tools	5
Penn Foster	Power Cutting Tools	5
Penn Foster	Pneumatic Hand Tools	5
Penn Foster	Tool Grinding and Sharpening	5
Penn Foster	Lifting Equipment	5
Penn Foster	Layout	10
	Semester 2 Total	91
Semester 3		
Penn Foster	Drilling, Part 1	10
Penn Foster	Drilling, Part 2	10
Penn Foster	Practical Shop Math, Part 2	4
Penn Foster	Properties and Classification of Metal	4
Penn Foster	Using Shop Drawings, Process, and Routing Sheets, Part 1	4
Penn Foster	Using Shop Drawings, Process, and Routing Sheets, Part 2	4
Penn Foster	Metal Cutting Machine Tooling, Part 1	4
Penn Foster	Metal Cutting Machine Tooling, Part 2	4
Penn Foster	Fundamentals of Grinding	4
Penn Foster	Fasteners	10
Penn Foster	Lathes, Part 1	10
Penn Foster	Lathes, Part 2	10
	Semester 3 Total	78
Semester 4		10
Penn Foster	Lathes, Part 3	10
Penn Foster	Lathes, Part 4	10
Penn Foster	Lathes, Part 5	10

Penn Foster	Milling Machine Fundamentals	10
Penn Foster	Milling Machine Cutting Tools	10
Penn Foster	Milling Machine Practice and Operation, Part 1	10
Penn Foster	Milling Machine Practice and Operation, Part 2	10
Penn Foster	Milling Machine Indexing and Spiral Work	10
	Semester 4 Total	80
Semester 5		
Penn Foster	Broaching	10
Penn Foster	Shapers, Slotters, and Keyseaters	10
Penn Foster	Jigs and Fixtures	10
Penn Foster	Jig and Fixture Making, Part 1	10
Penn Foster	Jig and Fixture Making, Part 2	10
Penn Foster	Lubrication, Part 1	10
Penn Foster	Lubrication, Part 2	10
RedVector	Bearings Basics	.28
RedVector	Bearings - Rolling Contact Bearing Types and Mountings	.37
RedVector	Bearings – Rolling Contact Bearing Maintenance	1
RedVector	Bearings - Sliding Surface Bearing Types and Lubrication	.3
RedVector	Bearings – Sliding Surface Bearing Maintenance	.28
RedVector	Seals - Gaskets and Packing	1
RedVector	Seals – Mechanical	1
RedVector	Gears – Overhaul	1
RedVector	Gears – Types and Characteristics	1
	Semester 5 Total	76.23
Semester 6		
Penn Foster	Gear Calculations	10
Penn Foster	Mechanical Power Transmission, Part 1	10
Penn Foster	Mechanical Power Transmission, Part 2	10
RedVector	Rigging – Sling Materials and Hardware	.35
RedVector	Rigging – Load Weight and Center of Gravity	.32
RedVector	Rigging – Block and Tackle	.3
RedVector	Rigging – Advanced Rigging, Part 1	1
RedVector	Rigging – Advanced Rigging, Part 2	1
RedVector	Pumps – Centrifugal Pump Operations and Maintenance	.5
RedVector	Pumps – Positive Displacement Pump Maintenance Basics	1
<u>RedVector</u>	<u>Pumps Introduction</u>	<u>.25</u>
<u>RedVector</u>	<u>Multistage Centrifugal Pumps</u>	<u>.25</u>
<u>RedVector</u>	<u>Centrifugal Pump Components</u>	<u>.5</u>

<u>RedVector</u>	<u>General Electrical Hazard Awareness for Site Safety</u>	<u>1</u>
<u>RedVector</u>	<u>New Employee Safety Orientation</u>	<u>.5</u>
RedVector	Shaft Alignment – Types and Cause of Misalignment	.32
RedVector	Shaft Alignment – Tools and Methods	.4
RedVector	Shaft Alignment – Reverse Dial and Laser	2
<u>RedVector</u>	<u>Valves: Basic Types and Operation, Part 2</u>	<u>1</u>
<u>RedVector</u>	<u>Boilers - Power Boiler Basics</u>	<u>.25</u>
<u>RedVector</u>	<u>Boiler Feedwater – Chemical Additives</u>	<u>.5</u>
RedVector	Compressors – Centrifugal Compressor Overhaul	.52
RedVector	Compressors – Reciprocating Compressors	.22
RedVector	Compressors – Reciprocating Compressors Overhaul	.43
RedVector	Hydraulics – Actuators	2
RedVector	Hydraulics – Component Inspection and Replacement	2
RedVector	Hydraulics – Diagrams	2
RedVector	Hydraulics – Fluid and Reservoirs	2
RedVector	Hydraulics – Principles and Circuits	2
RedVector	Hydraulics – Pumps	2
RedVector	Hydraulics – Routine Maintenance	2
RedVector	Hydraulics – Troubleshooting	2
RedVector	Heat Exchangers – Heat Exchangers Basics	.25
RedVector	Heat Exchangers – Operation of Shell and Tube Types	.5
RedVector	Heat Exchangers – Condensers and Reboilers	.5
RedVector	Power Plant – Power and Energy	1
RedVector	Power Plant – Power Generation	1
<u>RedVector</u>	<u>Power Plant Thermodynamics</u>	<u>1</u>
<u>RedVector</u>	<u>Condenser Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Efficient Condenser Operation</u>	<u>1</u>
<u>RedVector</u>	<u>Feedwater Heater Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Combustion and Operation</u>	<u>2</u>
<u>RedVector</u>	<u>Analysis of Boiler Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Efficiency 1: Air Heaters and Preheaters</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Efficiency 2: Superheaters, Reheaters and the Economizer</u>	<u>1</u>
RedVector	Power Plant Turbines – Bearings and Operation	2
RedVector	Power Plant Turbines – Steam Flow	2
	Semester 6 Total	74.86
	Related Instruction Total	478.09

APPENDIX D-8

**MAINTENANCE ELECTRICIAN
Generation
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and approximately 464 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Basic system operations and work rules	200
2	Station maintenance (Kahe/Waiiau/CIP) – includes the identification, care and use of trade tools and related equipment	1,250
3	Motors, generators, and exciters – maintenance and repair	1,250
4	Switchgear – maintenance and repair	1,000
5	Installation of new equipment and associated wiring	1,500
6	Test, maintain and adjust control equipment and electrical apparatus	800
Work Process Total		6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Electrician, 1st 12 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Semester 1		
Penn Foster	Electrical Safety for the Trades	5
Classroom	Basic Math	84
Semester 1 Total		89
Semester 2		
Classroom	Basic Electricity	84
Semester 2 Total		84
Semester 3		
Penn Foster	Basics - Basic Test Equipment	5
Penn Foster	Print Reading - Reading Electrical Schematics	10
Penn Foster	Print Reading - Electronic Drawings	8
Penn Foster	Conductors and Insulators in Industry	5
Penn Foster	Wiring/Conduit - Working with Conduit	5

Penn Foster	Wiring/Conduit - Electrical Boxes	5
Penn Foster	Wiring/Conduit - Industrial Enclosures and Raceways	5
Penn Foster	Wiring/Conduit - Connecting Industrial Equipment, Part 1	5
Penn Foster	Wiring/Conduit - Connecting Industrial Equipment, Part 2	5
Penn Foster	Transformers	5
Penn Foster	Alternating-Current Motors	10
Penn Foster	AC Motor Repair	10
	Semester 3 Total	78
Semester 4		
Penn Foster	AC Motor Repair 2	10
Penn Foster	DC Motor and Generator Theory	5
Penn Foster	Alternators	5
Penn Foster	Motor Control Fundamentals	10
Penn Foster	Storage Batteries	10
Penn Foster	Power Supply Rectifiers - Electronic Power Supplies	6
Penn Foster	Power Supply Rectifiers - Rectifiers and Power Supplies	6
RedVector	General Electrical Hazard Awareness for Site Safety	1
RedVector	Safety: Electrical Part 2 – Hazardous Location, Clearances & Safety Practice	2
RedVector	New Employee Safety Orientation	.5
RedVector	Electrical 2: Installation of Electrical Services	2
RedVector	Electrical 2: Circuit Breakers and Fuses	2
RedVector	DC Motor Maintenance	1
RedVector	Electrical Maintenance: Troubleshooting Electrical Circuits	2
RedVector	Electrical Wiring and Connections	.5
RedVector	Digital Multimeters and Troubleshooting	.5
RedVector	Electrical Meters and Measurements	.5
RedVector	Electrical Production and Distribution	2
	Semester 4 Total	66
Semester 5		
Penn Foster	National Electric Code: Part 1	10
Penn Foster	National Electric Code: Part 2	10
Penn Foster	National Electric Code: Part 3	10
Penn Foster	National Electric Code: Part 4	10
Penn Foster	National Electric Code: Part 5	10
Penn Foster	National Electric Code: NEC Graded Project	10
RedVector	Electrical Wiring: Cables and Conductors	2
RedVector	Electrical 2: Grounding	2
RedVector	Electrical Maintenance: Introduction to the NEC	2

RedVector	Electrical 2: Motors Theory and Application	2
RedVector	Electrical Equipment: AC and DC Motors	2
RedVector	Using Electrical Test Equipment	1
RedVector	Electrical Maintenance: Battery System	2
RedVector	Uninterruptible Power Supply (UPS) System Efficiency	.65
RedVector	Electrical Systems	1
<u>RedVector</u>	<u>Pressure and Pressure Measurement</u>	<u>1</u>
<u>RedVector</u>	<u>Forces and Motion</u>	<u>.28</u>
<u>RedVector</u>	<u>Fluids and Solutions</u>	<u>.42</u>
<u>RedVector</u>	<u>Solids: Properties and Stresses</u>	<u>.28</u>
<u>RedVector</u>	<u>Process Fluid Systems</u>	<u>.39</u>
<u>RedVector</u>	<u>Heat and Heat Energy</u>	<u>.45</u>
<u>RedVector</u>	<u>Heat Transfer Theory</u>	<u>.51</u>
RedVector	Measurement – Temperature, Force and Fluid Properties Principles	.5
RedVector	Analysis of Boiler Efficiency	1
RedVector	Boiler Feedwater – Chemical Additives	.5
<u>RedVector</u>	<u>Valves – Basic Types and Operation, Part 1</u>	<u>.5</u>
<u>RedVector</u>	<u>Valves – Basic Types and Operation, Part 2</u>	<u>1</u>
<u>RedVector</u>	<u>Valves - Introduction to Actuators</u>	<u>.33</u>
<u>RedVector</u>	<u>Valves - Electric and Hydraulic Actuators</u>	<u>2</u>
<u>RedVector</u>	<u>Auxiliary Piping Components and Operation</u>	<u>.5</u>
RedVector	Current, Voltage, and Resistance	.25
RedVector	Circuits and Power	.25
RedVector	Heat Exchanger Basics	.25
RedVector	Heat Exchanger - Operation of Shell and Tube Type	.5
RedVector	Heat Exchanger – Condensers and Reboilers	.5
	Semester 5 Total	86.06
Semester 6		
<u>RedVector</u>	<u>Power and Energy</u>	<u>1</u>
<u>RedVector</u>	<u>Power Generation</u>	<u>1</u>
<u>RedVector</u>	<u>Power Plant Thermodynamics</u>	<u>1</u>
<u>RedVector</u>	<u>Condenser Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Efficient Condenser Operation</u>	<u>1</u>
<u>RedVector</u>	<u>Feedwater Heater Efficiency</u>	<u>1</u>
RedVector	I&C – Measurement of Pressure and Temperature	.38
RedVector	I&C – Measurement of Level and Flow	.38
RedVector	I&C – Automatic Process Control 1	.32
RedVector	I&C – Automatic Process Control 2	2
RedVector	I&C – Introduction to Control and Data Systems	2
RedVector	I&C – Introduction to Process Control	.4
RedVector	I&C – The Human Machine Interface	2

RedVector	Pump Types and Applications	.25
RedVector	Centrifugal Pump Components	.5
RedVector	Centrifugal Pump Operations and Maintenance	.5
RedVector	Positive Displacement Pumps	.5
RedVector	Centrifugal Pump System Components and Design	.5
RedVector	Diagrams —Symbols, Standards, and Schematics	.25
RedVector	Diagrams —Electrical Logic Schematic Diagrams	.58
RedVector	Diagrams —Piping and Instrumentation	.4
RedVector	Diagrams —Electrical Power Schematic Diagrams, Part 1	1
RedVector	Diagrams —Electrical Power Schematic Diagrams, Part 2	.25
RedVector	Compressors —Compressed Air Systems	.35
RedVector	Compressors —Positive Displacement Compressors	.33
	Centrifugal and Axial Compressors	.35
	<u>Operation of Centrifugal and Axial Compressors</u>	.25
RedVector	Equipment Lubrication —Lubrication Basics	.5
RedVector	Equipment Lubrication —Using Lubricants	.52
RedVector	Operator Responsibilities: Outside Operator Responsibilities	.2
RedVector	Operator Responsibilities: Trends, Maintenance, and Emergencies	2
<u>RedVector</u>	<u>Power Boiler Basics</u>	<u>.25</u>
<u>RedVector</u>	<u>Power Boiler Feedwater and Steam</u>	<u>.5</u>
<u>RedVector</u>	<u>Boiler Efficiency 2: Oil and Gas Fired Furnaces</u>	<u>1</u>
<u>RedVector</u>	<u>Combustion and Operation</u>	<u>2</u>
<u>RedVector</u>	<u>Abnormal Condition and Emergencies</u>	<u>2</u>
<u>RedVector</u>	<u>Power Plant Efficiency: Problems and Analysis</u>	<u>1</u>
<u>RedVector</u>	<u>Efficient Power Plant Operation</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Fundamentals</u>	<u>1</u>
<u>RedVector</u>	<u>Power Boiler Fuel Supply Systems</u>	<u>.25</u>
<u>RedVector</u>	<u>Power Boiler Air and Combustion</u>	<u>.25</u>
RedVector	Power Plant Operation – Safety and Pollution Control	2
<u>RedVector</u>	<u>Power Plant Turbines – Bearing and Operations</u>	<u>2</u>
<u>RedVector</u>	<u>Power Plant Turbines – Steam Flow</u>	<u>2</u>
RedVector	Statistical Process Control – Introduction	2
RedVector	Statistical Process Control – Basic Control Charts	2
RedVector	Statistical Process Control – Process Variations	2
RedVector	General Troubleshooting Strategies	2
<u>RedVector</u>	<u>Boiler Efficiency 1: Air Heaters and Preheaters</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Efficiency 3: Superheaters, Reheaters, and the Economizer</u>	<u>1</u>

<u>RedVector</u>	<u>Demineralizer Troubleshooting</u>	<u>.33</u>
RedVector	Steam Turbine Mechanical Drives	.25
Red Vector	Boiler and Turbine Protections	2
RedVector	Power Plant Protection: Fundamentals	2
RedVector	Power Plant Protection: Integrated Systems	2
RedVector	Water Treatment – Wastewater, Part 2	1
RedVector	Water Treatment – Water for Plant Systems, Part 1	2
RedVector	Water Treatment – Water for Plant Systems, Part 2	2
	Semester 6 Total	50.457.96
	Related Instruction Total	464.71461.02

APPENDIX D-9

**CONTROL MECHANIC
Generation
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and approximately 468 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Basic system operations and work rules.	200
2	Operational maintenance including the identification, care and use of trade tools and test instruments and equipment.	600
3	Maintenance of sensing, indicating, transmitting, recording, annunciation, and communication instrumentation and equivalent.	2,000
4	Service, repairs and calibrates control system components.	1,400
5	Installation of new equipment and revisions to existing equipment and associated piping and wiring.	800
6	Works with blueprints to troubleshoot, test, maintain, and adjust control systems and devices. Services and tests miscellaneous equipment.	1,000
Work Process Total		6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Control Mechanic, 1st 12 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Semester 1		
ISA	Safety – Lockout Tagout	1
ISA	Safety – Powered Hand Tool Safety	1
ISA	Workplace Reading – Basic Skills	2
ISA	Workplace Reading – Literal Comprehension: Main Idea	2
ISA	Workplace Reading – Relationships	2
ISA	Workplace Reading – Inference	2
ISA	Workplace Reading – Study Skills	2
<u>Penn Foster</u>	<u>Working Safely with Electricity</u>	<u>10</u>
Penn Foster	Basic Industrial Math – Addition and Subtraction	5

Penn Foster	Basic Industrial Math – Multiplication and Division	5
Penn Foster	Basic Industrial Math – Fractions, Percents, Proportions and Angles	5
Penn Foster	Basic Industrial Math – Metric System	5
Penn Foster	Basic Industrial Math – Formulas	5
Penn Foster	Basic Industrial Math – Introduction to Algebra	5
Penn Foster	Applied Geometry	6
Penn Foster	Practical Measurements – Linear and Distance Measurement	5
Penn Foster	Practical Measurements – Bulk Measurement	5
Penn Foster	Practical Measurements – Temperature Measurement	5
Penn Foster	Practical Measurements – Energy, Force and Power	5
Penn Foster	Practical Measurements – Fluid Measurement	5
	Semester 1 Total	83
Semester 2		
<u>Penn Foster</u>	<u>Reading Prints and Schematics: Electrical Drawings and Circuits</u>	<u>8</u>
<u>Penn Foster</u>	<u>Reading Prints and Schematics: Electronic Drawings</u>	<u>8</u>
<u>Penn Foster</u>	<u>Hydraulic and Pneumatic Drawings</u>	<u>8</u>
<u>Penn Foster</u>	<u>Piping: Drawings, Materials and Parts</u>	<u>8</u>
ISA	AC/DC Theory – Current	2
ISA	AC/DC Theory – Voltage	2
ISA	AC/DC Theory – Resistance	2
ISA	AC/DC Theory – Ohm’s Law	2
ISA	AC/DC Theory – Magnetism	2
ISA	AC/DC Theory – Electrical Measurement	2
ISA	AC/DC Theory – DC Circuits	2
ISA	AC/DC Theory – Inductance and Capacitance	2
ISA	AC/DC Theory – Alternating Current	2
ISA	AC/DC Theory – AC Measurement	2
ISA	AC/DC Theory – Capacitive Circuits	2
ISA	AC/DC Theory – Alternating Current	2
ISA	AC/DC Theory – AC Measurement	2
ISA	AC/DC Theory – Capacitive Circuits	2
ISA	AC/DC Theory – Inductive Circuits	2
ISA	AC/DC Theory – Transformers	2
ISA	AC/DC Theory – Tuned Circuits	2
RedVector	General Electrical Hazard Awareness for Site Safety	1
RedVector	Safety: Electrical Part 2: Hazardous Location, Clearances & Safety Practice	2
RedVector	New Employee Safety Orientation	.5

	Semester 2 Total	63.5
Semester 3		
ISA	Industrial Electricity – Basic Principles	2
ISA	Industrial Electricity – Alternative Current	2
ISA	Industrial Electricity – Conductors	2
ISA	Industrial Electricity – Wiring	2
ISA	Industrial Electricity – Installation, Distribution and Lighting	2
ISA	Industrial Electricity – Generators and Motors	2
ISA	Industrial Electricity – AC Motor Control & Current Measurement	2
ISA	Basic Electronic Components – Types and Diagrams	2
ISA	Basic Electronic Components – Controls and Applications	2
ISA	Basic Electronic Components – Operation and Troubleshooting	2
ISA	Basic Process Control – Feedback Control	4
ISA	Basic Process Control – Process Control Modes	3
ISA	Basic Process Control – Process Characteristics	3
ISA	Basic Process Control - Process Variables	4
ISA	Basic Process Control – Instrumentation Symbols	3
ISA	Basic Process Control – Instrument Loop Diagrams	3
ISA	Basic Process Control – Piping and Instrument Drawings	3
ISA	Basic Process Control – Mechanical Connections	5
ISA	Basic Process Control – Electrical Connections	3
ISA	Calibration and Test Equipment – Primary Calibration Standards	5
ISA	Calibration and Test Equipment – Pneumatic Test Equipment	4
ISA	Calibration and Test Equipment – Electronic Test Equipment	4
ISA	Calibration and Test Equipment – Oscilloscopes	3
ISA	Calibration and Test Equipment – Instrumentation Errors	4
ISA	Calibration and Test Equipment – Instrument Calibration	4
	Semester 3 Total	96
Semester 4		
ISA	Electronic Maintenance – Solid State Devices	6
ISA	Electronic Maintenance – Integrated Circuits and Op Amps	6

ISA	Electronic Maintenance – Sensor and Transducer Principles	5
ISA	Electronic Maintenance – Transmitters	7
ISA	Electronic Maintenance – Transducers	5
ISA	Electronic Maintenance – Controllers, Indicators and Recorders	6
ISA	Electronic Maintenance - Tuning	5
ISA	Electronic Maintenance – Sampling Systems and Gas Chromatograph Valves	6
ISA	Electronic Maintenance – Gas Chromatograph Ovens and Controllers	5
ISA	Electronic Maintenance – Spectroscopic Analyzers	7
ISA	Programable Logic Controllers Series - Fundamentals	2
ISA	Programable Logic Controllers Series – Programming	2
ISA	Programable Logic Controllers Series – Inputs and Outputs	2
ISA	Programable Logic Controllers Series – Troubleshooting	2
ISA	Programable Logic Controllers Series – Communications and Advanced Programming	2
RedVector	Electrical Equipment: Electrical Systems	1
	Semester 4 Total	69
Semester 5		
ISA	Continuous Process Control – Principles of Continuous Control	5
ISA	Continuous Process Control – Applications of Heat Exchanger Control	6
ISA	Continuous Process Control – Applications of Distillation Control	6
ISA	Continuous Process Control – Applications of pH Control	4
Rosemount	Analyzer Maintenance	8
Fisher	Control Valve Maintenance	32
<u>RedVector</u>	Electrical Maintenance: Battery System	2
<u>RedVector</u>	Uninterruptible Power Supply (UPS) System Efficiency	.65
<u>RedVector</u>	Using Electrical Test Equipment	2
<u>RedVector</u>	<u>Pressure and Pressure Measurement</u>	<u>1</u>
<u>RedVector</u>	<u>Forces and Motion</u>	<u>.28</u>
<u>RedVector</u>	<u>Fluids and Solutions</u>	<u>.42</u>
<u>RedVector</u>	<u>Solids: Properties and Stresses</u>	<u>.49</u>
<u>RedVector</u>	<u>Process Fluid Systems</u>	<u>.39</u>
<u>RedVector</u>	<u>Heat and Heat Energy</u>	<u>.45</u>

<u>RedVector</u>	<u>Heat Transfer Theory</u>	<u>.51</u>
RedVector	Measurement – Temperature, Force, and Fluid Properties	.5
RedVector	Circuits and Power	.25
RedVector	Current, Voltage, and Resistance	.25
<u>RedVector</u>	<u>Digital Multimeters and Troubleshooting</u>	<u>.5</u>
<u>RedVector</u>	<u>Electrical Meters and Measurements</u>	<u>.5</u>
<u>RedVector</u>	<u>Electrical Maintenance: Troubleshooting Electrical Circuits</u>	<u>2</u>
RedVector	Electrical Equipment – Electrical Production and Distribution	2
RedVector	Electrical Equipment – AC and DC Motors	2
RedVector	Electrical Equipment – Motor Controllers and Operation	.45
RedVector	Electrical Equipment – Transformers, Breakers, and Switches	1
RedVector	I&C – Measurement of Pressure and Temperature	.38
RedVector	I&C – Measurement of Level and Flow	.38
RedVector	I&C – Automatic Process Control 1	.32
RedVector	I&C – Automatic Process Control 2	2
RedVector	I&C – Introduction to Control and Data Systems	2
RedVector	I&C – Introduction to Process Control	.4
RedVector	I&C – The Human Machine Interface	2
<u>RedVector</u>	<u>Continuous Process: Single Loop Control</u>	<u>2</u>
<u>RedVector</u>	<u>Continuous Process: Multiple Loop Control</u>	<u>2</u>
	Semester 5 Total	75.3192.46
Semester 6		
<u>RedVector</u>	Power and Energy	2
<u>RedVector</u>	Power Generation	2
<u>RedVector</u>	<u>Auxiliary Piping and Components and Operation</u>	<u>.5</u>
RedVector	Valves – Basic Types and Operation, Part 1	.5
RedVector	Valves – Basic Types and Operation, Part 2	1
RedVector	Valves - Introduction to Actuators	2
RedVector	Valves - Electric and Hydraulic Actuators	2
RedVector	Heat Exchanger Basics	.25
RedVector	Heat Exchangers - Operation of Shell and Tube Type	.5
RedVector	Heat Exchangers - Condensers and Reboilers	.5
<u>RedVector</u>	<u>Condenser Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Efficient Condenser Operation</u>	<u>1</u>
<u>RedVector</u>	<u>Feedwater Heater Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Feedwater – Chemical Additives</u>	<u>.5</u>
<u>RedVector</u>	<u>Pumps Introduction</u>	<u>.25</u>

<u>RedVector</u>	<u>Pump Types and Applications</u>	<u>.25</u>
<u>RedVector</u>	<u>Centrifugal Pump Components</u>	<u>.5</u>
<u>RedVector</u>	<u>Centrifugal Pump Operations and Maintenance</u>	<u>.5</u>
<u>RedVector</u>	<u>Positive Displacement Pumps</u>	<u>.5</u>
<u>RedVector</u>	<u>Centrifugal System Components and Design</u>	<u>.5</u>
<u>RedVector</u>	<u>Power Boiler Basics</u>	<u>.25</u>
<u>RedVector</u>	<u>Power Boiler Feedwater and Steam</u>	<u>.5</u>
<u>RedVector</u>	<u>Analysis of Boiler Efficiency</u>	<u>1</u>
<u>RedVector</u>	<u>Bearing and Operations</u>	<u>2</u>
<u>RedVector</u>	<u>Steam Flow</u>	<u>2</u>
<u>RedVector</u>	<u>Industrial Process Systems</u>	<u>2</u>
<u>RedVector</u>	<u>Piping and Instrumentation</u>	<u>2</u>
<u>RedVector</u>	<u>Symbols, Standards and Schematics</u>	<u>.25</u>
<u>RedVector</u>	Compressors —Compressed Air Systems	.35
<u>RedVector</u>	Compressors —Positive Displacement Compressors	.33
<u>RedVector</u>	Compressors —Centrifugal and Axial Compressors	.35
<u>RedVector</u>	<u>Operation of Centrifugal and Axial Compressors</u>	<u>.25</u>
<u>RedVector</u>	Compressors — Operation of Centrifugal and Axial Types	<u>2</u>
<u>RedVector</u>	Bearings —Bearing Basics	.28
<u>RedVector</u>	Equipment Lubrication —Lubrication Basics	.50
<u>RedVector</u>	Equipment Lubrication —Using Lubricants	.52
<u>RedVector</u>	Operator Responsibilities – Outside Operator Responsibilities	.2
<u>RedVector</u>	Operator Responsibilities – Trends, Maintenance and Emergencies	2
<u>RedVector</u>	Power Plant Operation —Safety and Pollution Control	2
<u>RedVector</u>	Power Plant Boilers —Combustion and Operation	2
<u>RedVector</u>	Power Plant Boilers —Abnormal Condition and Emergencies	2
<u>RedVector</u>	<u>Power Plant Efficiency: Problems and Analysis</u>	<u>1</u>
<u>RedVector</u>	<u>Efficient Power Plant Operation</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Fundamentals</u>	<u>1</u>
<u>RedVector</u>	<u>Power Boiler Fuel Supply Systems</u>	<u>.25</u>
<u>RedVector</u>	<u>Power Boiler Air and Combustion</u>	<u>.25</u>
<u>RedVector</u>	<u>Steam Turbine Mechanical Drives</u>	<u>.25</u>
<u>RedVector</u>	Statistical Process Control – Introduction	2
<u>RedVector</u>	Statistical Process Control – Basic Control Charts	2
<u>RedVector</u>	Statistical Process Control – Process Variations	2
<u>RedVector</u>	Troubleshooting – General Troubleshooting Strategies	.25

<u>RedVector</u>	<u>Boiler Efficiency 1: Air Heaters and Preheaters</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Efficiency 2: Oil and Gas Fired Furnaces</u>	<u>1</u>
<u>RedVector</u>	<u>Boiler Efficiency 3: Superheaters, Reheaters, and the Economizer</u>	<u>1</u>
<u>RedVector</u>	<u>Demineralizer Troubleshooting</u>	<u>.33</u>
RedVector	Water Treatment – Water for Plant Systems, Part 1	2
RedVector	Water Treatment – Water for Plant Systems, Part 2	2
RedVector	<u>Water Treatment – Wastewater, Part 1</u>	2
RedVector	<u>Water Treatment – Wastewater, Part 2</u>	2
	Semester 6 Total	45.7855.69
	Related Instruction Total	468.09438.7

APPENDIX D-10

**SUBSTATION ELECTRICIAN
Substation & Meter
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 504 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Installation of Substation Equipment (Transformers, Regulators, Buses, Circuit Breakers, Unit Subs, etc.)	1,800
2	AC & DC Schemes & Control Wiring	640
3	Maintenance of Substation Equipment (Transformers, Regulators, Breakers, Switches, etc.)	1,400
4	Overhead - Construction and Maintenance	1,680
5	System Operation-Testing of CB Operation, Voltage, Resistance Tests, Regulators, etc.	320
6	System Operation - Load Tests, Switching and Relays.	160
	Work Process Total	6000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Substation Electrician, 1st 12 Months.

Notes:

1. Substation Electrician Apprentices will be required to complete successfully a course in "The Use of Hot Line Tools" as part of their related training.
2. Work Assignments - 0 to 1,000 hours - work on any de-energized lines that are not located above energized lines; and 1,000 to 2,000 hours - Work on energized lines up to 750 volts and on de-energized lines above energized lines of 750 volts or less. Work on energized lines of 2,000 volts or more will be done with a journeyman.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Year 1		
Classroom	Math	84
Classroom	Hot Line Tools I	24
Classroom	Basic Electricity	84

	Year 1 Total	192
Year 2		
Classroom	Hot Line Tools II	60
Penn Foster	Electrical Blueprint Reading	12
Penn Foster	Principles of A-C Circuits (1)	12
Penn Foster	Transmission Lines	12
Penn Foster	Electrical Power Substations	24
Penn Foster	Local Distribution of Electric Power	12
Penn Foster	Underground Power Systems	12
	Year 2 Total	144
Year 3		
Penn Foster	Principles of Mechanics (1)	12
Penn Foster	Electrical Schematic Diagrams (2)	24
Penn Foster	Transformers	12
Penn Foster	Electrical Measuring Instruments (1)	12
Penn Foster	Transformer Operation	12
Penn Foster	Distribution and Power Transformers	12
Penn Foster	Storage Batteries	12
Penn Foster	Switchgear	12
Penn Foster	Protective Relaying (2)	24
Penn Foster	Instrument Transformers	12
Penn Foster	Voltage Regulators for Generators	12
Penn Foster	Functional Horsepower Motor	12
	Year 3 Total	168
	Related Instruction Total	504

APPENDIX D-11

**ELECTRICIAN (RELAY)
Substation & Meter
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 540 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Relay office procedures. Relay records, system procedures, test cards, relay settings and IOCs, relay instruction leaflets, transformer and switchgear instruction books and drawings, station drawings, job numbers and work units, spare parts, trouble lots, etc.	160
2	Operational testing and maintenance of auxiliary relays.	120
3	Operations testing and maintenance of distribution class relays and related equipment.	1,600
4	Operational testing and maintenance of transmission class relays and related equipment.	2,000
5	Operational testing and maintenance of power plant class relays and related equipment.	1,080
6	Ratio/polarity of current transformers and linear couplers, circuit testing, and troubleshooting techniques.	320
7	Operations and maintenance of automatic transfer equipment (PMH-9, PST, S-Controls).	640
8	Instrument and control section. Maintenance and calibration of transducers, instruments, voltage regulators, and battery chargers; supervisory control familiarization	80
	Work Process Total	6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Relay Electrician, 1st 12 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Year 1		
Penn Foster	Practical Math and Measurements*	
Penn Foster	Intro to Algebra, Geometry and Trigonometry*	
Penn Foster	DC Principles*	
Penn Foster	Electricity*	
Penn Foster	Electricity and Magnetism*	
Penn Foster	Electrical Blueprint Reading s	
	Year 1 Total	180
Year 2		
Penn Foster	Tools and Testing	
Penn Foster	A-C Principles and Components*	
Penn Foster	Principles of AC Circuits*	
Penn Foster	Electrical Schematic Designs	
Penn Foster	Electrical Power Substations	
	Year 2 Total	180
Year 3		
Penn Foster	Switchgear	
Penn Foster	Transformers	
Penn Foster	Instrument Transformers	
Penn Foster	Electrical Measurements and Instruments	
Penn Foster	Protective Relaying	
Penn Foster	Basic Electronic Components and Schematic Symbols	
Penn Foster	Understanding and Using Electronic Diagrams	
Penn Foster	Storage Batteries	
Penn Foster	Voltage Regulation of Distribution Systems	
Penn Foster	Electrical Measuring Instruments	
	Year 3 Total	180
	Related Instruction Total	540

*May be substituted with classroom Math and Electricity courses

APPENDIX D-12

HYDRAULIC MECHANIC Fleet 6000-hour Program

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 528 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Lubrication (chassis, booms, derricks, springs, wheels, etc.).	200
2	Transmissions, driveline and brake repairs (differential, rear/front axle, transmissions, clutches, PTO's, winches and brake repairs).	800
3	Engine removal, disassembly, assembly, and installation.	300
4	Engine diagnosis, carburetors, cooling and fuel systems repair and adjustment.	300
5	Electrical systems (diagnosis and repair).	600
6	Booms and derricks (medium and heavy equipment) removal, inspection, repair and reinstallation.	2,760
7	Aerial device operation and safety, including ANSI and HEI APM.	40
8	Repairing hydraulic tools and equipment, hydraulic valves and pumps.	400
9	Welding-gas and electric including cutting.	300
10	Machining (working with micrometers and machine shop equipment, including hydraulic cylinder rebuilding).	300
	Work Process Total	6,000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Hydraulic Mechanic, 1st 12 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

Process Number	Description	Hours
N/A	ANSI Standard Review	4
N/A	HEI – APM Distribution Work Standards	4

N/A	T&D Field Use of Devices (Waiau, Ward, Koolau, Underground, Substation, Field Operations)	16
N/A	Basic Crane/Boom Use	4
N/A	Classroom – Use of Aerial Equipment, Hydraulic, N.U.S. Videos	12

VENDOR	COURSE	HOURS
Year 1		
Penn Foster	Mathematics for Mechanics	12
Penn Foster	Going Metric	12
Penn Foster	Work Habits and Practices	12
Penn Foster	Automobile Cooling System	12
Penn Foster	Automobile Fuel System	12
Penn Foster	Automobile Lubrication	12
Penn Foster	Automobile Exhaust Systems	12
Penn Foster	Automobile Storage Batteries	12
Penn Foster	Automobile Starting System	12
Penn Foster	Automobile Charging System	12
Penn Foster	Automobile Ignition System	12
Penn Foster	Automobile Electronic Ignition System	12
Penn Foster	Automobile Emission Control Systems	12
Penn Foster	Automobile Engine Tune-up	12
Penn Foster	Automobile Lighting Systems & Instruments	12
Year 1 Total		180
Year 2		
Penn Foster	Automobile Clutches & Universal Joints	12
Penn Foster	Automobile Manual Shift Transmissions	12
Penn Foster	Automobile Automatic Transmissions	12
Penn Foster	Automobile Rear Axles & Differentials	12
Penn Foster	Automobile Wheels, Tires, Springs, Shocks	12
Penn Foster	Automobile Drum Brakes	12
Penn Foster	Automobile Disc Brakes	12
Penn Foster	Automobile Front End Alignment	12
Penn Foster	Automobile Manual Steering Systems	12
Penn Foster	Automobile Power Steering Systems	12
Penn Foster	Hydraulic Fundamentals	12
Penn Foster	Hydraulic System Components	12
Penn Foster	Hydraulic System Maintenance	12
Year 2 Total		156
Year 3		
Penn Foster	Engine Disassembly & Inspec. Procedures	12
Penn Foster	Engine Assembly & Testing Procedures	12

Penn Foster	Diesel Engine Parts - Section 1	12
Penn Foster	Diesel Engine Parts - Section 2	12
Penn Foster	Fuel Systems - Section 1	12
Penn Foster	Fuel Systems - Section 2	12
Penn Foster	Diesel Engine Operation - Section 1	12
Penn Foster	Diesel Engine Operation - Section 2	12
Penn Foster	Engine & Allied Equipment Service Manual	12
Penn Foster	Trouble Shooting Diesel Engines	12
Penn Foster	Failure Analysis	12
Penn Foster	Maintenance of Lubricating & Fuel System	12
Penn Foster	Air Brakes System	12
Penn Foster	Clutches, Universal, Propeller, Shaft, Axle	12
Penn Foster	Transmissions	12
Penn Foster	Steering, Springs, Wheels and Tires	12
Year 3 Total		192
Related Instruction Total		528

APPENDIX D-13

**SENIOR METER ELECTRICIAN
Substation & Meter
6000-hour Program**

1. TERM OF APPRENTICESHIP

The term of apprenticeship consists of 6,000 hours of on-the-job learning and 530 hours of related instruction.

2. MINIMUM QUALIFICATIONS

- A. Age – Applicants must be at least 18 years of age. Applicants must provide evidence of minimum age respecting any State laws or regulations.
- B. Education – Applicants must have completed the twelfth (12th) grade of school or equivalent, or successfully have passed the General Educational Development Test (GED).
- C. Physical – Must be physically capable of performing the essential functions of the apprenticeship program with or without reasonable accommodation and without posing a direct threat to the health and safety of the individual or others.

3. APPRENTICE TO JOURNEYWORKER RATIO

The job site ratio is one (1) apprentice to (1) journeyworker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall earn and be paid wage increases upon completion of work hours identified in each step, in accordance with the following schedule:

Step/Level	Hours	Percentage of Journeyworker Wage
1	First 1,000 hours	69%
2	1,001-2,000 hours	73%
3	2,001-3,000 hours	76%
4	3,001-4,000 hours	79%
5	4,001-5,000 hours	82%
6	5,001-6,000 hours	85%
Total	6,000 hours	

5. WORK PROCESS SCHEDULE

Process Number	Description	Hours
1	Stockroom inventories, records and requisitions of metering equipment and components.	200
2	Office meter records, system, procedures, coding and radio dispatching.	240
3	Shop tests, repairs and calibration of single and polyphase watt-hour meters.	1600
4	Shop test instrument transformers.	240
5	Installation, testing, repairing, calibration, and removal of meters, instrument transformers, records and associated devices in the shop and field	3520
6	Pre-fab shop transformer bank.	80
7	Relay section maintenance of relays and substation equipment.	8
8	Instrument and Control Section maintenance and calibration of instruments and substation voltage reg. Supv. Control familiarization.	8
9	Operating Division trouble calls, switching and System familiarization.	104
Work Process Total		6000

Upon successful completion of apprenticeship training, including work process, related instruction, and final examination, apprentice will be promoted to Senior Meter Electrician, 1st 6 Months.

6. RELATED TRAINING INSTRUCTION (Course Curriculum/Outline)

The course outline below is subject to change. Apprentices shall complete a minimum of 144 hours of related instruction for every year of apprenticeship.

VENDOR	COURSE	HOURS
Year 1		
Penn Foster	Algebra, Part 1*	10

	Year 2 Total	153
Year 3		
Penn Foster	Electrical Installations	20
Penn Foster	NEC: Electrical Installations and Branch Circuits	10
Penn Foster	NEC: Loads, Service, and Overcurrent Protection	10
Penn Foster	NEC: Grounding, Wiring, and Raceway Systems	10
Penn Foster	NEC: Switching, Cords and Cables, Motors, and Related Systems	10
Penn Foster	NEC: Transformers and Special Locations	10
Penn Foster	NEC Graded Project	10
Penn Foster	Local Distribution of Electrical Power	10
Penn Foster	<u>Understanding and Using Electronic Diagrams</u>	<u>10</u>
Penn Foster	Solid-State Circuits, Part 1	10
Penn Foster	Solid-State Circuits, Part 2	10
Penn Foster	Solid-State Circuits, Part 3	10
Penn Foster	<u>Photovoltaic Systems</u>	<u>20</u>
	Year 3 Total	150
	Related Instruction Total	463

Penn Foster	Algebra, Part 2*	10
Penn Foster	Algebra, Part 3*	10
Penn Foster	Algebra, Part 4*	10
Penn Foster	Algebra, Part 5*	10
Penn Foster	Practical Geometry and Trigonometry*	10
Penn Foster	Electrical Blueprint Reading	10
Penn Foster	Reading Electrical Schematic Diagrams	10
Penn Foster	Switchgear	10
Penn Foster	<u>DC Principles – The Nature of Electricity</u>	<u>5</u>
Penn Foster	<u>DC Principles – Circuit Analysis and Ohm’s Law</u>	<u>5</u>
Penn Foster	<u>DC Principles – Capacitors and Inductors</u>	<u>5</u>
Penn Foster	<u>DC Principles – Magnetism and Electromagnetism</u>	<u>5</u>
Penn Foster	<u>DC Principles – Conductors, Insulators, and Batteries</u>	<u>5</u>
Penn Foster	<u>DC Principles – Motor and Generator Theory</u>	<u>5</u>
Penn Foster	<u>AC Principles – Alternating Current</u>	<u>5</u>
Penn Foster	<u>AC Principles – Alternating Current Circuits</u>	<u>5</u>
Penn Foster	<u>AC Principles – Inductors in AC Circuits</u>	<u>5</u>
Penn Foster	<u>AC Principles – Capacitors in AC Circuits</u>	<u>5</u>
Penn Foster	<u>AC Principles - Transformers</u>	<u>5</u>
Penn Foster	<u>AC Principles – Alternators</u>	<u>5</u>
Penn Foster	<u>AC Principles – Electrical Energy Distribution</u>	<u>5</u>
Penn Foster	<u>AC Principles – Rectification and Basic Electronic Devices</u>	<u>5</u>
	Year 1 Total	160
Year 2		
Penn Foster	<u>Analog Circuit Measurement – Basic Test Equipment</u>	<u>5</u>
Penn Foster	<u>Analog Circuit Measurement – Troubleshooting with VOMs</u>	<u>5</u>
Penn Foster	<u>Analog Circuit Measurement – Using Basic Oscilloscopes</u>	<u>5</u>
Penn Foster	Introduction to Microprocessors – Introduction to Computers	7
Penn Foster	Introduction to Microprocessors – Introduction to Microprocessor Applications	7
Penn Foster	Introduction to Microprocessors – Microprocess Basics, Part 1	7
Penn Foster	Introduction to Microprocessors – Microprocess Basics, Part 2	7
Penn Foster	Engineering Mechanics, Part 1	10
Penn Foster	Engineering Mechanics, Part 2	10
Penn Foster	Electric Power Substations, Part 1	10
Penn Foster	Electric Power Substations, Part 2	10
Penn Foster	Transformers	10
Penn Foster	Instrument Transformers	10
Penn Foster	Electric Power Measurements, Part 1	10
Penn Foster	Electric Power Measurements, Part 2	10
Penn Foster	Electrical Measuring Instruments, Part 1	10
Penn Foster	Electrical Measuring Instruments, Part 2	10
Penn Foster	Electrical Measuring Instruments, Part 3	10

	Year 2 Total	153
Year 3		
Penn Foster	Electrical Installations	20
Penn Foster	NEC: Electrical Installations and Branch Circuits	10
Penn Foster	NEC: Loads, Service, and Overcurrent Protection	10
Penn Foster	NEC: Grounding, Wiring, and Raceway Systems	10
Penn Foster	NEC: Switching, Cords and Cables, Motors, and Related Systems	10
Penn Foster	NEC: Transformers and Special Locations	10
Penn Foster	NEC Graded Project	10
Penn Foster	Local Distribution of Electrical Power	10
Penn Foster	Basic Electronic Components and Schematic Symbols	10
Penn Foster	Solid-State Circuits, Part 1	10
Penn Foster	Solid-State Circuits, Part 2	10
Penn Foster	Solid-State Circuits, Part 3	10
Penn Foster	Photovoltaic Systems	20
	Year 3 Total	150
	Related Instruction Total	463

**REVIEW AND RECOMMENDATION ON THE
CERTIFIED NURSING ASSISTANT APPRENTICESHIP
PROGRAM OF HOTEL AND RESTAURANT INDUSTRY
EMPLOYMENT TRAINING TRUST**

STANDARDS OF APPRENTICESHIP

DEVELOPED BY:

Hotel and Restaurant Industry Employment and Training Trust

HARRIETT

FOR THE OCCUPATION OF:

Certified Nursing Assistant (CNA)

O*NET SOC CODE:

Competency Based Apprenticeship
O*NET – SOC: 31-1131.00

APPROVED AND REGISTERED BY:

DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 PUNCHBOWL STREET | HONOLULU, HI 96813

PROGRAM IDENTIFICATION

A. Name of Program:

HARIETT Certified Nursing Assistant (CNA) Apprenticeship Program

B. Occupation(s):

Certified Nursing Assistant

O*Net SOC Code: O*NET – SOC: 31-1131.00

C. Name and Address of Sponsor:

Hotel & Restaurant Industry Employee Training Trust
3049 Ualena Street. Suite 1100
Honolulu, HI 96819

D. Contact Person of the Program:

Keith Nakano
Hotel & Restaurant Industry Employee Training Trust
3049 Ualena Street. Suite 1100
Honolulu, HI 96819
Phone: 808-380-6020
Email: knakano@hariett.org

E. Type of Apprenticeship Program:

“Group Joint” Employers and Union Sponsorship

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SECTION I – PROGRAM OVERVIEW

HARIETT is a 501 (c)(5) non-profit organization that is also a labor-management partnership/Taft-Hartley fund that provides benefits to both members of UNITE HERE! Local 5 and their signatory (hotel and restaurant) employers throughout the state of Hawaii. Established in 1965, HARIETT serves members of UNITE HERE Local 5 and signatory employers to acquire and retain the skills necessary to either gain employment or advance their careers within Hawaii's hotel and restaurant industry and through partner organizations to gain employment in different industries.

The HARIETT Certified Nursing Assistant apprenticeship program was developed to provide skilled labor to Signatory Employers, as well as prepare new workers for positions in a variety of healthcare facilities. The program is a series of customized on-the-job learning (competencies) and related training instruction (courses) that address a wide range of knowledge, skills, and practical learning. The program emphasizes the achievement of competency in each area, as well as providing an opportunity to gain proficiency in each area. The courses are designed to enhance knowledge and understanding with practical skill. Assessment includes both demonstration of attainment of knowledge and skills and passing assessment exams. Concurrently, the courses prepare the apprentice for a variety of national certifications.

SECTION II – PROGRAM ADMINISTRATION

Organization of the Joint Apprenticeship and Training Committee (JATC)

The Certified Nursing Assistant Apprenticeship Program is sponsored by HARIETT and in whose name the program is (or to be) approved and registered. The program shall be administered by a Joint Apprenticeship and Training Committee (hereinafter called “Committee”) which shall be composed of equal representatives from both employer and employee organization who are parties to the apprenticeship program.

The Committee is composed of nine (9) members who shall be selected by the group they represent. The Workforce Development Division/Department of Labor and Industrial Relations shall be notified of the composition of the Committee as soon as the members are selected/appointed.

Administrative Procedures of the Joint Apprenticeship and Training Committee

The Committee shall elect from its members, but not both from the same group, a chairperson and a secretary to serve until successors are chosen and who shall retain voting privileges.

Committee meetings are not official unless both groups are represented.

Rules and regulations to set terms of Committee members, frequency of meetings and other matters governing administrative procedures, shall be established by the Committee.

The Committee shall utilize the services of an advisory committee of healthcare professionals from participating employers to advise on program standards, procedures and progress of apprentices.

Duties of the Joint Apprenticeship and Training Committee

- a. Establish standards of apprenticeship and register the program with the Department of Labor and Industrial Relations.
- b. Revise these Standards at any time with approval of the Director of Labor and Industrial Relations. The Committee will forward any changes to the collective bargaining agreement affecting the apprenticeship standards to the Workforce Development Division, Department of Labor and Industrial Relations (DLIR), whereby such changes shall be recorded and acknowledged as a revision to such standards.
- c. Determine the needs for apprentices in the area under the jurisdiction of the Committee and the facilities available for the necessary experience on the job.
- d. Rotate apprentices among various work assignments so as to assure well-rounded work experience conforming to the on-the-job-training outline herein contained.

- e. Establish minimum standards of education and experience for apprentices and pass on the qualifications of applicants.
- f. Determine the quality and quantity of on-the-job-training experience which the apprentice must complete.
- g. Evaluate apprentices' previous experience and training and recommend credit hours/competencies to be granted toward apprenticeship.
- h. Hear and adjust all differences relating to the apprenticeship program.
- i. Ensure that the conditions of these Standards are being followed by all parties and recommend suspension or cancellation of apprenticeship agreements or attach such penalties as shall seem desirable for noncompliance with these standards. The DLIR will be promptly notified of all recommended cancellations, suspensions, reinstatements, and completions of apprenticeship agreements.
- j. Approve and cause the Chairperson or authorized representative to sign apprenticeship agreements between the apprentice and the sponsor/Committee and submit the agreements to the DLIR for registration.
- k. Require the program to maintain a record on each apprentice, showing progress in related instruction and on-the-job and to facilitate payment of wage increments when due.
- l. Conduct a periodic review and evaluation of the apprentices' progress in the job performance and in related instruction.
- m. The Committee may recommend suspension or cancellation of apprentice agreements and attach such penalties as may be necessary. The DLIR will be notified of all recommended cancellations, suspensions, reinstatement and completions of apprenticeship agreements.

SECTION III – TERM OF APPRENTICESHIP

The CNA Apprenticeship Program is competency-based consisting of 2000 **hours** of on-the-job learning/competencies and 150 hours of related training instruction.

As a competency-based program, the apprentice must successfully demonstrate acquired skills and knowledge of the various on-the-job learning competencies as verified by the sponsor/JATC.

An apprentice shall not be credited for Work Process Competency without first passing test for competency for each identified work process track. The testing schedule for this competency-based Certified Nursing Assistant apprentice will be held the first month of each quarter, which is to begin in August of each year. Apprentices can submit notification within 30 days of the testing date to request their competency test be completed. Should the apprentice fail the competency test, the apprentice has a maximum of three (3) attempts to

successfully pass the competency-based test. However, if the JATC determines an apprentice cannot re-take the test, the apprentice will be terminated from the program.

SECTION IV – ON THE JOB LEARNING (WORK PROCESSES/COMPETENCIES)

During the term of apprenticeship, the apprentice will receive on-the-job learning on the various competencies to acquire the skills and knowledge to become a Certified Nursing Assistant. The core competencies in Appendix C constitute the required on-the-learning component to compete of the program.

The apprentice shall work under the guidance and supervision of a journeyworker/supervisor who has the skills and knowledge of the occupation. Such journeyworker/supervisor includes but not limited to an individual who is a Registered Nurse, Licensed Practical Nurse, or Certified Nurse Assistant

The Employer shall be responsible to designate the journeyworker/supervisor who will be responsible for the supervision and training of apprentices in accordance with the work processes schedule in Appendix C.

SECTION V – RELATED TRAINING INSTRUCTION

Every apprentice is required to participate and complete the related instruction coursework consisting of 150 hours. The course curriculum/outline in Appendix D aligns with the CNA course curriculum of Leeward Community College.

Related training instruction will be provided in-house by HARIETT through classroom setting. HARIETT is responsible in providing competent instructors/teachers and facilities for the delivery of the related instruction.

Apprentices will not be compensated/paid while attending classes and related coursework.

The HARIETT Certified Nursing Assistant program has a maximum capacity of 10-12 participants per class.

SECTION VI – MINIMUM QUALIFICATIONS FOR APPRENTICESHIP

- a. **Age:** Applicants shall be not less than sixteen (16) years of age.
- b. **Education:** Applicants must meet any of following:
 - Have a high school graduate diploma or GED certificate or other high school equivalency credential.
 - In the process of completing high school or GED within one (1) year from acceptance and registration in the program. Upon completion, the apprentice must submit proof of high school diploma or GED certificate to continue with the program.
 - Pass an approved aptitude test with a score of 80% or higher.

- c. **Physical:** Applicants must be physically capable of performing the essential functions of the program/occupation, with or without reasonable accommodation, and without posing a direct threat and safety of the individual or others.

Applicants must pass a screening test for the current illegal use of drugs after acceptance into the program.

Apprentices shall be recruited through strategic outreach to partnering agencies and will be focused on existing bargaining unit members, unemployed, under-employed, or under-served populations.

SECTION VII – APPRENTICESHIP AGREEMENT

After an applicant for apprenticeship has been selected, but before employment as an apprentice or enrollment in related instruction shall be placed under a written apprenticeship agreement signed by the apprentice and the sponsor/JATC. Such agreement will contain a statement making the terms and conditions of these standards a part of the agreement as though expressly written therein. The sponsor shall provide a copy of the signed apprenticeship agreement to the apprentice and the employer, and to the Registration Agency upon request. An additional copy will be provided to the veteran's state approving agency for those veteran apprentices desiring access to any benefits to which they are entitled.

Prior to signing the apprenticeship agreement, each selected applicant will be given an opportunity to read and review these standards, the sponsor's written rules and policies, and the apprenticeship agreement.

SECTION VIII – APPRENTICE'S WAGE SCHEDULE

Wages for apprentices shall be based on the Collective Bargaining Contract rate for Certified Nursing Assistant in accordance with the following wage schedule:

Start wage: 77% of prevailing entry level wage for CNA.

Completion of All Competencies: 90% of prevailing entry level wage for CNA.* The wage rate shall be frozen at 90% until the apprentice passed the CNA licensure examinations.

Exit wage (Certified/Acquired License): 100% of prevailing entry level wage for CNA.*

An incumbent employee who is accepted as an apprentice shall not receive a reduction in wages upon entering the apprenticeship program. Such employee shall have his/her wage frozen at his/her current wage rate and will progress in accordance with the wage schedule as applicable. For example, if an existing Local 5 employee is accepted into the apprentice program and whose current hourly rate is higher than the starting apprentice pay rate. They would then maintain that higher rate until such time that their progressive payrate exceeds their previous payrate.

The JATC and the Training Office shall track and maintain records of competencies attained by each apprentice.

* Prevailing wage will be determined by HARIETT and is based on the current prevailing wage as outlined in the Local 5 – UNITE HERE Collective Bargaining Agreement.

SECTION IX – PROBATIONARY PERIOD

Apprentices shall serve a probationary period which shall serve as a tryout period to evaluate the progress if the apprentice is worthy to continue with the apprenticeship program. The probationary period of the apprentice shall be equivalent to the first 500 hours or until such time that the apprentice has attained the 25% of the total number of competencies whichever comes first.

SECTION X – RATIO OF APPRENTICE(S) TO JOURNEYWORKER(S)

In order to ensure proper training and supervision under the guidance of qualified journey workers and supervisors, the ratio of apprentices shall not be more than one apprentice to every one journey worker regularly employed by any employer subscribing to these standards.

For purposes of ratio and supervision of apprentices, a qualified journeyworker or supervisor shall include, but not limited to a Registered Nurse, Licensed Practical Nurse, or Certified Nursing Assistant.

SECTION XI – CREDIT FOR PREVIOUS EXPERIENCE OR TRAINING

Apprentices may apply for credit for previously acquired experience or training that are equivalent to the skills and competencies for Certified Nursing Assistant as provided in Appendix C.

The JATC may issue a waiver enabling apprentices to by-pass certain aspects of the related instruction class if they can show proof of having learned the same course/material in other classes, preferably those taught at the Community College or other accredited institution. Request for credit must be supported with eligible documents, including but not limited to, certifications, diplomas, and verified on-the-job training hours.

All petitions and/or recommendations for prior studies/training credit shall be reviewed and evaluated by the JATC. Any credit for previous on-the-job learning experience or related training instruction shall be applied to the corresponding competency or course module.

SECTION XII – SAFETY AND HEALTH TRAINING

All apprentices shall be provided adequate and safe equipment and facilities for training and supervision and safety training on the job and in related instruction, and that employers shall train apprentices in facilities and other environments that are in compliance with federal and state occupational safety and health standards.

SECTION XIII - MAINTENANCE OF RECORDS

The Sponsor will maintain for a period of five (5) years from the date of last action, all records relating to apprentice applications (whether selected or not), the employment and training of apprentices, and any other information relevant to the operation of the program. This includes, but is not limited to, records on the recruitment, application and selection of apprentices, and records on the apprentice's job assignments, promotions, demotions, layoffs, terminations, rate of pay, or other forms of compensation, hours of work and training, evaluations, and other relevant data. The records will permit identification of minority and female (minority and non-minority) participants. These records will be made available on request to the Registration Agency

SECTION XIV - CERTIFICATE OF COMPLETION OF APPRENTICESHIP

Upon satisfactory completion of the requirements of the apprenticeship program as established in these Standards, the Sponsor will notify the Registration Agency and request that a Certificate of Completion of Apprenticeship be awarded to the completing apprentice(s). To complete CNA apprenticeship program apprentices must pass the Prometric examination.

Such requests will be accompanied by the appropriate documentation for both the on-the-job learning and the related instruction as may be required by the Registration Agency.

SECTION XV - REGISTRATION, CANCELLATION, AND DEREGISTRATION

These standards of apprenticeship will take effect upon approval and registration of the program by the Department of Labor and Industrial Relations.

Cancellation/Deregistration of the program may be effected upon the voluntary action of the Committee by request of cancellation of the registration, or upon reasonable cause by the Department of Labor and Industrial Relations instituting formal deregistration procedures.

SECTION XVI - AMENDMENTS AND MODIFICATIONS

Modifications to the Apprenticeship Program Plan shall be promptly submitted to the State Department of Labor and Industrial Relations for review and approval. Such amendment or modification will take effect upon approval of DLIR.

The sponsor shall notify all participating employers and apprentices (if applicable) of such amendments or modifications.

SECTION XVII - TRANSFER OF AN APPRENTICE AND TRAINING OBLIGATION

In the event that the employer is unable to fulfill the obligation under the apprenticeship agreement, the employer's training obligation may be transferred to another employer, if available, with the consent of the apprentice and apprenticeship committee, with full credit to the apprentice for satisfactory time and training earned.

SECTION XVIII - RESPONSIBILITIES OF THE APPRENTICE

By joining the apprenticeship program, apprentices agree to all terms and conditions provided in the Standards of Apprenticeship and such rules and policies governing the apprenticeship program. The responsibilities of apprentices include but not limited to the following:

- A. Perform diligently and faithfully the on-the-job learning and related training instruction requirements of the program, and other pertinent duties assigned by the Sponsor in accordance with the provisions of these Standards.
- B. Respect the property of the employer and abide with the rules and relations of the sponsor.
- C. Maintain and make available such records of work experience and training received on-the-job and in related instruction as may be required by the Sponsor.
- D. Develop and practice safe working habits and work in such a manner as to assure his/her personal safety and that of other fellow workers.
- E. Work under the guidance and supervision of a journeyworker and apprenticeship instructors while attending related instruction.
- F. Perform other duties that may be assigned in relation to the apprenticeship program.

SECTION XIX – RELATIONSHIP WITH COLLECTIVE BARGAINING AGREEMENT

The following are applicable provisions in the Collective Bargaining Agreement relating to the Apprenticeship Program:

Section 24. Hotel Industry-Union Apprenticeship Program

24.1 The parties to this Agreement, realizing that there is a need for trained health care workers, agree to the inclusion of apprentices in the bargaining unit. These apprentices shall be in an apprenticeship program established by the Employer and other employers in the hotel industry and the Union, in accordance with the standards approved for registration with the Department of Labor and Industrial Relations of the State of Hawaii, with the cooperation of the Bureau of Apprenticeship and Training of

the United States Department of Labor.

24.2 Such standards, when completed, shall be added to this agreement as Appendix and hereby made a part hereof.

24.3 The apprenticeship program shall be administered by a joint apprenticeship committee on which the Employers and the Union are equally represented.

24.4 Apprentices shall be recruited initially from among employees in the bargaining unit, with preference going to those in the department or departments for which the apprenticeship program is established. If a sufficient number of employees do not enroll for the program, new hires may be enrolled in it with the approval of the joint committee.

24.5 Wages for an apprentice shall be based on a percentage of "scale" as set forth in the apprenticeship standards. In no case will an employee who is accepted as an apprentice receive a reduction in wages upon entering the apprenticeship program. Such employee shall have his wages frozen at this current wage rate until the progressive scale for an apprentice is equivalent to his rate, at which time his wage rate will progress according to the scale in the apprenticeship standards.

24.6 It is agreed that it is not the intent of the parties for an apprentice to displace a regular employee during the periods of layoff.

SECTION XX - ADJUSTING DIFFERENCES; COMPLAINT PROCEDURE

The sponsor will have full authority to enforce these standards. Its decision will be final and binding on the employer, and the apprentice, unless otherwise noted below.

If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or standards, the applicant or apprentice may seek relief through one or more of the following avenues, based on the nature of the issue:

The sponsor will hear and resolve all complaints of violations concerning the apprenticeship agreement and the registered apprenticeship standards for which written notification is received within 15 days of the alleged violations. The sponsor will make such rulings as it deems necessary in each individual case within 30 days of receiving the written notification. Either party to the apprenticeship agreement may consult with the Registration Agency for an interpretation of any provision of these standards over which differences occur. The name and address of the appropriate authority to receive, process, and dispose of complaints is:

Keith Nakano
HARIETT Program Manager

Hotel and Restaurant Industry Employment & Training Trust
3049 Ualena Street
Honolulu, HI 96819
808-380-6020
808-222-0039 (cell)
knakano@hariett.org

Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, or sex with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program may, personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicant's election, with the private review body established by the program sponsor (if applicable).

The complaint shall be in writing and shall be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the program sponsor involved, and a brief description of the circumstances of the failure to apply the equal opportunity standards in Chapter 31, Title 12, Hawaii Administrative Rules and 29 CFR part 30.

The complaint must be filed not later than 300 days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and in the case of complaints filed directly with the review body designated by the program sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or 30 days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.

Complaints of discrimination and failure to follow equal opportunity standards in the apprenticeship program may be filed and processed under applicable provisions in Chapter 31, Title 12, HAR and 29 CFR § 30 and the procedures set forth above.

The sponsor shall provide written notice of its complaint procedure to all applicants for apprenticeship and all apprentices.

SECTION XXI- EQUAL EMPLOYMENT STANDARDS

The Sponsor and participating employers shall comply with the following Equal Employment Opportunity Pledge on Apprenticeship:

"The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic

information, age (40 or older), disability, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that a sponsor may refuse to refer for employment an individual for good cause relating to the ability of the individual to perform the work in question. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under chapter 31, title 12, Administrative Rules or its successors and Title 29, part 30 of the Code of Federal Regulations."

The Sponsor and/or employer is an Equal Employment Opportunity Employer and does not discriminate in the recruitment, selection, employment and training of apprentices and ensures the identification, positive recruitment, training, and motivation of underrepresented populations, including minority and female apprentices.

SECTION XXII – ADOPTION AND APPROVAL OF APPRENTICESHIP STANDARDS

These Standards of Apprenticeship are hereby agreed to and adopted this 11 day of July, 2024 and submitted to the Department of Labor and Industrial Relations for approval.

On behalf of HARIETT representing both UNITE HERE! Local 5 and it's Signatory Employers:

JAMES P. HARDWAY
Name

Executive Director
Position/Title


Signature

APPROVED AND REGISTERED BY DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS:

JADE T. BUTAY, DIRECTOR

Date

APPENDIX A

ASSURANCES AND CERTIFICATIONS

By its signature to the Standards of Apprenticeship, the Sponsor assures and certifies that it will fully comply with the following requirements in accordance with Chapters 30 and 31, Title 12, Hawaii Administrative Rules, and Federal Regulations on Apprenticeship in 29 CFR Part 29:

1. Apprentices indentured into the sponsor program shall not be less than eighteen (18) years of age.
2. All apprentices shall be afforded qualified training personnel and adequate supervision on the job.
3. All apprentices shall be placed under a written apprenticeship agreement, which shall directly, or by reference, incorporate the standards of the program as part of the agreement.
4. Proposed modifications to the Apprenticeship Program shall be promptly submitted to the DLIR for review and approval.
5. The Sponsor shall submit in a timely manner, requests apprentice registrations, completions, cancellations, suspensions, and reinstatements to DLIR for approval. The sponsor shall provide the reason(s) for cancellations or suspension.
6. If for any reason, the Sponsor is unable to fulfill his/her training obligations due to lack of work or inability to conform to these Standards, the Sponsor will make every effort to refer the apprentices who are interested in continuing their apprenticeship to another registered program for the same or similar occupation, if available. This will provide the apprentices an opportunity for completion of their Apprenticeship Program. The Sponsor will make available to the apprentice and the receiving employer the apprentice's training record if a similar program is available.
7. The Sponsor will maintain for a period of five (5) years from date of last action, all records relating to apprentice applications (whether selected or not), the employment and training of apprentices, and any other information relevant to the operation of the program and make these records available on the request of the Registration Agency.
8. For Time-Based Apprenticeship Programs, each apprentice will be responsible for recording his/her hourly work experience/On-the-Job Learning and Related Training Instruction (RTI). Progress reports pertaining to the apprentice's progress on-the-job must be signed by both

the apprentice and the journeyworker/supervisor to verify the information. Related instruction hours attended and completed by the apprentice must be verified by the instructor or training provider. The sponsor shall periodically update the apprentice's progress in the apprenticeship program.

For Competency-Based Apprenticeship Programs, the Sponsor is responsible to maintain records and documentation of competencies attained with a date when the competency is attained, and initialed by both the apprentice and supervisor for each competency so that the apprentice is aware of his or her progress in the apprenticeship program.

The apprentice will authorize release of related instruction records before submitting to the Sponsor. All data, written records of progress evaluations, and corrective and final actions pertaining to the apprentice will be maintained by and will be the property of the Sponsor. These records will be included in each apprentice's records maintained by the Sponsor.

9. Periodically, or at any other time when conditions warrant, the Sponsor will evaluate the apprentice's record of performance to determine whether he/she has made satisfactory progress. If an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the Sponsor may determine whether the apprentice will be required to repeat a work process. Should it be found that the apprentice does not have the ability or desire to continue the training to become a Journey worker, the Sponsor will, after the apprentice has been given adequate assistance and opportunity for corrective action, request DLIR to terminate the Apprenticeship Agreement.
10. The Sponsor may request at any time to cancel the registration of the apprenticeship program set forth herein. If the Sponsor fails to abide by these Standards, DLIR may initiate deregistration proceedings of the Apprenticeship Program.
11. The transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committee or program sponsors, and must comply with the following requirements:
 - a. The transferring apprentice must be provided a transcript of related training instruction and on-the-job learning by the committee or program sponsor;
 - b. The transfer must be to the same occupation; and
 - c. A new apprenticeship agreement must be executed when the transfer occurs between program sponsors.
12. The Standards for Apprenticeship shall comply with federal and state laws, rules, regulations, and requirements pertaining to apprenticeship.

13. The Sponsor agrees to complete and abide with the following Appendices, if applicable, which shall part of the Standards of Apprenticeship:

- Appendix A – Assurances and Certifications
- Appendix B – General Provisions
- Appendix C – Work Process Schedule/Competencies
- Appendix D – Related Training Instruction/Course Curriculum Outline
- Appendix E – Affirmative Action Program
- Appendix F – Selection Procedures
- Appendix G – Union’s Concurrence with the Apprenticeship Program
- Appendix H – Employer Acceptance Agreement List of Signatory Employers

14. The Sponsor certifies that the information contained in the Standards of Apprenticeship, Apprenticeship Agreement, and other documents pertaining to the training of apprentices are true and correct to the best of their knowledge. Further, the Sponsor understands that any false or misleading statements and/or omissions, whenever discovered, regarding the Apprenticeship Program or the apprentice can be grounds for deregistration of the program or cancellation of the apprentice from the program.

APPENDIX B

GENERAL PROVISIONS

The administration and operation of the Apprenticeship Program shall be in accordance with the following General Provisions:

1. During the period of probation, the DLIR Director shall cancel the apprenticeship agreement at the request in writing of any party thereto. (This provision is not applicable if probationary period is covered by collective bargaining).
2. After an apprentice's probationary period, if applicable, the DLIR Director may cancel an apprenticeship agreement:
 - i. Upon agreement of the parties thereto;
 - ii. At the request of the apprentice;
 - iii. Upon recommendation by the sponsor, for good cause, with due notice to the apprentice and a reasonable opportunity for corrective action; or
 - iv. For good cause by DLIR after giving all parties notice and opportunity to be heard.
3. The services of DLIR may be utilized for consultation regarding the settlement of differences arising out of the apprenticeship agreement where the differences cannot be settled internally by the parties or in accordance with their established procedures, and that any such differences which cannot be amicably settled by the parties may be submitted to the DLIR Director for final decision.
4. The DLIR shall recognize an apprentice's completion of an apprenticeship program by issuing a certificate of completion to the apprentice.
5. The DLIR shall register, cancel, or deregister Apprenticeship Programs in compliance with Chapter 372 HRS, and Chapter 12, Subtitle 5, Chapter 30 Administrative Rules for Apprenticeship.

Appendix C

Work Processes / Competencies

for

Certified Nursing Assistant

Competency Based Apprenticeship

O*NET – SOC: 31-1131.00

Hotel and Restaurant Industry Employment and Training Trust

HARIETT

Certified Nursing Assistant: Task and Competency Checklist

Each employer, partnership, and/or JATC will determine the appropriate examples of each core competence. The list below is each core competence that should be completed depending on state scope of practice and employer requirements.

Field Training - Mentor/Journeyworker has provided training and demonstration of tasks to the apprentice.

Demonstrate Fundamentals - Apprentice can perform the take with some coaching.

Proficient in Task -Apprentice performs tasks properly and consistently.

Approximate Hours to Attain Competency – Serve as parameter to evaluate progress of on-the-job training of the apprentice.

Completion Date - Date apprentice completes final demonstration of competency.

<i>Core Competence</i>	<i>Initial and Date when completed</i>			Approximate Hours to Attain Competencies	Date apprentice completes final demonstration of competency
	Field Training	Demonstrates Fundamentals	Proficient in Task		
I. Maintain Clean and Safe Environment					
Infection Control				120 hours	
Hand Washing/ Alcohol-Based Hand Rub					
Use Occupational Safety and Health Administration and Centers for Disease Control guidelines (such as handling Blood Borne Pathogens)					
Properly dispose of sharps (e.g., razors, needles in sharps container)					
Use of personal protective equipment (PPE) and devices including gloves, gown, mask, and goggles					
Isolation precaution (types- Evidence- Based Practice, contact,					

droplet, airborne)					
Physical Environment Maintenance				150 hours	
Perform visual check of resident's living area and resolve potential safety issues (secure hazardous materials, clear pathways; etc.)					
Check resident's alarm; make sure call light is within resident's reach; secure patient's bed					
Take care of cleaning needs in resident's room					
Follow isolation procedures in the disposal of soiled linen and clothing, and Personal Protective Equipment					
Make unoccupied bed					
Make occupied bed					
Safety Procedures				200 hours	
Understand organization's safety and emergency protocol and procedures (e.g., how to respond to safety drills)					
Properly use safety tools (such as ABC fire extinguisher)					
Maintain and operate back up equipment as needed					
Apply and monitor safety devices					
Apply to administer the Heimlich Maneuver and other lifesaving assistance					
Identify measures to promote safety of residents with special needs or issues (e.g., dementia, injuries, illnesses)					
II. Communicate Effectively While Following Regulations with Residents, Family, Medical Team, and Other Authorized				100 hours	

Persons					
Interact with residents in a respectful way regarding their culture, their needs and preferences, while respecting their privacy					
Utilize skills in conflict management, working with difficult people, and other communication issues that may arise					
Write report and document issues and events in clear concise language, within regulatory requirements					
Report physical changes, mental changes, abuse, any changes to the medical team or authorized persons that they should be aware of					
Understand and follow legal requirements on reporting and documentation (Health Insurance Portability and Accountability Act)					
Understand who is an authorized person and what information is allowed to be provided					
III. Basic Nursing Assistant Skills				300 hours	
Measure/record respiration and obtain other vital signs					
Measure/record oral temperature (non-digital thermometer)					
Measure/record rectal temperature (non-digital thermometer)					
Measure/record radial pulse					
Measure/record height					
Measure/record weight (balance scale/chair scales)- mechanical lift					

Collect urine specimen					
Collect stool specimen					
Measure/record food and fluid intake					
Measure/record urinary output					
Provide post-mortem care					
Assist nursing staff with any additional duties as assigned within scope of practice					
IV. Personal Care Skills and Activities of Daily Living				325 hours	
Assist resident with bathing or dressing if needed					
Assist resident with bathing or dressing if needed					
Give partial bed bath					
Provide AM and PM bath					
Give shower					
Give bath/whirlpool bath					
Provide hair care including shampooing, grooming, brushing, combing					
Provide mouth care for residents with natural teeth					
Provide mouth care for residents with no natural teeth					
Provide denture care					
Shave resident					
Provide hand and nail care					
Provide foot care					
Dress resident, including care of					

eyeglasses and hearing aides					
Perineal care- female					
Perineal care- male					
Perineal care- incontinent resident					
Assist with bedpan (offer/remove/clean)					
Assist with urinal (offer/remove/clean)					
Use bedside commode					
Urinary catheter care					
Care of/emptying of urinary drainage bag					
Provide ostomy care					
Feed resident, including set-up tray, partial assistance, total assistance, adaptive devices, residents with dysphasia, and alternative feeding methods					
Provide skin care, including back rub					
Position resident in chair					
Move resident up in bed					
Position resident on side in bed					
Transfer resident: one assist, two assist, mechanical lift, transfer belt, and lift sheets					
V. Promote Resident's Development, Mental Health, and Social Service Needs				225 hours	
Able to effectively and supportively deal with abusive residents					
Respect patient privacy (knock before entering)					
Promote resident's social					

interaction, recreation					
Encourage self-advocacy and promote resident's self-esteem					
Demonstrate techniques for communicating effectively to residents					
Provide companionship; assists resident with correspondence					
Encourage healthy eating choices					
De-escalate disputes between residents					
Coordinate resident's appointments					
Encouraging family and friends as a source of emotional support of resident					
VI. Care of Cognitively Impaired Residents				130 hours	
Able to effectively communicate with cognitively impaired residents					
Provide appropriate assistance with Activities of Daily Living to maximize independence and well-being, understanding impairment issues and client preference					
Incorporate expanded knowledge of resident's issues and understanding of what to observe and report with changes in behavior or physically					
VII. Basic Restorative Skills/Services				250 hours	
Encourage patient self-care as appropriate and safe					
Assist with ambulation using gait belt					
Easing resident (about to fall) to floor during ambulation					
Utilize ambulation assistive devices and adaptive equipment correctly					

and safely					
Assist resident with feeding adaptive equipment as needed					
Under nurses' care, assist with improving the resident's range of motion to upper extremities and to lower extremities					
Assist the resident in the use of positing devices in bed and in chair					
Assist residents in the proper use of prosthetic/orthotic devices					
Apply hand split					
Use all transfer and other equipment in a manner to the resident feel safe					
Implement turning, repositioning and other preventative and restorative measures to prevent skin breakdown and promote healing of skin injuries					
Provide exercise program and other activities with residents that are trying to restore strength and healing as directed by nursing staff					
Provide bowel and bladder training as needed					
VIII. Resident's Rights				100 hours	
Respond to resident's call lights promptly and forwards requests if unable to take care of the request					
Provide privacy doors or pulling curtain around resident when providing care					
Respect resident individuality preferences as much as safely as possible					
Respect and maintain the confidentiality of the resident always adhering to Health Insurance					

Portability and Accountability Act and (HIPAA) and other guidelines					
Notify nurse, family member or other team members of the resident of needed equipment or personal supplies					
Avoid the need for restraints if possible					
IX. Perform Administrative Tasks (4 competencies)				100 hours	
Complete all required reports and documentation					
Understand and implement all policies and procedures, including new ones					
Participate in agency/staff/medical team meetings					
Maintain all professional licensing up to date, including requirements for vaccinations					

Appendix D
Related Training Instruction
for
Certified Nursing Assistant
Competency Based Apprenticeship
O*NET – SOC: 31-1131.00

Hotel and Restaurant Industry Employment and Training Trust

HARIETT

INTRODUCTION

The Certified Nursing Assistant apprenticeship program was developed to provide skilled labor to Signatory Employers, as well as prepare new workers for positions in a variety of hotels and resorts.

The program is a series of customized courses that address a wide range of knowledge, skills, and practical learning. The program emphasizes the achievement of a competency in each area, as well as providing an opportunity to gain proficiency in each area.

The courses are designed to enhance knowledge and understanding with practical skill. Assessment includes both knowledge and skills assessment exams. Concurrently, the courses are preparing the student for a variety of national certifications.

Certificates and Credentials

Upon successful completion of all coursework, knowledge and practical exams students will be provided an opportunity to test and certify for the following national credentials associated with the skills addressed in this program.

- State of Hawaii CNA Certification
- Certified Nurse Aide card

The Certified Nursing Assistant Program contextualizes prerequisite knowledge into program learning.

Program Development: The program, as well as each of the individual courses has been designed to provide the participant with an opportunity to learn, adopt, and gain proficiency in the generally accepted academic skill standards of Critical Thinking, Technology, Information Literacy, Oral and Written Communication, and Quantitative Reasoning. Additionally, the course materials are intended to reinforce the values of Citizenship, Community, Culture and Sustainability. Individual instructors assigned to teach the course material should be cognizant of, and incorporate the accepted academic skill standards into lesson plans.

- **Course Guide:** The course guides are the standard resource to develop course materials such as lesson plans, training aids, and assessment tools. The guides

provide a logical, topical outline of knowledge and skills that encompass the subject matter. Each Course Guide is divided into three sections:

- **Course Information:** The course information section provides a standard template for instructors to find basic information on the course that will help guide the creation of personalized instructional materials.
- **Student Learning Outcomes:** Each course was developed and designed using student learning outcomes based on Bloom's Taxonomy of Educational Learning Objectives, which categorizes cognitive learning into one of six distinct levels
Knowledge – Comprehension – Application – Analysis – Synthesis – Evaluation

Each level of Bloom's Taxonomy uses verbs to describe and evaluate the students' mastery of an objective. Each course SLO represents a scale of mastery, formatted in a rubric that acts as a guide to assess the achievement of the stated outcome.

- **Topical Outline:** The topical outline is divided into logical sections that provide an increasing amount of detail on the course material. The sections labeled "Units", "Topics", and "Objectives" present the required course material with an increasing order of detail on subject information. Units provide the broadest area of study for the course; Topics are arranged in a logical sequence supporting each unit. Each of the topics has an associated list of objectives assigned. Each topic lists a suggested time frame for completion. The time indicated includes the lectures, in class worksheets, and appropriate assessment.

Instructor Lesson Plan Development Guidelines

The enclosed course-guides provide a structured framework for instructors to reference as a basis for creating lesson plans, visual aids, worksheets, and assessment tools.

The checklist below is intended to be a guide in the development of specific course materials.

- Review Course Guide.
- Select Student Text/Workbook from the options provided.
- Review the suggested prerequisite courses and or competencies.
- Develop a course schedule that incorporates each topic; provide ample time for the introduction of the topic, student activities and assessment.

- Develop lesson plans for each topic. Divide lessons into time units appropriate to the course schedule.
- Develop training aids that are appropriate to the topics
- Develop assessment rubrics for each unit and topic
- Develop assessment materials that effectively measure student achievement based upon the rubric
- Develop student worksheets for each topic.
- Develop a syllabus
- Submit for approval

Prerequisite Skills Requirement

Age: Applicants shall be not less than sixteen (16) years of age.

Education: Applicants must meet any of the following:

- a. Have a high school graduate diploma or GED certificate or other high school equivalency credential.
- b. In the process of completing high school or GED within one (1) year from acceptance and registration in the program.
Upon completion, the apprentice must submit proof of high school diploma or GED certificate to continue with the program.
- c. Pass an approved aptitude test with a score of 80% or higher.

Physical: Applicants must be physically capable of performing the essential functions of the program/occupation, with or without reasonable accommodation, and without posing a direct threat and safety of the individual or others. Applicants must pass a screening test for the current illegal use of drugs after acceptance into the program.

Non-Discrimination Policy and Statement: The recruitment, selection, employment, education and training offered through , shall be without discrimination because of race, color, religion, sex, sexual orientation, gender identity and expression, age, physical handicap, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that this Organization may refuse to refer for employment or training an individual for good cause relating to the ability of the individual to perform the work in question. This Organization will take affirmative action to provide equal opportunity to all programs as required by Federal and State law.

COURSE NAME	HOURS
Module 1: Introduction to Nurse Assisting	30
Module 2: Introduction to the Health Care System	30
Module 3: Basic Nursing Skills	30
Module 4: Basic Personal Care Skills	30
Module 5: Basic Restorative Services	30
TOTAL HOURS	150.00

Introduction to Nurse Assisting

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will:

Module 1: Introduction to Nurse Assisting (30 clock hours)

SLOs

- Appropriate ways to communicate with patients and other healthcare personnel.
- Complete tasks delegated by nurses.
- Understand the responsibilities of a nurse aide.
- Comprehends the importance of cross contamination prevention.
- Maintaining standards of infection control, safety/emergency procedures, including the Heimlich maneuver, and understanding, promoting, and respecting patients' rights.

Module 2: Introduction to the Health Care System (30 clock hours)

SLOs

- Introduction to the health care SYSTEM IN Hawaii with emphasis on agencies and facilities that care for the aged.
- Appropriate conduct, general preventive health care.
- Fundamentals in bodily functions.
- Medical terminology.
- Professionalism in healthcare (e.g., appropriate conduct, language and dress).

Module 3: Basic Nursing Skills (30 clock hours)

SLOs

- Accurate reporting and recording of vital signs.
- Measuring and recording height and weight.
- Caring for the residents' environment and adjusting to unique care situations.
- Recognizing changes in body functioning during the aging process.

Module 4: Basic Personal Care Skills (30 clock hours)

SLOs

- Fundamentals in activities of daily living (ADL) to include bathing, grooming, dressing, and toileting patients.
- Other skills include assisting patients with proper feeding techniques, skin care, and transfers, positioning, and turning in a safe and efficient manner.

Module 5: Basic Restorative Services (30 clock hours)

SLOs

- Foundational training to assist in patient education in self-care and use of assistive devices.
- Understanding concepts and importance of maintaining a range of motion.
- Proper turning and positioning in bed and chair, bowel, and bladder training, and care and use of prosthetic and orthotic devices.

**Learning will be achieved via lecture, homework, demonstration, laboratory practice, and clinical experiences. Will be determined based on COVID-19 protocols*

ASSESSMENT GRADING CRITERIA

Students are assessed on knowledge, aptitude and participation. The following methods of assessment will be used as a basis for grading.

Method	Points Each	Total	Total Points
Final Written Exam	25	1	25
Attendance	25	1	25
Participation	25	1	25
Assignments	25	1	25

Points	Letter Grade	Pass
98-100	A+	Pass
94-97	A	Pass
91-93	A-	Pass
88-90	B+	Pass
84-87	B	Pass
81-83	B-	Pass
78-80	C+	Pass
75-77	C	Pass
72-74	C-	Pass
69-71	D+	Fail
66-68	D	Fail
65↓	F	Fail

HLTH 5100: Nurse Aide Program

Lead Instructors

Dodie Rivera, MSN RN Classroom, Lab Skills, and Clinical Contact Info: Dodie Rivera Email : drivera@wcchc.com Phone: (808) 220-9415 Office Hours: TBA	Office of Workforce Development 96-045 Ala Ike, Room CE 101 Pearl City, HI 96782 Phone: 808-455-0477 Fax: 808-453-6730 Email: ocewd@hawaii.edu
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Course Description

The program focuses on the fundamentals of nursing and care giving techniques. The course consists of five modules. Instructors deliver an intensive hands-on approach to prepare participants with the vocational skills to be a skilled healthcare provider. Participants will develop knowledge and skills through theory and practice in the classroom and nursing lab settings. Participants will transfer their skills from the classroom in their supervised clinical experience at a designated medical facility. Upon

successful completion of the course and the state examination, the participant will be credentialed Certified Nurse Aide (CNA) and a member of the Hawaii Nurse Aide Registry.

Modality: In Person

Technology access requirements: Google Classroom if needed

Course Hours/No. of Weeks:

150 hours / 10 weeks

Enrollment Requirements:

Minimum age, education level, math & reading level, immunization clearances, etc.

Intended Audience:

Candidates pursuing certification and employment in the health field.

Certificates:

The Certificate of Professional Development, Leeward Community College will be awarded to the student upon completion of the course, signing up for the Prometric CNA exam, taking the exam and notifying the instructor of the results of the exam. The students that pass the exam will also be registered in the State of Hawaii CNA Registry and issued a Certified Nurse Aide card.

Related occupations

Certified Nurse Aide

Required Texts:

Dugan, D. (2020). *Nursing Assisting: A foundation in caregiving (6th ed.)*. Albuquerque, NM: Hartman Publishing.

Leeward Community College. (2015). *Nurse Aide Program: Training manual*. Pearl City, Hawaii.

**Learning will be achieved via lecture, homework, demonstration, laboratory practice, and clinical experiences. Will be determined based on COVID-19 protocols.*

All students taking HLTH 5100: Nurse Aide Training Program are required to complete a Practicum Project.

The Project will have two parts:

Part 1: All Students will submit a paper with the following information:

- Choose one disease or medical condition from the list:
 1. Diabetes
 2. Kidney Failure
 3. Stroke
 4. Chronic Obstructive Pulmonary Disease (COPD)
 5. Chronic Heart Failure (CHF)
 6. Dementia
 7. Alzheimer's

- Papers should contain the following:

1. Cover page with your name and title of the class.
2. Introduction- Introduce the disease
3. Body of the paper- Signs and Symptoms of the chosen medical condition
 - What body system does this affect? (Dementia-Neuromuscular)
 - How it affects the elderly?
 - Name 3 interventions/skills that the NA will be providing to promote the resident's overall well-being and the rationale for choosing these skills.

Part 2: Group project- Each person will work with their partners to demonstrate the 3 skills that they have chosen in their paper. Each person will be checked off on the skills.

*You may utilize your textbook, workbook, handouts, and other resources available.

All resources used must be cited in APA format.

Dugan, D. (2020). *Nursing Assisting: A foundation in caregiving (6th ed.)*. Albuquerque, NM: Hartman Publishing.

Leeward Community College. (2015). *Nurse Aide Program: Training manual*. Pearl City, Hawaii.

Week 1	Date/Time/Hours	Curriculum	Reading/HW/Tests
Week 1 Saturday 8 Hours	8:00am-4:30pm Location: DA Basement	CPR	
Week 1 Sunday 8 Hours	8:30am-4:30 pm 8 hours Location: DA Basement Forms for LCC: Risk and Release, Information on Prometric's testing, Attendance sheet sign in.	<p>Course Introduction:</p> <ul style="list-style-type: none"> • Course objectives & Course expectations • Introduction to Health Care Video • Handouts, BP set, Books, Handbook, Uniform <p>Lecture Chapters 1-5</p> <ul style="list-style-type: none"> • Introduction to CNA • Role of CNA • CNA certification • Intro to health care agencies • Communication and Interpersonal Skills • Patients' Rights • Communication Challenges • Diversity and Human Needs and Development • Infection Prevention and Control 	<ul style="list-style-type: none"> • Read Chapters 1-5 • Study for Test Chapters 1-5 • Complete Workbook Chapters 1-5 <p>Watch videos:</p> <ul style="list-style-type: none"> • HIPAA Video on Google Classroom • Bloodborne Pathogen Video on Google Classroom • OSHA Video on Google Classroom • Chapter 1 The Nursing Assistant in Long Term Care • Chapter 2 Ethical and Legal Issues • Chapter 3 Communication Skills • Chapters 4 Communication Challenges • Chapters 5 Diversity and Human Needs and Development • Chapters 6 Infection Prevention

<p>Week 2 Saturday 8 Hours</p>	<p>8:30am-12:30pm DA Basement :: 1:00pm-4:30pm Google Classroom Location: DA Basement and Google Classroom</p>	<p>Test Chapters 1-5 Review Nurse Aide Prometric Training Program Manual Review Skills List Lecture Chapters 6-11</p> <ul style="list-style-type: none"> • Safety and Body Mechanics • Emergency Care and Disaster Safety • Admission, Transfer and Discharge • Bed Making and Unit Care • Positioning, Moving, Lifting Providing care for the resident • Personal Care <p>Watch Skills Videos:</p> <ul style="list-style-type: none"> • Beginning and Ending Steps • Handwashing • Using Proper Body Mechanics • Donning and Doffing of PPE • Occupied Bed • Side-lying Position • Transferring a resident from bed to a wheel chair • Assist a resident to ambulate <p>Practice Skills Lab:</p> <ul style="list-style-type: none"> • Beginning and Ending Steps • Handwashing • Donning and Doffing of PPE • Using Proper Body Mechanics • Occupied Bed • Side-lying Position • Transferring a resident from bed to a wheel chair • Assist resident to ambulate 	<p>Read Chapters 6-11</p> <ul style="list-style-type: none"> • Complete Workbook Chapters 6-11 • Study for chapters 6-11 • Chapters 6 Infection Prevention • Chapter 7 Safety and Body Mechanics • Chapter 8 Emergency Care, First Aid and Disaster • Chapter 9 Admission, Transfer Discharge and Physical Exams • Chapter 10 Bed making and Unit Care • Chapter 11 positioning Moving and lifting
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<p>Week 2 Sunday 8 Hours</p>	<p>8:30am-4:30pm Location: DA Basement</p>	<p>Continue with Lecture 6-11</p> <p>Continue watching skills videos:</p> <ul style="list-style-type: none"> • Beginning and Ending Steps • Handwashing • Using Proper Body Mechanics • Donning and Doffing of PPE • Occupied Bed • Side-lying Position • Transferring a resident from bed to a wheel chair • Assist a resident to ambulate <p>Continue with skills lab</p> <ul style="list-style-type: none"> • Beginning and Ending Steps • Handwashing • Using Proper Body Mechanics • Donning and Doffing of PPE • Occupied Bed • Side-lying Position • Transferring a resident from bed to a wheel chair • Assist resident to ambulate 	
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<p>Week 3 Saturday 8 Hours</p>	<p>830-1230pm 8 hours Location: CE 204</p>	<p>Chapters 12-16</p> <ul style="list-style-type: none"> • Vital Signs • Nutrition and Fluid Balance • Gastrointestinal System • Urinary System • Reproductive System • Integumentary System • <p>Watch Skills Videos:</p> <ul style="list-style-type: none"> • Feeding • Denture Care/Oral Care • Emptying a catheter drainage bag • Providing Catheter Care • Provide Perineal Care • Counting and recording pulse • Counting and recording respirations • Hand Care • Foot Care <p>Practice Skills Lab:</p> <ul style="list-style-type: none"> • Counting and recording respirations • Counting and recording pulse • Emptying a catheter drainage bag • Providing Catheter Care • Provide Perineal Care 	<p>Study for chapters 12-16</p> <p>Read Chapters 12-16</p> <ul style="list-style-type: none"> • Complete Workbook Chapters 12-16 Chapter 12 Personal Care • Chapter 13 Vital Signs • Chapter 14 Nutrition and Fluid Balance • Chapter 15 Gastrointestinal System • Chapter 16 Urinary System
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Week 3
Sunday
8 Hours

8:30am-4:30 pm
8 hours

Location: DA
Basement

Test Chapters 6-11

Continue with Lectures 12-16
Continue with watching skills videos

Continue with Skills Lab

8:30am-12:30 pm
8 hours

Google Classroom
Independent

Watch All Khan Videos
Watch Khan Videos on intro to body systems

Watch skills videos:

- Foot Care
- Denture care and oral care
- Range of Motion (ROM) Shoulder, Elbow, Wrist, Hip, Knee, Ankle
- Complete a Partial Bed Bath

Complete Workbook Chapters
17-21

Study for chapters 17-21

Read Chapters 17-21

- Chapter 17
Reproductive System
- Chapter
18 Integumentary
System
- Chapters 19 The
Circulatory or
Cardiovascular System
- Chapter 20
Respiratory System
- Chapter 21
Musculoskeletal
System

Week 4
Saturday
8 Hours

Week 4
Sunday
8 Hours

8:30am-4:30 pm
8 hours

Location: DA Base

Test Chapters 12-16

Chapters 17-21

- Reproductive System
- Integumentary System
- Circulatory System
- Respiratory System
- Musculoskeletal System

Continue with Skills Lab on Google Classroom

- Foot Care
- Denture care and oral care
- Range of Motion (ROM) Shoulder, Elbow, Wrist, Hip, Knee, Ankle
- Bed Pan

Week 5
Saturday
8 hour

8:30am-4:30pm
Location: CE 204

Test Chapters 17-21

Chapters 22-28

- Nervous System
- Endocrine System
- Immune System
- Rehabilitation
- Subacute Care
- End of Life Care
- Your New Position

Read Chapters 22-28

Complete Workbook Chapters 22-28!

- Chapter 22 The Nervous System
- Chapter 23 The Endocrine System
- Chapter 24 The Immune, Lymphatic System and Cancer
- Chapter 25 Rehabilitation and Restoration
- Chapter 26 Subacute Care
- Chapter 27 End of Life Care
- Chapter 28 Your New position

Week 5
Sunday
8hours

8:30am-4:30 pm
8 hours
Location: DA
Basement

Continue with Lecture 22-28

Skills Lab

- Feeding a Resident
- Complete a Partial Bed Bath

Continue with all skills learned

<p>Week 6 Saturday 8hours</p>	<p>8:30am-4:30 pm 8 hours Google Classroom Independent</p>	<p>Test Chapters 22-28 On Google Classroom Work on Capstone Continue to watch all skills videos learned</p>	
<p>Week 6 Sunday 8hours Independent</p>	<p>8:30am-4:30 pm 8 hours Location: DA Basement</p>	<p>Skills lab: Clinical Simulations From wake up to lunch Ambulation ROM and Vital Signs, Grooming, Measuring I & O, Transferring in and out of bed and Positioning Bathing the resident From Dinner to bedtime Ambulation ROM and Vital Signs, Grooming, Measuring I & O, Transferring in and out of bed and Positioning Bathing the resident Discharging the resident:</p> <ul style="list-style-type: none"> • Full vital signs • Discharge instructions • Pt in WC and out • Room Prep 	

	<p>Continue to practice and check off skills</p>		
	<p>Final Exam Clinical Simulations Check Off on Skills Project Due</p>		
	<p>Clinical Simulations Check Off on</p>		

**Week 7
Saturday
8 hours**

Location CE 204

Continue to practice and check off skills

**Week 7
Sunday
8 hours**

Final Exam
Clinical Simulations Check Off on Skills
Project Due

**Week 8
Saturday
8 Hours**

8:30-4:30pm
8 hours

Location: CE 204

Clinical Simulations Check Off on

<p>Week 8 Sunday 8 hours</p>	<p>8:30am-4:30pm 8 hours Location: DA Basement</p>	<p>Clinical Simulation Check Off on Skills Project is due</p>	
<p>Week 9 Saturday 8 hours</p>	<p>8:30am-4:30pm 8 hours Location: CE 204</p>	<p>Clinical Simulations Check off on all Skills</p>	

Week 9 Sunday 8 hours	8:30am-4:30pm 8 hours Location: DA Basement	Clinical Simulations Check off on all Skills	
Week 10 Sunday 8 hours	8:30am-4:30pm 8 hours Location: CE 204	Final Day Clinical Simulations Check off on all Skills	

Program Requirements

This is a 150 clock hour program based on the State of Hawaii Nurse Aide Training and Competency Evaluation Program (NATCEP) which is a requirement of the Omnibus Budget Reconciliation Act of 1987 (OBRA 87). The curriculum offers student preparation to achieve a level of knowledge, skills, and abilities essential to provide basic care to ill and disabled persons. These skills entail, but are not limited to obtaining vital signs, bathing, grooming, positioning, toileting and ambulating.

In addition, the program covers the **7 Basic Nurse Aide Principles** to provide care to clients, residents, or patients.

1. **Observation** – covers both the things you can see, hear, touch, and smell (signs). Observation also includes what the patient or their family tells you is going on (symptoms). Both signs and symptoms are documented in the patient's record.
2. **Safety** – mean to protect your patients, coworkers, visitors, and yourself from harm.
3. **Privacy** – cover both the patient's chart and the person from inappropriate intrusion of others.
4. **Dignity** – goes hand in hand with privacy. When we respect our patient/resident's right to privacy, we accord them dignity as well.
5. **Communication** – Talking with and listening to your patient/resident, their family, and your coworkers.
6. **Infection Control** – deals with practices that prevent the spread of infection from ourselves or our patient/resident to other patients/residents, families, coworkers, and our own families.
7. **Independence** – We are there to keep our patients/residents as independent as possible by allowing them to do those things of which they are capable.
***Documentation** is another important part of the job and could be considered the **8th principle**.

Program Performance Requirements

Your grade for this program will be based on your performance in both the classroom and clinical experience. The following is expected of all program participants:

Attendance: If a student has 2 unexcused absences their ability to successfully pass the class will be severely jeopardized. Please communicate with the instructor for any planned absences.

All students will come to class dressed in clean scrub attire and walking shoes or jogging shoes. As soon as you receive your uniforms it is expected that you wear them to them to every class. The physical requirements for the class will include some lifting, squatting, and other movements that require good foot support and covered attire. Uniforms must be worn before you enter class.

Part of the uniform is having your hair confined. If your hair interferes with your vision, or falls forward onto the patient, it must be confined. The rule applies to both males and females. No pig tails are allowed as it is considered unprofessional.

Part of the attire is any equipment required for the course (e.g., name tag, stethoscope, blood pressure kit, notebook, pen and paper, etc.).

There will be 5 exams and 1 Final! Anyone missing the test due to absence will take a make-up test. Make-up tests will be taken outside of class time (e.g., during breaks, before class; whenever they can be arranged with your instructor). **You are responsible for the material presented.** Therefore, all tests MUST be taken and passed with a grade of 70% or higher. You will be allowed one (1) retake per test.

Clinical practice time will involve working with the other students and the instructor doing tasks normally required of a CNA. The expectation is that you will use the practice time to be serious and practice the skills as listed so that when you go to the clinical setting you will be comfortable with your skills. (Site will be reassessed per COVID-19 Protocol.)

Attitude is one of the ways employers rate in retention or termination of employees. For this reason, a portion of your grade is on attitude. Attitude scores will be based on knowledge of the topic (was the reading for the class evident), participation in class, questions asked, and respect accorded to teachers and students.

Cell phone and all other electronic devices MUST be set to silent or TURNED OFF during class time. There is a break halfway through the class and those needing to use their phone may do so at that time.

Grading

Students are expected to complete all assignments in a timely manner with care and commitment to each task. Your attendance, participation, on-time completion of all assignments, and organization is expected and required. Attendance counts—be in class every week.

Personal Presentation	10%
Clinical	30%
Test and Project	20%
Participation	10%
Work attire and attitude	30%
Total	100%

The following grading scale is used on all graded work or assignments:

100-94%	A	76%	C
93-90%	A-	75-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	59 and below	F

Supplies:

OCEWD LCC will supply the first set of uniform scrubs, blood pressure cuff, stethoscope, textbook, and workbook. Students need to supply their own watch with a second hand, white nursing shoes, and a small notebook.

Course Syllabi Notifications.

Academic Dishonesty

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the Student Conduct Code and could result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting any document, to satisfy an academic requirement, that has been copied in whole or part from another individual's work without identifying that individual; neglect to identify as a quotation a documented idea that has not been assimilate into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from instructors involved; or dry-labbing which includes (a) obtaining and using experimental data from other students without the expressed consent of the instructor, (b) utilizing experimental data and lab write-ups from other sections of the course from previous terms during the course was conducted, and (c) fabricating data to fit the expected results.

For more information about academic dishonesty, please see the Leeward CC website: <https://catalog.leeward.hawaii.edu/academic-dishonesty>.

Course Syllabi Notifications

Participation Verification

A withdrawal/refund will be permitted if the request is made at least five (5) business days (Monday-Friday, excluding holidays) prior to the start of the event, program, or course during regular office hours. Refund requests may be made in person by writing to the Office of Workforce Development, or via the online transfer/refund form. Any request must be received in office by the refund deadline. Faxed or mailed withdrawal requests must include the student's signature. Failure to attend class or notifying your instructor of your intent to withdraw does not constitute an official withdrawal from the course. Agencies submitting purchase orders for student registration fees will be billed regardless of attendance, unless notification of withdrawal is made by the specified refund deadline. Refunds for check and cash payments are processed within eight (8) to ten (10) weeks. Refunds for charge payments are credited to the account originally charged. Any request to reschedule a course must fall within the same five business day refund deadline. Any request to reschedule a course must fall within the same five business day refund deadline.

Note Well: Participant Verification helps to release students who registered but did not intend to come to class from a financial obligation and failing grade. It also keeps the College in compliance with federal financial aid guidelines.

Hō'ōia 'Āina, Land Acknowledgement Statement

Leeward Community College, with profound reflection, offers this Hō'ōia 'Āina, Land Acknowledgement Statement, recognizing Hawai'i as an indigenous space whose original people are today identified as Native Hawaiians.

Leeward Community College upholds the University of Hawai'i's commitment to the well-being of our indigenous communities. This Hō'ōia 'Āina honors the relationship between kānaka 'ōiwi and the land upon which the college sits.

With much aloha, this statement pays respect to the 'āina 'ōiwi of our Pu'uloa campus and Wai'anae Moku Education Center, both located on the mokupuni of O'ahu, moku of 'Ewa, ahupua'a of Waiawa, as well as the moku of Wai'anae and the ahupua'a of Lualualei.

This Hō'ōia 'Āina welcomes all who gather on these ancestral lands.

Title IX

Leeward Community College is committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, harassment, or violence, we encourage you to reach out for help. While you may talk to a faculty member, understand that as a "Responsible Employee" of the College, the faculty member must inform the college's Title IX Coordinator to ensure that our students are supported and aware of the resources available. If you would like to speak with someone who can afford you with privacy and confidentiality, there are designated confidential resources available who can meet with you.

For more information about available resources, and University policies, please see our [Title IX](#) website or contact our Title IX Coordinator Thomas Hirsbrunner of Administrative Services at 808-455-0478 or email leetix@hawaii.edu.

Confidential Advocate*

The UH Confidential Advocates provide confidential advocacy services and case management to victims of sex discrimination and gender-based violence (including sexual harassment, gender-based harassment, dating and domestic violence, stalking, sexual exploitation, and sexual assault) who are involved in the University system on O'ahu.

*UH Advocates cannot keep cases confidential if the responding party (alleged perpetrator, offender, or abuser) is an employee, as the University may have a duty to respond. However, the victim's privacy will be upheld to the extent permitted by law. To explore off-campus confidential options refer to our [Community Resources](#) page.

Leslie Cabingabang, MSW, Senior Advocate
University of Hawai'i System, Office of Institutional Equity
Email: advocate@hawaii.edu
Phone: 808-348-0432

Student Code of Conduct

The University of Hawai'i is committed to ensuring a safe, civil, learning and working environment in which the dignity of every individual is respected. All members of the UH community—students, faculty and staff—share responsibility for its growth and continued welfare. Students who are part of the UH community are obligated to abide by the University's Student Code of Conduct. As members of the UH community, students are responsible

for becoming fully acquainted with UH's expectations and to comply with UH's authority. To familiarize yourself with what is expected of you as a student, view the [Student Conduct Code](#) website.

Netiquette

Netiquette is defined as Internet etiquette and it can be applied to almost every form of online communication, email, forum discussions, web conferences (e.g. Zoom, Google Meet), and social media. We expect students to conduct themselves using proper netiquette practices. View the [Student Netiquette quick guide](#) or [accessible Student Netiquette quick guide](#) for more information.

Students with Disabilities Statement

Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no student shall be denied the benefits of an education "solely by reason of a handicap."

Students with disabilities may apply for services at any time during the semester. If you believe that you need accommodations in this class, you are encouraged to contact the Disability Services Office (DSO) by visiting our [DSO website](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Alternatively, the Disability Services office is located on the second floor of the Learning Commons building (to the right of the main Learning Commons entrance) or call (808) 455-0421.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Leeward CC conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

UH Alert Emergency Notification

The UH Alert emergency notification system is the primary communication tool used to alert the Leeward Community College community of an immediate threat to the safety and security of our students and employees. UH Alert is also used to announce campus closures.

You must register online to receive the UH Alert service. UH Alert includes automated emergency messages sent via email and text message alerts sent to mobile phones. All students, faculty and staff are encouraged to sign up at [UH Alert](#) online.

APPENDIX E

AFFIRMATIVE ACTION PLAN/PROGRAM

As required under Title 12, Chapter 31, Hawaii Administrative Rules and Title 29, Code of Federal Regulations, Part 30 as amended.

HARIETT shall undertake the following affirmative action activities:

Dissemination of information concerning the nature of the apprenticeship, requirements for admission to apprenticeship, availability of apprenticeship opportunities, sources of apprenticeship applications, and the programs equal opportunity policy.

HARIETT sponsored apprenticeships are recruited from incumbent workers. Information regarding apprenticeship is located at the UNITEHERE! Local 5 offices, as well as the signatory employers Human Resource offices as required by the Collective Bargaining Agreement.

Further, information is disseminated by HARIETI's webpage located at www.hariett.org. The website is also the main portal for applying for HARIETI programs. Additionally, our equal opportunity policy is stated in all mailers that go out to members each year, which list all of the programs HARIETI is offering.

Participation in workshops that familiarize school, employment service, and other appropriate personnel with the apprenticeship system and current opportunities therein. HARIETI deploys staff to the hotels, as well as to union functions to provide outreach to members regarding HARIETT programs, including apprenticeship.

Cooperation with the state department of education and vocational education systems to develop programs for preparing students to meet the standards and criteria required to qualify for entry into apprenticeship programs.

HARIETT works in partnership with the University of Hawaii Community College System in the design and implementation of all remediation and contextualize learning programs to assist members to meet the academic rigors of the HARIETT apprenticeship.

Internal communication of the programs equal opportunity policy in such a manner as to foster understanding, acceptance, and support among various officers, supervisors, employees or members and to encourage such persons to take the necessary action to aid the program in meeting its affirmative action goals.

In addition to the process described in # 1 and #2, HARIETI works with the signatory employers Human Resources office, as well as the appropriate managers, regarding the selection process to ensure affirmative action goals are met.

Engaging in programs such as outreach for the positive recruitment and preparation of potential applicants for apprenticeship.

See items # 1 and #2.

Encouraging the establishment and utilization of programs of pre-apprenticeship, preparatory trade training, or others designed to afford related work experience or to prepare candidates for apprenticeship.

HARIETT's related instruction is designed as a front-loaded academic program with hands-on learning experience. HARIETT treats the related instruction, as well as any remediation and contextualized learning as a pre-apprenticeship. Once a graduate is selected, the pre-apprenticeship hours are then credited to meet the Related Instruction hour requirements.

Granting advance standing or credit on the basis of previously acquired experience, training, skills, or aptitude for all applicants equally.

Apprentices are allowed to petition the JATC regarding prior work and academic experience for credit toward either their work process or related instruction time.

SPONSOR'S AFFIRMATIVE ACTION GOALS

The sponsor agrees to make good faith efforts to attain the goal of selecting 50% minorities and 50% women during the next 2 years after approval of the program. These goals shall not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

Estimated Number of New Apprentices to be hired during the next year: 50

APPENDIX F

SELECTION PROCEDURES

As required under Title 12, Chapter 31, Hawaii Administrative Rules and Title 29, Code of Federal Regulations, Part 30 as amended.

The selection procedures of apprentices shall be in accordance with Section 12-31-10 which provides for Alternate Selection Methods.

a. Selection from current employees of signatory employers

Apprentices shall be selected initially from applicants who are existing employees of employers who are signatory to the Collective Bargaining Agreement (CBA) with UNITE HERE! Local 5. Once an employer has indicated willingness to hire an apprentice, the collective bargaining agreement stipulates that the employer shall post an internal vacancy announcement for five (5) days.

Applicants who are current employees must meet the minimum qualifications for the program.

Greater weight is placed on members that have either completed or are currently enrolled in the HARIEIT pre-apprenticeship.

b. Selection from qualified applicants from the public

Apprentices may also be selected from the public if there are no applicants who are current employees, or the number of applicants is not sufficient to meet the needs of employers/sponsor for employers.

Apprentices shall be selected on the basis of objective and specific qualification standards. Examples of such standards are fair aptitude tests, school diplomas or equivalent, occupationally essential health requirements, fair interviews, school grades and previous work experience. Where interviews are used, adequate records shall be kept including a brief summary of each interview and the conclusions on each of the specific factors, e.g., motivation, ambition, and willingness to accept direction which are part of the total judgement.

The sponsor shall keep and maintain adequate records of the selection process made available to the registration agency for review upon request. Such records will be maintained for at least five years. The records pertaining to individual applicants, selected or rejected, shall be maintained in such manner as to permit identification of minority and female applicants.

Appendix G

LIST OF SIGNATORY EMPLOYER(S)

The following employer(s) is/are signatory to the Collective Bargaining Agreement with UNITE HERE! Local 5 and a participating employer to the HARIETT Certified Nursing Assistant Apprenticeship Program.

Name of Employer: **Hale Nani Rehabilitation & Nursing Center**

Contact Person: **Grace Agapay**

Local Address: **1677 Pensacola St.**

Mailing Address: **1677 Pensacola St.**

City, State, Zip Code: **Honolulu, HI, 96822**

Phone Number: **808-537-3371**

Facsimile Number: **N/A**

**REVIEW AND RECOMMENDATION ON THE HAWAII
TEACHER REGISTERED APPRENTICESHIP PROGRAM
OF HAWAII TEACHERS STANDARDS BOARD**

STANDARDS OF APPRENTICESHIP

DEVELOPED BY:

Hawai'i Teacher Standards Board

FOR THE OCCUPATION(S) OF:

K-12 Licensed Teacher

RAPIDS Code: 3024CB	O*NET Code: 25-3099.00
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APPROVED AND REGISTERED BY:

**DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 PUNCHBOWL STREET | HONOLULU, HI 96813**

PROGRAM IDENTIFICATION

A. Name of Program:

Hawaii Licensed Teacher Apprenticeship Program

B. Occupation(s):

K-12 Licensed Teacher for

- Elementary Teacher
- Special Education Teacher
- Secondary Teacher

O*Net SOC Code:

25-3099.00

C. Name and Address of Sponsor:

Hawaii Teacher Standards Board
650 Iwilei Rd. Ste 268
Honolulu, HI 96817

D. Contact Person of the Program:

Mitzie Higa, Ed.D.
Hawaii Teacher Standards Board, Licensing Specialist
650 Iwilei Rd. Ste 268
Honolulu, HI 96817
mitzie.higa@hawaii.gov
808-784-5591

E. Type of Apprenticeship Program:

Intermediary Sponsorship

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SECTION I – PROGRAM OVERVIEW

The Hawaii Teacher Standards Board (HTSB) was established by law in 1995 and placed within the Hawaii department of education for administrative purposes only. The HTSB is responsible for conducting the state approval reviews of professional education units and their content area programs, which prepare Hawaii's teachers, school counselors, and school librarians to be licensed.

HTSB envisions a highly esteemed Hawaii public education system with rigorous professional teacher standards that foster student success. Our mission is to collaboratively set high teacher licensing and credentialing standards to:

- Provide every child in Hawaii with qualified teachers.
- Promote professionalism and teaching excellence.
- Build public confidence in the teaching profession.
- Provide more accountability to the public.

The Hawaii Teacher Registered Apprenticeship Program creates partnerships with experts in accredited state approved teacher education programs with recognized educational standards, proven preparation programs and clinical research, along with program evaluation tools designed for approved teacher apprenticeship programs for the state of Hawaii. Through this Teacher Registered Apprenticeship Program's goal is to provide growth and stability for the licensed teacher workforce by developing partnerships with the Hawaii Department of Education (HIDOE), educator preparation programs (EPPs), Hawaii P-20 Partnerships for Education (Hawaii P-20), the Department of Labor and Industrial Relations (DLIR), the Hawaii Government Employees Association (HGEA), and other governmental agencies and community-based organizations and build on these partnerships to support teacher registered apprentices

Hawaii has only one state school district and currently loses 50 percent (50%) or more of its teachers by their fifth year. On average there are around 1,200 teachers vacancies each year. Teacher turnover is especially high and impacts hard-to-staff, largely rural for impoverished schools, where 56 percent (56%) of teachers have obtained full state certification and bachelor's degrees in education.

HTSB is sponsoring this Registered Teacher Apprenticeship Program to provide more support to those who wish to become teachers, by addressing many of the roadblocks, such as cost of earning a teaching degree, to providing on the job training for a longer period of time while paired with a master teacher (cooperative teacher), with supportive competency-based instruction, along with education from EPPs to support gaining an education degree, along with the criteria needed for a teaching license by the end of their apprenticeship.

The Hawaii Licensed Teacher Apprenticeship Program is a collaboration between HSTB, State Department of Education, University of Hawaii Community College System, and Hawaii Government Employees Association. The program creates partnerships with experts in accredited state approved education program with recognized educational standards, proven preparation programs and clinical practice research, along with program evaluation tools designed for approved teacher apprenticeship program in Hawaii.

SECTION II – PROGRAM ADMINISTRATION

The Hawaii Teacher Standards Board is the intermediary sponsor and in whose name the Hawaii Teacher Registered Apprenticeship Program is approved and registered. As intermediary, HSTB is responsible in registering the program with the Department of Labor and Industrial Relations and will have oversight and responsibility on the apprenticeship program. The overall administration of the program is delegated to an Apprenticeship Committee which shall be composed of representatives from HTSB and other partner agencies and stakeholders, as determined by the sponsor. The State Department of Education to which HTSB is administrative attached will be the direct employer of the apprentices.

The Apprenticeship Committee shall be composed of the HTSB Executive Director or Designee, Hawaii Department of Education Superintendent of Designee, Hawaii Government Employees Association President of Designee, and University of Hawaii System designee(s). The sponsor, with approval from the Apprenticeship Committee, may change the composition of the Apprenticeship Committee, including adding new members as appropriate and necessary. The Apprenticeship Committee will establish its internal rules and policies in relation to the operation and administration of the program.

The responsibilities of the Apprenticeship Committee shall include but not limited to the following:

- a. Establish standards of apprenticeship for the Hawaii Teacher Registered Apprenticeship Program and submit to the Department of Labor and Industrial Relations for approval and registration.
- b. Modify and revise the standards of apprenticeship as appropriate and necessary. Any revision to the standards of apprenticeship shall be submitted and approved by the Department of Labor and Industrial Relations.
- c. Determine the need for apprentices based on the needs for employer (State Department of Education)
- d. Assist in the promotion of the program and recruitment of apprentices.
- e. Conduct committee meetings to discuss matters pertaining to the apprenticeship program.
- f. Conduct periodic review and evaluation of the progress of the apprentice on-the-job and related instruction.
- g. Evaluate and approve requests for credit for on-the-job learning hours/competencies that may be granted based on previous experience and training of the apprentices.
- h. Evaluate and approve requests for credit for related training instruction hours/courses that may be granted based on related educational attainment or college degree of the apprentice.
- i. Coordinate with the training provider for the effective delivery of the related training instruction component of the apprenticeship program.
- j. Tracks on-the-job learning competencies and related instruction accomplished by the apprentices.

- k. Review and decide on matters pertaining to cancellation, suspension, or reinstatement of apprentices and such other issues/concerns pertaining to the training of apprentices.
- l. Recommends the completion of apprentices for the issuance of Certificate of Completion by the Department of Labor and Industrial Relations.
- m. Operate and administer the apprenticeship program in accordance with the standards of apprenticeship.
- n. Perform other activities that are necessary for the effective administration of the program.

HTSB shall designate an Apprenticeship Coordinator who is also the contact person for the sponsor/program. The Apprenticeship Coordinator and other HTSB staff shall assist the Apprenticeship Committee in the performance of its responsibilities including the day-to-day operations and administration of the program, such as processing and submitting apprenticeship transactions pertaining to the registration, cancellation, reinstatement, and completion of apprentices.

SECTION III – TERM OF APPRENTICESHIP

The Hawaii Teacher Registered Apprenticeship Program is competency-based which measures skills acquisition through the individual apprentice's successful demonstration and mastery of skills and competencies that are required of the K-12 Licensed Teacher occupations. The term of apprenticeship for the occupations under these standards is approximately four (4) years for apprentices to complete both the on-the-job learning and related training instruction components of the program. Competencies for the on-the-job learning must be completed in approximately 2,000 hours or one (1) year.

Contingent upon receiving credit for previous experience and training, the on-the-job learning competencies may be achieved in less than 2,000 hours or one (1) year. Also, apprentices with a college degree/educational attainment that is related to the course curriculum of the occupations, may be granted credit and complete the related training instruction requirements in less than 4 years.

To complete the program, apprentices must obtain teacher licensure according to the criteria set by the Hawaii Teachers Standards Board.

SECTION IV – ON THE JOB LEARNING (COMPETENCIES)

During the term of apprenticeship, apprentices will receive on-the-job learning on the various competencies that are necessary to become a skilled and competent K-12 licensed teacher. The on-the-learning will be in accordance with the work processes/competencies as outlined in Appendix C.

On-the-job learning of apprentices will be under the direction and guidance of qualified licensed teachers/mentors of HIDOE.

SECTION V – RELATED TRAINING INSTRUCTION (RTI)

The related training instruction component of the program consists of technical subjects that are closely correlated with the practical experience and training received on the job set by the Educator Preparation

Programs. Courses/subjects for the related instruction of the program shall be in accordance with college course curriculum for K-12 Licensed Teachers.

State Approved Teacher Education Programs approved by the Hawaii Teacher Standards Board (HTSB), with signed Memorandums of Agreements (MOAs) with HTSB as the sponsor, will serve as training providers for related instruction.

The training provider will provide adequate instructional aids and equipment that are necessary to ensure safe and quality instruction. The Sponsor will ensure that the approved colleges/universities have secured competent instructors, who have the knowledge and experience to provide the related instruction.

Related instruction will be delivered in a classroom setting and sometimes accomplished through online portions of courses, hybrid model, as approved by the Registration Agency as agreed to in the MOA with each EPP. The Sponsor, in collaboration with EPPs, will monitor and document the apprentice's progress in related instruction college courses.

Apprentices attending related instruction classes will not be compensated by the employer while attending or accomplishing related instruction during or outside of regular working hours.

SECTION VI – QUALIFICATIONS FOR APPRENTICESHIP

Applicants for apprenticeship must meet the following minimum qualifications:

- a. Age: Must at least be 17 years old
- b. Education Requirement: High school diploma, General Equivalency Diploma, or equivalent.
- c. Others: Must meet admission requirements for college system conducting related instruction.
*See Appendix D- attachments D1, D2, D3, D4

The apprenticeship program is open to qualified applicants who are new hires or incumbent employees of HTSB or HIDOE. Hiring criteria is set by the employer (HIDOE).

SECTION VII – APPRENTICESHIP AGREEMENT

All apprentices registered under the program shall be placed under a written apprenticeship agreement signed by the sponsor and the apprentices. The apprenticeship agreement incorporates the standards of the program as part of the agreement.

SECTION VIII – APPRENTICE'S WAGE SCHEDULE/PROGRESSION

Apprentice's wages shall be governed by applicable provisions in the Collective Bargaining Agreement (CBA) of Hawaii Department of Education and Hawaii Government Employees Association (HGEA). Apprentice's starting wage will be the salary rate that is applicable at the time of registration of the apprentice based on the CBA. Start wage for Step/Level 1 apprentices shall not be less than the applicable starting wage for Educational Assistant I (EA I). Based on educational attainment qualifications and the CBA, apprentices may be hired and placed on a higher level/position than EA I (e.g. Educational Assistant II, Teacher Assistant i) and shall be paid starting wages commensurate to the position. Apprentices who are granted credit for

previous experience and training, and educational attainment/college degree will be advanced to the appropriate level/position and paid the starting wage commensurate to the position.

Wage progression will be based on wage increases/increments mandated by collective bargaining agreements that are in effect during the term of apprenticeship. Upon completion of the program and obtaining a teacher's license, the apprentice shall be paid the applicable start wage for a licensed teacher as determined the Collective Bargaining Agreement with the Hawaii State Teachers Association.

SECTION IX – PROBATIONARY PERIOD

All applicants selected for apprenticeship will serve a probationary period of no more than a minimum of 500 hours beyond hours of on-the-job learning for terms of apprenticeship. (Note: Probationary terms for apprenticeship are different than probationary period of employment- those for employment) Probationary period for apprentices begins once the individual is hired/employed as an apprentice. During the probationary period, the apprentice or the sponsor/employer may terminate the apprenticeship program with or without cause.

The records for each probationary apprentice shall be reviewed prior to the end of the period. Records may consist of periodic reports regarding progression made on both on-the-job learning (OJL) and related training instruction (RTI), and any disciplinary action taken during the probationary period.

Any probationary apprentice evaluated as satisfactory after a review of the probationary period shall be given full credit for OJL hours/competencies and RTI hours completed during the probationary period and continue in the program.

If an apprentice gets terminated, they will be released from the apprenticeship program as well. If they are put on Direct Leave, they will be suspended from the apprenticeship program until an investigation is conducted and a final determination is made.

SECTION X – RATIO OF APPRENTICE(S) TO JOURNEYWORKER(S)

The ratio of apprentice to journeyworker/cooperating teacher consistent with proper supervision, training/instruction, safety, and continuity of employment throughout the apprenticeship will be one (1) apprentice(s) to one (1) Journeyworker/cooperating teacher. Such journeyworker/cooperating teacher is an individual who has the skills, training, and knowledge on the occupation and will be responsible for the training of the apprentice including work assignments, conduct review and evaluation of performance, and submit reports to the EPP and sponsor.

SECTION XI – CREDIT FOR PREVIOUS EXPERIENCE OR TRAINING

Apprentices who demonstrate previous acquisition of skills or knowledge that are equivalent to the competencies which would be received under these Standards may be granted credit. Credit hours or competencies granted will be credited towards the term and completion of the apprenticeship program. Credit granted for previous experience or training shall not exceed 50% of the on-the-job learning hours/competencies.

Apprentices seeking credit for previous experience or related training must submit the request for credit at the time of application and furnish such records, affidavits, and other required evidence of work experience demonstrating competencies or educational attainment/college degree to substantiate the claim. The

sponsor will assess and evaluate previous experience and educational attainment that aligns with the work processes or related instruction. The sponsor will determine the number of hours that will be granted based on the results of the assessment and evaluation.

An apprentice granted credit will be advanced to the wage rate designated for the step to which such credit accrues. The Registration Agency will be advised of any credit granted and the wage rate to which the apprentice is advanced.

The granting of credit or advanced standing for both on-the-job learning and related instruction will be uniformly applied to all apprentices.

SECTION XII – COMPLAINT PROCEDURES

If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the apprenticeship program or violates the provisions of the Apprenticeship Agreement or Standards, relief may be sought through one or more of the following avenues, based on the nature of the issue:

a. For issues regarding wages, hours, working conditions, and other issues, apprentices may seek resolution through the applicable Grievance and Arbitration procedures of the employer, of which the sponsor will be made aware of.

b. For issues regarding, not being trained, or not being supervised, the sponsor shall be notified.

c. Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, age, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the employer or, at the apprentice or applicants election, with the review body established by the program sponsor (if applicable). The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the program sponsor involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.

d. The name of the person designated to review complaints is:

Mitzie Higa
HTSB Licensing Specialist
650 Iwilei Road, Suite 268
Honolulu, HI 96817

The complaint must be filed not later than one hundred eighty (180) days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review body designated by the program sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or thirty (30) days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency with good cause shown.

Complaints of discrimination in the apprenticeship program may be filed and processed under Chapter 31, Title 12 Hawaii Administrative Rules and the procedures as set forth above.

The services of the Department may also be utilized as provided in Item 3, General Provisions (Appendix B).

SECTION XIII - EQUAL EMPLOYMENT OPPORTUNITY

Hawaii Teacher Standards Board and Hawaii Department of Education shall comply with the following Equal Employment Opportunity Pledge on Apprenticeship:

"The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, age (40 or older), disability, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that a sponsor may refuse to refer for employment an individual for good cause relating to the ability of the individual to perform the work in question. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under chapter 31, title 12, Administrative Rules or its successors and Title 29, part 30 of the Code of Federal Regulations."

The Sponsor is an Equal Employment Opportunity Employer and does not discriminate in the recruitment, selection, employment, and training of apprentices and ensures the identification, positive recruitment, training, and motivation of underrepresented populations, including minority and female apprentices.

SECTION XIV – ADOPTION AND APPROVAL OF APPRENTICESHIP STANDARDS

- A. The Hawaii Teachers Standards Board adopts and submits these Standards of Apprenticeship for the Hawaii Teacher Registered Apprenticeship Program for approval and registration.



FELICIA VILLALOBOS, EXECUTIVE DIRECTOR

9.17.24

Date

- B. APPROVED AND REGISTERED BY DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

JADE BUTAY, DIRECTOR

Date

APPENDIX A

ASSURANCES AND CERTIFICATIONS

The Sponsor, Employer, and Apprenticeship Committee assures and certifies to fully comply with Chapters 30 and 31, Title 12, Hawaii Administrative Rules, and Federal Regulations on Apprenticeship in 29 CFR Parts 29 and 30, including but not limited to the following standards of apprenticeship:

1. Apprentices indentured into the sponsor program shall not be less than seventeen (17) years of age.
2. All apprentices shall be afforded qualified training personnel and adequate supervision on the job.
3. All apprentices shall be placed under a written apprenticeship agreement, which shall directly, or by reference, incorporate the standards of the program as part of the agreement.
4. Proposed modifications to the Apprenticeship Program shall be promptly submitted to the DLIR for review and approval.
5. The Sponsor shall submit in a timely manner, requests apprentice registrations, completions, cancellations, suspensions, and reinstatements to DLIR for approval. The sponsor shall provide the reason(s) for cancellations or suspension.
6. If for any reason, the Sponsor is unable to fulfill his/her training obligations due to lack of work or inability to conform to these Standards, the Sponsor will make every effort to refer the apprentices who are interested in continuing their apprenticeship to another registered program for the same or similar occupation, if available. This will provide the apprentices an opportunity for completion of their Apprenticeship Program. The Sponsor will make available to the apprentice and the receiving employer the apprentice's training record if a similar program is available.
7. The Sponsor will maintain for a period of five (5) years from date of last action, all records relating to apprentice applications (whether selected or not), the employment and training of apprentices, and any other information relevant to the operation of the program and make these records available on the request of the Registration Agency.
8. For Time-Based Apprenticeship Programs, each apprentice will be responsible for recording his/her hourly work experience/On-the-Job Learning and Related Training Instruction (RTI). Progress reports pertaining to the apprentice's progress on-the-job must be signed by both the apprentice and the journeyworker/supervisor to verify the information. Related instruction hours attended and completed by the apprentice must be verified by the instructor or training provider. The sponsor shall periodically update the apprentice's progress in the apprenticeship program.

For Competency-Based Apprenticeship Programs, the Sponsor is responsible to maintain records and documentation of competencies attained with a date when the competency is attained, and initialed by both the apprentice and supervisor for each competency so that the apprentice is aware of his or her progress in the apprenticeship program.

The apprentice will authorize release of related instruction records before submitting to the Sponsor. All data, written records of progress evaluations, and corrective and final actions pertaining to the apprentice will be maintained by and will be the property of the Sponsor. These records will be included in each apprentice's records maintained by the Sponsor.

9. Periodically, or at any other time when conditions warrant, the Sponsor will evaluate the apprentice's record of performance to determine whether he/she has made satisfactory progress. If an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the Sponsor may determine whether the apprentice will be required to repeat a work process. Should it be found that the apprentice does not have the ability or desire to continue the training to become a Journey worker, the Sponsor will, after the apprentice has been given adequate assistance and opportunity for corrective action, request DLIR to terminate the Apprenticeship Agreement.
10. The Sponsor may request at any time to cancel the registration of the apprenticeship program set forth herein. If the Sponsor fails to abide by these Standards, DLIR may initiate deregistration proceedings of the Apprenticeship Program.
11. The transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committee or program sponsors, and must comply with the following requirements:
 - a. The transferring apprentice must be provided a transcript of related training instruction and on-the-job learning by the committee or program sponsor;
 - b. The transfer must be to the same occupation; and
 - c. A new apprenticeship agreement must be executed when the transfer occurs between program sponsors.
12. The Standards for Apprenticeship shall comply with federal and state laws, rules, regulations, and requirements pertaining to apprenticeship.
13. The Sponsor agrees to complete and abide with the following Appendices, if applicable, which shall part of the Standards of Apprenticeship:
 - Appendix A – Assurances and Certifications
 - Appendix B – General Provisions
 - Appendix C – Work Process Schedule/Competencies
 - Appendix D – Related Training Instruction/Course Curriculum Outline
 - Appendix E – Affirmative Action Program
 - Appendix F – Selection Procedures
 - Appendix G – Union's Concurrence with the Apprenticeship Program
 - Appendix H – Employer Acceptance Agreement
14. The Sponsor certifies that the information contained in the Standards of Apprenticeship, Apprenticeship Agreement, and other documents pertaining to the training of apprentices are true and correct to the best of their knowledge. Further, the Sponsor understands that any false or misleading statements and/or omissions, whenever discovered, regarding the Apprenticeship Program or the apprentice can be grounds for deregistration of the program or cancellation of the apprentice from the program.

APPENDIX B

GENERAL PROVISIONS

The administration and operation of the Apprenticeship Program shall be in accordance with the following General Provisions:

1. During the period of probation, the DLIR Director shall cancel the apprenticeship agreement at the request in writing of any party thereto. (This provision is not applicable if probationary period is covered by collective bargaining).

2. After an apprentice's probationary period, if applicable, the DLIR Director may cancel an apprenticeship agreement:
 - i. Upon agreement of the parties thereto;
 - ii. At the request of the apprentice;
 - iii. Upon recommendation by the sponsor, for good cause, with due notice to the apprentice and a reasonable opportunity for corrective action; or
 - iv. For good cause by DLIR after giving all parties notice and opportunity to be heard.

3. The services of DLIR may be utilized for consultation regarding the settlement of differences arising out of the apprenticeship agreement where the differences cannot be settled internally by the parties or in accordance with their established procedures, and that any such differences which cannot be amicably settled by the parties may be submitted to the DLIR Director for final decision.

4. The DLIR shall recognize an apprentice's completion of an apprenticeship program by issuing a certificate of completion to the apprentice.

5. The DLIR shall register, cancel, or deregister Apprenticeship Programs in compliance with Chapter 372 HRS, and Chapter 12, Subtitle 5, Chapter 30 Administrative Rules for Apprenticeship.

APPENDIX C
WORK PROCESSES SCHEDULE/ON-THE-JOB LEARNING
COMPETENCIES FOR K-12 LICENSED TEACHER OCCUPATIONS

This work process schedule is based on state and national professional standards. The Work Process Schedule below is based on InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (Council of Chief School Officers, 2013). These standards and learning progressions were developed collaboratively by a wide array of experts and organizations in K-12 education and educator preparation programs and from the basis for many state and local standards. For each standard, InTASC delineates essential knowledge, performances, and critical dispositions that are reflected in the learning progressions.


The InTASC learning progressions apply to teachers throughout their careers, so the base level standards (level one of three) are used for apprentices. It is expected that apprentices will develop their skills within each progression during the course of apprenticeship.

In all cases, the program sponsor(s) bear responsibility for ensuring that apprentices have the opportunity to practice and ultimately demonstrate mastery of the learning standards and competencies. This responsibility includes ensuring that apprentices are placed in classrooms with an experienced and accomplished cooperating/mentor teacher and that these classrooms have diverse student populations, including students with disabilities and English language learners.

The cooperating/mentor teacher, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each standard, using the learning standard and the essential knowledge, performances, and critical dispositions as a guide.

K-12 Teacher		
Job Description: Teaches one or more subjects at the elementary, middle, intermediate, junior high or high school level.		
RAPIDS Code: 3024CB	O*NET Code: 25-3099.00	
Approximate OJL hours: 2000 hours or 1 year		
Apprenticeship Type: Competency-Based		
The Learner and Learning	Learning Progression (Level One)	Approximate Hours
Standard #1: Learner Development The apprentice understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Drawing on their understanding of the established knowledge base for education, including the science of learning and child and adolescent development, the apprentice observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching.	81hrs
	The apprentice actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences.	

	The apprentice engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker.	
<p>Standard #2: Learning Differences The apprentice uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	Drawing upon their understanding of emergent/multilingual learners, exceptional needs, and learners' background knowledge, the apprentice observes individuals and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and learning experiences.	162 hrs
	Recognizing how diverse learners process information and develop skills, the apprentice incorporates multiple approaches to learning that engage a range of learner preferences.	
	Using information on learners' language proficiency levels, the apprentice incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners.	
	The apprentice includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms.	
	The apprentice applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families.	
	The apprentice follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress.	
<p>Standard #3: Learning Environments The apprentice works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation</p>	The apprentice works with students in varying configurations as the apprentice's instructional skills develop, progressing from one-on-one and small group settings to instruction of an entire classroom.	243 hrs
	In collaboration with the mentor teacher, the apprentice sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families.	
	The apprentice articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work.	
	The apprentice collaborates with the mentor teacher to develop and implement purposeful routines that support these norms	

	<p>The apprentice communicates verbally and nonverbally in ways that demonstrate respect for each learner.</p> <p>The apprentice is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment.</p> <p>The apprentice manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time.</p> <p>The apprentice varies learning activities to involve whole group, small group, and individual work, to develop a range of learner skills.</p> <p>The apprentice provides opportunities for learners to use interactive technologies responsibly.</p>	
Content	Learning Progression	
<p>Standard #4: Content Knowledge The apprentice understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> 	<p>The apprentice accurately and effectively communicates concepts, processes, and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct, and appropriate for learners.</p> <p>The apprentice draws upon initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with their mentor teacher and other colleagues on how to anticipate the learner's need for explanations and experiences that create accurate understanding in the content area.</p> <p>The apprentice uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>The apprentice engages learners in applying methods of inquiry used in the discipline.</p> <p>The apprentice links new concepts to familiar concepts and helps learners see them in connection to their prior experiences.</p> <p>The apprentice models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning.</p> <p>The apprentice consults with other educators to make academic language accessible to learners with different linguistic backgrounds.</p>	189 hrs
<p>Standard #5: Application of Content. The apprentice understands how to connect concepts and use differing</p>	<p>The apprentice helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas.</p>	

<p>perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>The apprentice engages learners in applying content knowledge and skills in authentic contexts.</p>	<p>189 hrs</p>
	<p>The apprentice engages learners in learning and applying the critical thinking skills used in the content area(s). They introduce learners to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues.</p>	
	<p>The apprentice engages learners in developing literacy and communication skills that support learning in the content area(s). They help them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provide practice in both.</p>	
	<p>The apprentice provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor.</p>	
	<p>The apprentice guides learners in gathering, organizing, and evaluating information and ideas from digital and other resources and from different perspectives.</p>	
	<p>The apprentice structures interactions among learners and with local and global peers to support and deepen learning.</p>	
<p>Instructional Practice</p>	<p>Learning Progression</p>	
<p><u>Standard #6: Assessment.</u> The apprentice understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the apprentice's and learner's decision making.</p>	<p>The apprentice uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objective.</p> <p>The apprentice uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. They use digital and/or other records to support their analysis and reporting of learner progress.</p> <p>The apprentice participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data.</p> <p>The apprentice engages each learner in examining samples of quality work on the type of assignment being given. They provide learners with criteria for the assignment to guide performance. Using these criteria, they point out strengths in performance and offer concrete suggestions for how to improve. They structure reflection prompts to assist each learner in examining their work and making improvements.</p>	<p>226 hrs</p>

	The apprentice makes digital and/or other records of learning performance so that they can monitor each learner's progress.	
	The apprentice matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth.	
	The apprentice engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results.	
	The apprentice implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs.	
	The apprentice differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically.	
<p>Standard #7: Planning for Instruction. The apprentice plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	The apprentice uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.	270 hrs
	The apprentice plans and sequences common learning experiences and performance tasks linked to the learning objectives and makes content relevant to learners.	
	The apprentice identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress.	
	The apprentice integrates technology resources into instructional plans.	
	The apprentice plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests.	
	The apprentice uses data from formative assessments to identify and make adjustments in planning.	
	The apprentice identifies learners with similar strengths and/or needs and groups them for additional learning opportunities.	
	The apprentice uses learner performance data and their knowledge of learners to identify learners who need significant intervention to support or advance learning.	
	The apprentice seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs.	

	The apprentice uses information from informal interactions with families to adjust their plans and to incorporate home-based resources to provide further support.	
<p>Standard #8: Instructional Strategies. The apprentice understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	The apprentice directs students' learning experiences through instructional strategies linked to learning objectives and content standards.	270 hrs
	The apprentice makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning.	
	As appropriate to the learning objective, the apprentice prepares learners to use specific content-related processes and academic language. They also incorporate strategies to build group work skills.	
	The apprentice analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs.	
	The apprentice integrates primary language resources into instruction.	
	The apprentice seeks assistance in identifying general patterns of need in order to support language learners.	
	The apprentice helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. They help students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience.	
	The apprentice poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting	
	The apprentice models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so.	
	The apprentice develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. They establish norms that include thoughtful listening, building on one another's questioning for clarification.	
Professional Responsibility	Learning Progression	
Standard #9: Professional Learning and Ethical Practice.	The apprentice observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice.	

<p>The apprentice uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>The apprentice seeks and reflects upon feedback from colleagues to evaluate the effects of their actions on learners, colleagues, and community members.</p>	<p>270 hrs</p>
	<p>The apprentice gathers, synthesizes, and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs.</p>	
	<p>The apprentice understands and acts in accordance with ethical codes of conduct and professional standards.</p>	
	<p>The apprentice understands and complies with laws and policies related to learners' rights and teachers' responsibilities.</p>	
	<p>The apprentice accesses information and uses technology in safe, legal, and ethical ways.</p>	
	<p>The apprentice follows established rules and policies to ensure learners access information and technology in safe, legal, and ethical ways.</p>	
	<p>The apprentice recognizes how their identity affects perceptions and biases and reflects on the fairness and equity of their decisions.</p>	
	<p>The apprentice accesses resources to deepen their understanding of the cultural, ethnic, gender and learning differences among learners and their communities.</p>	
	<p>The apprentice reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners.</p>	
<p>Standard #10: Leadership and Collaboration. The apprentice collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p>	<p>The apprentice participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners.</p>	<p>100 hrs</p>
	<p>The apprentice participates in school-wide efforts to implement a shared vision and contributes to a supportive culture.</p>	
	<p>The apprentice elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth.</p>	
	<p>The apprentice uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.</p>	

APPENDIX D

RELATED TRAINING INSTRUCTION

Related training instruction will be accomplished through college courses and cooperating teacher observations. At no point during the term of apprenticeship should the apprentice be the teacher-of-record.

The apprenticeship will result in apprentices completing all the requirements for a full state certification or licensure. Typically, the apprentice will earn a bachelor's degree or higher in a specialty of education (e.g., elementary education, special education) from a state approved teacher education program during the course of the apprenticeship. In cases where an apprentice already holds a bachelor's degree or higher, they may complete a state approved teacher education program that awards a post-baccalaureate, or a masters degree.

The related instruction shall consist of at least 144 hours of related training instruction. Academic program schedules may vary, but three credits, one semester course, typically requires three hours in class per week during a 15-week semester, or 45 total hours class time.

[Attachments D1, D2, D3, D4 provide various curriculum outline/summary of courses used by State Approved Teacher Education programs for RTI].

Attachment D1- Sample of RTI Courses at State Approved Teacher Education Program- UHWO

DIVISION OF EDUCATION

ADMISSION

Upon successful admission to UH West O'ahu, students may declare Education as their major. Newly admitted teacher candidates then select an area of concentration in at least one of the following program options:

- Early Childhood Education (non licensure); or
- Elementary Education (grades K-6); or
- Middle-level Education (grades 6-8) English, Social Studies, General Science, or Math; or
- Secondary Education (grades 6-12) English, Social Studies, Biology, General Science, or Math.

Candidates whose concentration is middle-level or secondary English Education will earn dual degrees: the B.Ed, as well as the BA in Humanities, with concentration in English.

Teacher candidates may choose to add the field of Special Education to their selected area of concentration. The grade levels for Special Education correspond to the candidate's selected area of concentration; SPED (K-6) for Elementary Education, SPED (6-8) for Middle-level Education, or SPED (6-12) for Secondary Education.

Liability Insurance

Students enrolled in UH West O'ahu Teacher Education Programs are required to have liability insurance. Complete information regarding Liability Insurance and NEA membership can be accessed at <http://www.nea.org/home/1600.htm>. Candidates may go to the following NEA Student Program website and complete the online application at https://www.nea.org/join_nea.

Criminal History Check

Prior to an elementary, middle school or high school placement in the pre-professional early field experience (EDEF 200), teacher candidates must undergo fingerprinting and security clearance, arranged through the State of Hawai'i Department of Education. Under Hawai'i Revised Statutes, the Department of Education (DOE) has authorization to perform criminal history checks on teacher candidates who come in close proximity with public school students. This criminal history check ensures that teacher candidates in public schools do not pose a risk to the health, safety and well-being of students. Once teacher candidates receive clearance from the DOE, they may participate in all field-based course work. Please contact Kristen Nakamoto, Education Division Support Specialist, for more information regarding this requirement (Email: klk7@hawaii.edu).

GENERAL EDUCATION CORE AND FOCUS REQUIREMENTS:

Bachelor of Education (B.Ed.) teacher candidates in Elementary, Middle-level, and Secondary teacher education must fulfill all UH West O'ahu General Education core (foundations and diversification) and focus (graduation) requirements as described in the Academic Programs & Graduation Requirements section of the catalog.

Pre-Professional Teacher Education Curriculum:

An official declaration of the major in Education qualifies the newly admitted teacher candidate to register for Pre-Professional 200- and 300-level educational foundations courses and other liberal arts program requirements. All required education courses are restricted to Education majors.

EDUCATIONAL FOUNDATIONS

Early Childhood, Elementary, Middle-level, & Secondary, K-12

- EDEF 200[^] Early Field Experience (coreq with 201) (1)
- EDEF 201[^] Intro to Teaching as a Career (coreq with 200) (2)
- EDEF 310 Education in American Society
- ENG 200 Composition II
- ETEC 279 Educational Media & Technology
- PSY 100^{*} Survey of Psychology
- PSY 342 Educational Psychology
- SPED 304⁺ Foundations of Inclusive Schooling

[^]Students pursuing the Early Childhood (non-licensure) articulated pathway are waived the EDEF 200/201 requirement.

^{*}May be used to simultaneously to fulfill General Education Diversification (DS) requirement.

⁺May be used to simultaneously to fulfill Oral Communications Focus (OC) requirement.

The Faculty contact for Educational Foundations is:

- Dr. Michael Hayes
Email: mthayes@hawaii.edu; Phone (808) 689-2312

Optional Special Education Pre-Professional Courses (3 credits): These courses are optional for all education majors, and required for candidates who are adding the field of Special Education to their selected area of concentration.

- SPED 325 Managing Academic & Social Behavior: Positive Behavior Support (2)
- SPED 326 Special Education Early Field Experience (1)

The Faculty contact for Special Education is:

- Dr. Joy Mahiko
Email: jmahiko@hawaii.edu; Phone (808) 689-2495

MIDDLE-LEVEL & SECONDARY EDUCATION REQUIREMENTS

Middle-level, 6-8 & Secondary, 6-12:

- PSY 343 Adolescent Development
- EDEF 345 Intro to Middle-level & Secondary Education

MIDDLE-LEVEL & SECONDARY EDUCATION AREA REQUIREMENTS

MIDDLE-LEVEL (GRADES 6-8) & SECONDARY (GRADES 6-12) EDUCATION, ENGLISH DUAL-DEGREE PROGRAM (36 English (ENG) credits, to include ENG 100 and ENG 200)

Dual Degree. The Division of Education currently offers a dual degree in Middle-level (6-8) or Secondary (6-12) English Education and English. Upon successful completion of the B.Ed in English Education, 6-8 or 6-12, the student will also be awarded the Bachelor of Arts Degree in Humanities with concentration in English.

Theory and Analysis (3 credits):

- ENG 402 From Vikings to Pidgin: History of the English Language; or
- ENG 300P Expository Writing for Teachers

Written Discourse/Creative Writing (3 credits), recommended:

- ENG 312 Creative Writing Strategies for Teachers; or
- ENG 313 Introduction to Creative Writing; or
- ENG 317 Pidgin Creative Writing Workshop

Literature* (15 credits), including the following 12 credits, required:

- ENG 240 Introduction to Literary Studies
- ENG 386 Adolescent Literature
- ENG 445 Shakespeare; or ENG 440a Major Author
- ENG 490 Senior Practicum; or ENG 491 Senior Project

And choose 3 credits from the following:

- ENG 250 American Literature Survey
- ENG 253 Survey of World Literature I
- ENG 254 World Literature II
- ENG 260 British Literature I (800-1700)
- ENG 261 British Literature II (1700-present)
- ENG 355 Women Writers and Dissent
- ENG 374 Race Ethnicity Lit and Film

Hawaiian/Asian/Pacific Literature* (3 credits), recommended:

- ENG 372 Asian American Literature
- ENG 380 Multicultural and Postcolonial Literature
- ENG 476 Contemporary Literature of Hawai'i
- ENG 477 Polynesian/Micronesian Mythology
- ENG 478 Hawaiian Mythology II
- ENG 479 Hawaiian Mythology I
- ENG 480 Contemporary Literature of Pacific
- ENG 481 Plantation Fictions

Literature Elective* (3 credits), recommended:

- ENG 320a World Literature
- ENG 331a Topics in British Lit pre-1700
- ENG 332a Topics in British Lit post-1700
- ENG 340a Topics in American Lit pre-1700
- ENG 341a Topics in American Lit post-1700
- ENG 383 Children's Literature

(Recommended for Middle-level majors, 6-8)

- ENG 385 Fairy Tales and Their Adaptations

Media Discourse & Composition* (3 credits), recommended:

- ENG 354 Second Language Writing
- ENG 359 Writing for (New) Media
- ENG 360 Literature & Film
- ENG 361 History of Film
- ENG 367a Film Genres and Directors
- ENG 368a Topics in Television Studies
- ENG 441 Gender and Sexuality in Literature and Film
- ENG 462a Studies in Drama
- ENG 465 History of Theatre
- ENG 498a Selected Topics in English

*3 cr. literature may fulfill Diversification Literature General Education requirement; 3 cr. literature may fulfill HAP-Focus (UH West O'ahu Graduation Requirement)

The Middle-Level and Secondary Education, English area is also available to students on the islands of Kaula Hawai'i and O'ahu via distance delivery.

The Faculty contact for Middle-Level and Secondary English is:

- Dr. Cathy Ikeda
Email: cathyi@hawaii.edu; Phone (808) 689-2488

MIDDLE-LEVEL (GRADES 6-8) & SECONDARY (GRADES 6-12) EDUCATION, SOCIAL STUDIES (48 CREDITS*)

History (15 credits), required:

- HIST 151 World History to 1500
- HIST 152 World History since 1500
- HIST 281 Introduction to American History I
- HIST 282 Introduction to American History II
- HIST UD Upper Division (300-400) level History class

Political Science (9 credits):

- POLS 110 Introduction to Political Science (required)

Recommended:

- POLS 302 Political Philosophy
- POLS 320 Global Issues
- POLS 330 American Politics
- POLS 342 Indigenous Peoples and Modernity
- POLS 370 Politics and Public Policy
- POLS 371 Global Futures

Geography (6 credits):

- GEOG 102 World Regional Geography (required)

Recommended:

- GEOG 328 Culture and Environment

Economics (3 credits), required:

- ECON 131 Principles of Macroeconomics

Sociology (3 credits), recommended:

- SOC 100 Survey of General Sociology
- SOC 352 Sociology of Education

Anthropology (6 credits):

- ANTH 152 Culture and Humanity (required)

Recommended:

- ANTH 427 Food, Health and Society
- ANTH 481 Anthropology in Action & Building a Career
- Or, any other 300-400 level ANTH course

Hawaiian-Pacific Studies (6 credits), recommended:

- HPST 281 Education in the Pacific Islands (Cross-list EDEF 281)
- HPST 365 Geography of the Pacific (Cross-list GEOG)
- HPST 384 Hawai'i from European Contact to the Overthrow (Cross-list HIST)
- HPST 437 Pacific Archaeology (Cross-list ANTH/HIST)
- HPST 440 Kānāwai Hawai'i: Native Hawaiian Law (Cross-list POLS)

- HPST 482 Pacific Islands (Cross-list HIST)
- HPST 483 Archaeology of Hawai'i
- HPST 488 Twentieth Century Hawai'i (Cross-list HIST)

*Maximum 15 credits may be used to fulfill General Education Requirements

The Faculty contact for Middle-Level and Secondary Social Studies is:

- Dr. Bonnie Bittman
Email: bittmanb@hawaii.edu; Phone (808) 689-2491

MIDDLE-LEVEL (GRADES 6-8) & SECONDARY EDUCATION (GRADES 6-12) GENERAL SCIENCE (41-43 CREDITS*)

Biology (10 credits), required:

- BIOL 123/L Hawaiian Environmental Biology (3) & Lab (1)
- BIOL 310 Statistics for Biologists (3); or BIOL 405 Ethics for Biologists (3)
- BIOL 340 Genetics, Evolution, & Society

Botany (4 credits), required:

- BOT 101/L General Botany (3) & Lab (1)

Physical Sciences (11 credits), required:

General Physical Science (3 credits): Choose one from the following:

- ASTR 110 Survey of Astronomy (3)
- GEOL 130 Geological Hazards (3)
- GEOL 200 Geologic Inquiry
- MET 101 Intro to Meteorology (3)
- MET 209 Intro to Climate Studies (3)
- OCN 201 Science of the Sea (3)
- PHYS 131 The Physics of the Sound of Music (3)

Chemistry (4 credits)

- ML: CHEM 100/L Chemistry & Society (3) & Lab (1)
- SE: CHEM 161/L General Chemistry (3) & Lab (1)

Physics (4 credits)

- ML: PHYS 100/L Survey of Physics (3) & Lab (1)
- SE: PHYS 151/L College Physics (3) & Lab (1)

Earth Sciences (8 credits), required:

- GEOL 101/L Dynamic Earth (3) & Lab (1)
- GEOL 368/L Planetary Science in the Classroom (3) & Lab (1)

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Science Elective courses (3 credits), 300-level or higher:

- BIOL 310* Statistics for Biologists (3)
- BIOL 360 Island Ecosystems (3)
- BIOL 365 Research Methods in Biology (3)
- BIOL 375/L Genetics (3) & Lab (2)
- BIOL 384/L Human Skeletal Biology (3) & Lab (3)
- BIOL 405* Ethics for Biologists (3)
- BIOL 475 The Analysis of Animal Remains (3)
- GEOL 300 Volcanology (3)
- GEOL 307 Worlds of the Past: Fossils & Their Environments (3)
- GEOL 310 The Hawaiian Islands: A Geological Perspective (3)
- ZOOL 450 Natural History of the Hawaiian Islands (3)

*Classes may be used only once to meet a requirement for one of the sciences or as an elective.

The Faculty contact for Middle-Level and Secondary General Science is:

- Dr. Richard Jones
Email: rmjones7@hawaii.edu; Phone (808) 689-2340

SECONDARY (GRADES 6-12) EDUCATION BIOLOGY (57 CREDITS)

10 credits maximum may be applied to General Education requirements, including Foundations and Diversifications.

Biology (21 credits), required*:

- BIOL 171/L Intro to Biology I (3) & Lab (1)
- BIOL 172/L Intro to Biology II (3) & Lab (1)
- BIOL 265/L Ecology & Evolutionary Biol (3) & Lab (1)
- BIOL 340 Genetics, Evolution and Society (3)
- BIOL 360 Island Ecosystems (3)
- BIOL 365 Research Methods in Biology (3)

Electives (3-4 credits): Upper division Biological Sciences courses:

- BIOL 384/L Human Skeletal Biology (3) & Lab (1)
- BIOL 405 Ethics for Biologists (3)
- ZOOL 450 Natural History of the Hawaiian Islands

Chemistry (8 credits), required:

- CHEM 161/L General Chemistry I (3) & Lab (1)
- CHEM 162/L General Chemistry II (3) & Lab (1)

Physical Science (3-4 credits), recommended:

- ASTR 110 Survey of Astronomy (3)
- FORS 101 Introduction to Forensics (3)
- GEOL 101/L Dynamic Earth (3) & Lab (1)
- GEOL 130 Geological Hazards (3)

- GEOL 200 Geologic Inquiry
- GEOL 307 Worlds of the Past: Fossils & Their Environments (3)
- GEOL 310 The Hawaiian Islands: A Geological Perspective (3)
- MET 101/L Introduction to Meteorology (3) & Lab (1)
- MET 209/L Intro to Climate Studies (3) & Lab (1)
- OCN 201 Science of the Sea (3)
- PHYS 100/L Survey of Physics (3) & Lab (1)
- PHYS 131 The Physics of the Sound of Music (3)
- PHYS 151/L College Physics (3) & Lab (1)

*Also fulfills 3-4 credits of General Education Diversity

Math, minimum of 9 credits, required; must complete both groups:

Group A: Select two (2) from the following:

- MATH 103* College Algebra (3)
- MATH 135* Pre-Calculus: Elementary Functions (3)
- MATH 140* Pre-Calculus: Trig & Analytic Geometry (3)
- MATH 140X* Pre-Calculus Accelerated (4)
- MATH 241* Calculus I (4)

Group B: Select one (1) from the following:

- BIOL 310 Statistics for Biologists (3)
- MATH 115* Statistics (3)
- SSCI 210 Statistical Analysis I (3)

*Also fulfills General Education Foundation Symbolic Reasoning

The Faculty contact for the Secondary Biology is:

- Dr. Richard Jones
Email: rmjones7@hawaii.edu; Phone (808) 689-2340

MIDDLE-LEVEL (GRADES 6-8) EDUCATION MATHEMATICS (34 CREDITS)

Mathematics (31 credits), required (Fulfills General Education Quantitative Reasoning requirement):

- MATH 111 Mathematics for Elementary Teachers I
- MATH 112 Mathematics for Elementary Teachers II
- MATH 241 Calculus I (4)
- MATH 242 Calculus II (4)
- MATH 245 Multivariable Calculus (4)
- MATH 307 Linear Algebra & Differential Equations; or
MATH 311 Intro to Linear Algebra
- MATH 327 Origins of Mathematics
- MATH 361 Applied Probability Theory
- MATH 480 Senior Seminar (1)

Elective MATH courses (6 credits):

- MATH 321 Introduction to Advanced Mathematics
- MATH 331 Introduction to Real Analysis
- MATH 351 Foundation of Euclidean Geometry
- MATH 411 Linear Algebra
- MATH 412 Introduction to Abstract Algebra
- MATH 461 Applied Statistics

SECONDARY (GRADES 6-12) EDUCATION MATHEMATICS (34 CREDITS)

Mathematics (28 credits), required (fulfills General Education Quantitative Reasoning requirement):

- MATH 241 Calculus I (4)
- MATH 242 Calculus II (4)
- MATH 245 Multivariable Calculus (4)
- MATH 307 Linear Algebra & Differential Equations; or
MATH 311 Intro to Linear Algebra
- MATH 321 Intro to Advanced Mathematics
- MATH 327 Origins of Mathematics
- MATH 351 Foundation of Euclidean Geometry
- MATH 361 Applied Probability Theory
- MATH 480 Senior Seminar (1)

Elective MATH courses (9 credits), recommended:

- MATH 115 Statistics
- MATH 331 Introduction to Real Analysis
- MATH 412 Introduction to Abstract Algebra
- MATH 417 Linear Algebra: Theory and Application
- MATH 461 Applied Statistics

The Faculty contact for Middle-Level and Secondary Mathematics is:

- Dr. Laurie James
Email: ljames7@hawaii.edu; Phone (808) 689-2364

PROFESSIONAL TEACHER EDUCATION CURRICULUM

Teacher candidates seeking admission to the Professional Teacher Education component (400-level Education courses) of the program must submit an Application for Professional Teacher Education (APTE) to the Division of Education by the following:

APPLICATION DEADLINES

Elementary Teacher Candidates

Fall Semester

- Priority Deadline: 1st week of the Spring semester *preceding* anticipated fall semester enrollment in 400-level education coursework.
- Regular Deadline: March 1
- APTEs accepted after March 1, pending capacity.

Spring Semester (Minimum 10 candidates required to run)

- Priority Deadline: 1st week of the Fall semester *preceding* anticipated spring semester enrollment in 400-level education coursework.
- Regular Admission: October 1
- APTEs accepted after October 1, pending capacity.

Middle-level & Secondary Teacher Candidates

Spring Semester Only

- Priority Deadline: 1st week of the Fall semester *preceding* anticipated spring semester enrollment in 400-level education coursework.
- Regular Deadline: October 1
- APTEs accepted after October 1, pending capacity.

Formal admission will be granted upon completion of the following requirements:

- Completion of a minimum of 55 credits.
- All Concentrations: Completion of EDEF 200, EDEF 201, EDEF 310, ENG 100, ENG 200, PSY 342, and SPED 304 with a grade of C- or better.
- All Elementary: PSY 340 (or PSY 240 or HDFS 230 or FAMR 230) with a grade of C- or better.
All Middle-level & Secondary: Completion of EDEF 345 and PSY 343 with a grade of C- or better.
- All candidates who are adding the field of Special Education: Completion of SPED 325 and SPED 326 both with a grade of C- or better.
- Math Requirement:
 - Elementary: MATH 111 with a grade of C- or better.
 - Middle-level and Secondary English and Social Studies: Completion of MATH 100 or higher with a grade of C- or better.

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- Middle-level and Secondary Math: MATH 245 with a grade of C- or better.
- Middle-level/Secondary General Science and Secondary Biology: MATH 103 or higher with a grade of C- or better.
- 2.5 overall grade point average (GPA). This includes GPA for credits transferred to UH West O'ahu.
- Fingerprinting completion and criminal background check clearance by the Hawai'i Department of Education.

**ELEMENTARY EDUCATION, GRADES K-6
(30 credits)**

Block 1 Corequisite

- SPED 405 Educating Students with Disabilities (3)
- EDEE 402 Social Studies Methods (3)
- EDEP 404 Teaching Culturally & Linguistically Diverse Learners (3) [WI]
- EDEB 406 Block 1 Practicum with Seminar (3)

Block 2 Corequisite

- EDEE 422 Reading Methods (3)
- EDEE 424 Language Arts Methods (3) [WI]
- EDEE 426 Block 2 Practicum with Seminar (3)

Block 3 Corequisite

- EDEE 462 Math Methods (3)
- EDEE 464 Science Methods (3)
- EDEE 466 Block 3 Practicum with Seminar (3)

**MIDDLE-LEVEL EDUCATION, GRADES 6-8
English, Social Studies, Math, and/or General Science
(18-20 credits):**

Block 1 Corequisite (12-14 credits)

- EDEF 404 Teaching Culturally & Linguistically Diverse Learners [WI & ETH focus]
- SPED 405 Educating Students with Disabilities
- EDML 430 Block 1 Practicum w/seminar (Gr 6-12)
- EDUC 410 Reading and Writing Across Curriculum

Additional requirement for MATH Ed students only:

- EDUC 482 Productive Learning in the Math Classroom (2)

Block 2 Corequisite (6 credits)

- EDML 440 Block 2 Practicum w/seminar (Gr 6-8)

And, one of the following:

- EDML 428 Middle-level English Language Arts Methods (Gr 6-8)
- EDML 448 Middle-level Social Studies Methods (Gr 6-8)
- EDML 438 Middle-level Math Methods (Gr 6-8)
- EDML 458 Middle-level General Science Methods (Gr 6-8)

**SECONDARY EDUCATION, GRADES 6-12
English, Social Studies, Math, General Science and/or
Biology (18-20 credits):**

Block 1 Corequisite (12-14 credits)

- EDEF 404 Teaching Culturally & Linguistically Diverse Learners [WI & ETH focus]
- SPED 405 Educating Students with Disabilities
- EDSE 430 Block 1 Practicum w/seminar (Gr 6-12)
- EDUC 410 Reading and Writing Across Curriculum

Additional requirement for MATH Ed students only:

- EDUC 482 Productive Learning in the Math Classroom (2)

Block 2 Corequisite (6 credits)

- EDSE 440 Block 2 Practicum w/seminar (Gr 6-12)

And, one of the following:

- EDSE 428 Secondary English Language Arts Methods (Gr 6-12)
- EDSE 448 Secondary Social Studies Methods (Gr 6-12)
- EDSE 437 Secondary Math Methods
- EDSE 457 Biological Science Methods
- EDSE 458 Secondary General Science Methods

OPTIONAL SPECIAL EDUCATION

for Elementary, Middle Level, or Secondary Professional Program (12 credits)

- SPED 450 Special Education Methods (9); or
SPED 420 Language and Learning: Interventions for Communication and Literacy (3); and
SPED 459 Evidence-based Practices for Students with Mild to Moderate Disabilities (2); and
SPED 464 Evidence-based Practices for Students with Severe Disabilities and Autism (2); and
SPED 482 21st Century Learners with Disabilities: Interventions for STEM (2)
- SPED 470 Special Education Practicum (3)

The Faculty contact for Special Education is:

- Dr. Joy Mahiko
Email: jmahiko@hawaii.edu; Phone (808) 689-2495

PROFESSIONAL STUDENT TEACHING SEMESTER

A Student Teaching Application must be filed with the Division of Education eight months prior to enrollment in student teaching. The following requirements must be met prior to enrollment:

- Completion of all required Pre-Professional and Professional Teacher Education courses.
- 2.75 GPA or higher for the Methods Block courses (400-level series).
- 2.5 overall or higher GPA, with no grade lower than a C- for all Education courses.
- Content knowledge verification:
 - Passage of the appropriate Praxis II Content Knowledge Test(s). For information on Praxis exams required by the Hawai'i Teacher Standards Board, visit: <http://www.ets.org/praxis/hi/requirements>; OR
 - Content major consisting of a minimum of thirty semester hours in the content field for a bachelor's degree awarded by an accredited institution of higher education; OR
 - A minimum of thirty semester hours in the content field from an accredited institution of higher education, at least fifteen of which must be upper division level with a minimum 2.50 GPA and no grade lower than a C-; OR
 - For Elementary Education K-6 licensure a total of thirty-six semester hours, including nine semester hours in each of the following four core content areas: language arts, mathematics, science, and social studies. At least three semester hours in each of the core content areas must be upper division level. Courses must be completed with a minimum 2.50 GPA with no grade lower than a C-.
- Special Education Added Field Candidates must have completed the following requirements
 - Completion of all required Pre-Professional and Professional SPED courses.
 - Passage of PRAXIS II Special Education Core Knowledge and Application (5354).

Candidates student teach in a grade level and content area that corresponds with their targeted licensure area(s). Student Teaching is a full-time, 15-week, supervised classroom experience, taken concurrently with a Writing Intensive (WI) seminar. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching. Candidates complete their student teaching in an elementary, middle, or high school that is in partnership with the UH West O'ahu

Division of Education. Candidates are advised that the full-time nature of the student teaching semester precludes the ability to work full or part-time at another job. At the discretion of the UH West O'ahu Field Placement Coordinator, and with approval of the principal and mentor teacher, Hawai'i Department of Education part-time teachers and teaching assistants may be able to complete their student teaching in the school where they have been employed.

The Professional Semester, Elementary (15 credits):

- EDDE 490 Student Teaching (12)
- EDDE 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Middle-level (15 credits):

- EDML 490 Student Teaching, Gr 6-8 (12)
- EDML 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Secondary (15 credits):

- EDSE 490 Student Teaching, Gr 9-12 (12)
- EDSE 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Special Education (15 credits):

(All teacher candidates adding the field of Special Education complete the SPED courses for the Professional Student Teaching Semester)

- SPED 490 Student Teaching (12)
- SPED 492 Student Teaching Seminar (3) [WI]

The Faculty contact for Student Teaching is:

- Dr. Stephanie Kamai
Email: shkamai@hawaii.edu; Phone (808) 689-2381

Licensure: Upon successful program completion of the B.Ed program, which includes licensure requirements set by the Hawai'i Teacher Standards Board (HTSB), candidates will be recommended for licensure in their chosen field of study. Teacher candidates who have successfully completed the requirements to add the field of Special Education, will be recommended for licensure in their chosen field of study and Special Education in the corresponding grade level (SPED K-6, SPED 6-8 or SPED 6-12).

Attachment D2 Sample of RTI Courses at State Approved Teacher Education Program- UH Manoa

Major Requirements for BEd in Elementary Education & Early Childhood Education	
Specialization: Elementary Education & Early Childhood Education	
Admission to Licensure Track: Complete all General Education and Licensure Track prerequisites.	
Application Deadline = Fall entrance only. February 1-priority, March 1-final.	
Min. major credits: 81	
Min. C grade (not C-) in all Licensure Track Core and Elementary Education Emphasis courses	
Requirements	
Elementary Education Emphasis Courses (15 credits)	
<i>For pre-licensure and licensure students</i>	
Licensure Track Prerequisites (required for Admission to Licensure Track)	<input type="checkbox"/> EDEF 360 ^{DS} or STE 360 ^{DS} <input type="checkbox"/> STE 318 <input type="checkbox"/> SPED 304 ^{DS}
<i>Prior to the start of the program, students must take EDEF 360 or ITE 360, ITE 318, and SPED 304</i>	
Required Elementary Emphasis Courses (may be taken prior to Licensure Track)	<input type="checkbox"/> EDEF 310 ^{DS} or 352 <input type="checkbox"/> EDEF 311 ^{DS}
<i>Students are strongly advised to complete EDEF 310 or 352 and EDEF 311 prior to admission to the Licensure Track program or during the summer</i>	
Licensure Track Core Courses (31 credits) The following courses will be block-scheduled for cohorts:	
Required Courses	<input type="checkbox"/> STE 312 <input type="checkbox"/> STE 313 <input type="checkbox"/> STE 314 <input type="checkbox"/> STE 317 <input type="checkbox"/> STE 320 <input type="checkbox"/> STE 322 <input type="checkbox"/> STE 323 <input type="checkbox"/> STE 324 <input type="checkbox"/> STE 325 <input type="checkbox"/> STE 326 <input type="checkbox"/> STE 329 <input type="checkbox"/> STE 390B <input type="checkbox"/> STE 391B <input type="checkbox"/> SPED 444
<i>STE 317 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in K-6 classrooms</i>	
<i>STE 390 & 391: concurrent registration required. Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.</i>	
Dual Preparation Early Childhood Education (12-15 credits)	
Required Courses	<input type="checkbox"/> STE 415 <input type="checkbox"/> STE 415L** <input type="checkbox"/> STE 416 <input type="checkbox"/> STE 416L <input type="checkbox"/> STE 417* <input type="checkbox"/> STE 425*
<i>If taken simultaneously with the block-scheduled cohort sequence, the Labs may replace STE 317.</i>	
<i>*Students are strongly advised to complete these courses prior to admission to the Licensure Track. STE 415/415L, STE 417, and STE 425.</i>	
<i>**The STE 415L course will replace STE 317(3) if taken during the program.</i>	
Electives (optional)	
Suggested Elective Courses: DNCE 490, LTEC 112, MUS 353, PHIL 492***, THEA 470	
<i>***PHIL 492 includes field experience with children that may be used for field experience admission requirement to the licensure track program.</i>	

Major Requirements for BEd in Elementary Education & Special Education	
Specialization: Elementary Education & Special Education	
Admission to Licensure Track: Complete all General Education and Licensure Track prerequisites.	
Application Deadlines = Fall entrance only. February 1-priority, March 1-final.	
Min. major credits: 74	
Min. C grade (not C-) in all Licensure Track Core and Elementary Emphasis courses	
Requirements	
Elementary Education Emphasis Courses (12 credits)	
<i>For pre-licensure and licensure students</i>	
Licensure Track Prerequisites (required for Admission to Licensure Track)	<input type="checkbox"/> EDEF 360 ^{DS} or STE 360 ^{DS} <input type="checkbox"/> SPED 304 ^{DS}
<i>Prior to the start of the program, students must take EDEF 360 or STE 360 and SPED 304</i>	
Required Elementary Emphasis Courses (may be taken prior to Licensure Track)	<input type="checkbox"/> EDEF 310 ^{DS} or 352 <input type="checkbox"/> EDEF 311 ^{DS}
<i>Students are strongly advised to complete EDEF 310 or 352 and EDEF 311 prior to admission to the Licensure Track or during summer</i>	
Licensure Track Core Courses (60 credits) The following courses are block-scheduled for cohorts:	
Required Courses	<input type="checkbox"/> ESEE 310 <input type="checkbox"/> ESEE 311 <input type="checkbox"/> ESEE 320 <input type="checkbox"/> ESEE 321 <input type="checkbox"/> ESEE 330 <input type="checkbox"/> ESEE 331 <input type="checkbox"/> ESEE 332 <input type="checkbox"/> ESEE 333 <input type="checkbox"/> ESEE 334 <input type="checkbox"/> ESEE 340 <input type="checkbox"/> ESEE 341 <input type="checkbox"/> ESEE 342 <input type="checkbox"/> ESEE 350 <input type="checkbox"/> ESEE 351 <input type="checkbox"/> ESEE 352 <input type="checkbox"/> ESEE 353 <input type="checkbox"/> ESEE 354 <input type="checkbox"/> ESEE 355
<i>ESEE 354 & ESEE 355: concurrent registration required. Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application.</i>	
Electives (Optional)	
Suggested Elective Courses: DNCE 490, LTEC 112, MUS 253, PHIL 492*, THEA 470	
<i>*PHIL 492 includes field experience with children that may be used for field experience admission requirement to the licensure track program.</i>	

Major Requirements for B.Ed in Secondary Education	
Specialization: English	
Admission to Licensure Track: Complete all General Education, Licensure Track prerequisites, and academic major courses.	
Application: Deadline = October 1 for Spring entrance	
Min. major credits: 72-75 (75-78 with related requirements)	
Min. C grade (not C-) in Education courses	
Requirements	
English Academic Major Related Requirements (3 credits)	
<input type="checkbox"/> ENG 270 ^{EX} , 271 ^{EX} , 272 ^{EX} , or 273 ^{EX}	
<i>Students must complete one course from ENG 270-273 prior to enrollment in ENG 320 or above.</i>	
Professional Education Core Courses (26 credits)	
Required Courses	<input type="checkbox"/> EDEF 310 ^{EX} <input type="checkbox"/> EDEP 311 ^{EX} <input type="checkbox"/> STE 401 <input type="checkbox"/> STE 402D <input type="checkbox"/> STE 402N <input type="checkbox"/> STE 404D <input type="checkbox"/> STE 405D <input type="checkbox"/> STE 406 <input type="checkbox"/> STE 440 <input type="checkbox"/> SPED 445
<i>STE 402D & 404D: concurrent registration required and courses are only offered in the Fall. STE 405D & 406: concurrent registration required. Demonstrate content knowledge in subject area(s) in order to submit a Student Teaching Application.</i>	
English Academic Major and Related Courses in Teaching Field (36-39 credits)	
Language Study	Two courses from the following (6 credits): <input type="checkbox"/> ENG 302 ^{EX} <input type="checkbox"/> ENG 303 <input type="checkbox"/> ENG 404 <input type="checkbox"/> SLS 441
Writing	Three courses from the following (9 credits): <input type="checkbox"/> ENG 306 <input type="checkbox"/> ENG 307 <input type="checkbox"/> ENG 313 ^{EX} <input type="checkbox"/> ENG 405 <input type="checkbox"/> ENG 407 <input type="checkbox"/> ENG 412
American Literature	<input type="checkbox"/> ENG 337 or 338
British Literature	<input type="checkbox"/> ENG 333, 335, or 445
Global Literature	Two courses from the following (6 credits): <input type="checkbox"/> ENG 326 <input type="checkbox"/> ENG 370 <input type="checkbox"/> ENG 371 <input type="checkbox"/> ENG 372 <input type="checkbox"/> ENG 373 <input type="checkbox"/> ENG 374 <input type="checkbox"/> ENG 382
Genre or Literary Theory	<input type="checkbox"/> ENG 320, 361, or 362
Speech Performance	<input type="checkbox"/> COMG 251
Interpersonal Interaction	<input type="checkbox"/> COMG 290, 321, 352, 381, 455, or 493
<i>Academic advising is required from a designated English Department faculty.</i>	

Major Requirements for B.Ed in Secondary Education	
Specialization: Mathematics	
Admission to Licensure Track: Complete all General Education, Licensure Track prerequisites, and academic major courses.	
Application: Deadline = October 1 for Spring entrance	
Min. major credits: 68-69	
Min. C grade (not C-) in Education courses	
Requirements	
Professional Education Core Courses (26 credits)	
Required Courses	<input type="checkbox"/> EDEF 310 ^{EX} <input type="checkbox"/> EDEP 311 ^{EX} <input type="checkbox"/> STE 401 <input type="checkbox"/> STE 402G <input type="checkbox"/> STE 402N <input type="checkbox"/> STE 404G <input type="checkbox"/> STE 405G <input type="checkbox"/> STE 406 <input type="checkbox"/> STE 440 <input type="checkbox"/> SPED 445
<i>STE 402G & 404G: concurrent registration required and courses are only offered in the Fall. STE 405G & 406: concurrent registration required. Demonstrate content knowledge in subject area(s) in order to submit a Student Teaching Application.</i>	
Mathematics Academic Major and Related Courses in Teaching Field (22-33 credits)	
Calculus (11-12 credits)	<input type="checkbox"/> MATH 241 ^{EX} or <input type="checkbox"/> MATH 251A ^{EX} <input type="checkbox"/> MATH 242 or <input type="checkbox"/> MATH 252A <input type="checkbox"/> MATH 243 or <input type="checkbox"/> MATH 253A
Algebra and Number Theory (6 credits)	<input type="checkbox"/> MATH 311 <input type="checkbox"/> MATH 420
Geometry (3 credits)	<input type="checkbox"/> MATH 353
Statistics & Probability (3 credits)	<input type="checkbox"/> MATH 372
Logic and Other Math (3 credits)	<input type="checkbox"/> MATH 321
Additional Required Courses (6 credits) (Choose any of these courses to fulfill the requirement)	Suggested for prospective middle school teachers: <input type="checkbox"/> MATH 112 <input type="checkbox"/> MATH 301 Suggested for prospective high school teachers: <input type="checkbox"/> MATH 331 <input type="checkbox"/> MATH 412
Recommended Elective Courses	<i>Applied Mathematics: MATH 304, 305</i> <i>Geometry: MATH 421</i> <i>Algebra: MATH 411, 413</i> <i>Calculus: MATH 244, 302, 431</i> <i>Logic: MATH 455; PHIL 445</i> <i>Pure Mathematics: MATH 475</i> <i>Probability: MATH 471</i> <i>Other: MATH 111, EDCS 654 Ethnomathematics</i>

Major Requirements for BEd in Secondary Education	
Specialization: Social Studies	
Admission to Licensure Track: Complete all General Education, Licensure Track prerequisites, and academic major.	
Application: Deadline = October 1 for Spring entrance	
Min. major credits: 84	
Min. C grade (not C-) in Education courses	
Requirements	
Professional Education Core Courses (36 credits)	
Required Courses	<input type="checkbox"/> EDEF 310 ^{EDS} <input type="checkbox"/> EDEP 311 ^{EDS} <input type="checkbox"/> STE 401 <input type="checkbox"/> STE 402I <input type="checkbox"/> STE 402N <input type="checkbox"/> STE 404I <input type="checkbox"/> STE 405I <input type="checkbox"/> STE 406 <input type="checkbox"/> STE 440 <input type="checkbox"/> SPED 445
<i>STE 402J & 404I: concurrent registration required and courses are only offered in the Fall. STE 405I & 406: concurrent registration required. Demonstrate content knowledge in subject area(s) in order to submit a Student Teaching Application.</i>	
Academic Major and Related Social Studies Courses in Teaching Field (48 credits)	
Place-Hawai'i	6 credits (two courses) required: <input type="checkbox"/> HWST 107 TH Any 3 credits in Hawaiian Studies; HWST 270^{EDS} is recommended. <input type="checkbox"/> HWST
Civics/Political Science	6 credits (two courses) required: <input type="checkbox"/> POLS 110 ^{DS} or 130 ^{EDS} Any 3 credits in the Political Science Department <input type="checkbox"/> POLS
Economics	6 credits (two courses) required: <input type="checkbox"/> ECON 130 ^{DS} <input type="checkbox"/> ECON 131 ^{DS}
Geography	6 credits (two courses) required: <input type="checkbox"/> GEO 101 ^{DS} or GEO 102 Any 3 credits 300- in the Geography Department. <input type="checkbox"/> GEO 300-
History	18 credits (6 courses) required: <input type="checkbox"/> HIST 151 <input type="checkbox"/> HIST 152 <input type="checkbox"/> HIST 281 TH <input type="checkbox"/> HIST 282 TH Any 6 credits 300- in the History Department: <input type="checkbox"/> HIST 300- <input type="checkbox"/> HIST 300-
Social Science/ Humanities	6 credits (2 courses) required: <input type="checkbox"/> ES 101 ^{DS} Any 3 credits in the College of Social Sciences, College of Arts & Humanities, and or Hawai'iunuiakea: <input type="checkbox"/>

Attachment D3 Sample RTI Courses at State Approved Teacher Education Program- UH Hilo Kahuawaiola Indigenous Teacher Education Graduate Program Certificate

Kahuawaiola Indigenous Teacher Education Graduate Program Certificate

Coordinator: [Kananinohea Mākaʻimoku](#) , M.A.
Email: kananino@hawaii.edu

Associate Professors:

- [Betty Joann Noelani Iokepa Guerrero](#) , Ed.D.
- [Keiki Kawaʻanaʻa](#) , Ph.D.
- [Kananinohea Mākaʻimoku](#) , M.A.

Note: This program is assisted by experts in Hawaiian language and culture from outside the college and by additional faculty drawn from Ka Haka ʻUla O Keʻelikōlani College of Hawaiian Language.

For Information Contact:

[Kuʻulei Kepaʻa](#) 
Ka Haka ʻUla O Keʻelikōlani
University of Hawaiʻi at Hilo
200 W. Kāwili Street
Hilo, Hawaiʻi 96720-4091
Tel: (808) 932-7730
Email: kuulei.kepaa@hawaii.edu

Website: <https://www.olelo.hawaii.edu/kwo/>

The Graduate Certificate in Kahuawaiola Indigenous Teacher Education (Kahuawaiola) was mandated in Act 315 HRS 304A-1302 by the Hawaiʻi State legislature. Kahuawaiola was established by the University of Hawaiʻi (UH) Board of Regents in 1998 and has been recognized by the UH system as an approved professional education unit since January 1999. Since 2001, Kahuawaiola has functioned as a state approved teacher education program (SATEP) and is the only fully approved and accredited unit established to specifically prepare teachers through Hawaiian for P-12 Hawaiian language education. It is the first and only teacher licensing preparation program taught entirely in the Hawaiian language and is also the first teacher education program taught through an Indigenous language in the United States.

The Graduate Certificate in Kahuawaiola Indigenous Teacher Education (Kahuawaiola) prepares teacher candidates for professional licensure as maui ʻola educators who focus on maui ʻola Hawaiian language medium contexts. This program also prepares students for other Hawaiian language and culture educational settings. An option is available for Indigenous languages other than Hawaiian contingent upon demand and resources.

Program Description

The Kahuawaiola Hawaiian and Indigenous Teacher Training Program is a three-semester graduate certificate program, delivered primarily through the medium of Hawaiian, specifically designed to prepare *Maui ʻOla Hawaiʻi* (Hawaiian identity nurturing) teachers of the highest quality to teach in Hawaiian language medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background. Kahuawaiola is accredited through the State Approval of Teacher Education Programs (SATE) and the World Indigenous Nations Higher Education Consortium (WINHEC). Upon successful completion of the program, candidates will have satisfied one of the requirements for initial licensure from the Hawaiʻi Teachers Standards Board. (See Graduation Requirements section for additional requirements for recommendation to the HTSB.) Based on the Hawaiian concepts *Ma ka hana ka ʻike* (Knowledge comes from direct experience), and *Ma mua ka hana, ma hope ka walaʻau* (direct experience comes first, discussion comes second), Kahuawaiola places a high value on on-site learning and practicum experience with high performance outcomes. Academics are integrated in a spiraling sequence and holistic indigenous approach both within and outside the classroom for a balance of theory and applied learning situations.

The four program areas of teacher preparation include, 1) Hawaiian language, culture, and values, 2) pedagogical skills; 3) knowledge of content, and 4) development of professional qualities. Kahuawaiola is delivered through a Hawaiian cultural framework of four pale, or phases.

The first pale, Wana'ao, requires that students accepted into the program have previous experience in teaching and/or curriculum development through the medium of Hawaiian. (See Entrance Requirements section for complete description of work experience requirement.)

The second pale, Kahikole, takes place during the summer. During this foundation phase of teacher training, principles of learning and teaching are integrated with state standards and general educational theory through a philosophy of education, Ke Kumu Honua Maui Ola, based on Hawaiian traditions. Students learn to integrate Hawaiian culture and pedagogy into all phases of the curriculum and content areas, including differential learning strategies, lesson planning, assessment, classroom management, and other skills necessary for practical application in the third pale. Students carry a total course load of 13 credits during the summer session. Students then invest two full semesters to gain student teaching experience at Hawaiian medium school locations around the state. They are encouraged to return to their home communities for the practicum phases and are supported by a cooperating teacher, regular site visits from clinical faculty, and professional development workshops where the students are given the opportunity to interact with practicing Hawaiian immersion professionals from throughout the state. Students are expected to commit full-time to the practicum experience, which also includes a discussion seminar via HITS (Hawai'i Interactive Television System).

The third pale, Kahikū, takes place during the fall semester and focuses on developing teaching skills but includes discussion of broader issues as appropriate. Students carry a total course load of 12 credits during the fall semester which includes both the practicum and seminar.

The fourth pale, Kaulolo, takes place during the spring semester and focuses on mastery of teaching skills and professionalism through extended teaching experiences and seminar support. The seminar focuses on hypothetical situations and long-range goals rather than practical day-to-day situations, although these are also covered when appropriate. In this pale, students acquire the higher-level planning and conceptualization skills necessary for the growth of Hawaiian medium education. During the spring semester, students carry a total course load of 12 credits including both the practicum and seminar.

Evaluation of Hawaiian language proficiency is conducted through tests that evaluate the level of fluency in six areas:

1. reading comprehension;
2. aural comprehension;
3. use of standard orthography in adapting older materials;
4. translation from English;
5. composition; and 6. oral language skills demonstrated in an interview.

Mission

The mission of the College is to assure the revitalization and continued advancement and growth of the Hawaiian language and maui ola Hawai'i. A thriving Hawaiian language is the means through which the maui ola Hawai'i will once again become commonplace in both traditional and contemporary contexts in Hawai'i. The College joins with other Indigenous peoples in the revitalization of their own languages and cultures. Our collective efforts will ensure the furthering of local, national and international initiatives toward establishing language and cultural vibrancy throughout the world.

Student Learning Outcomes

1. Demonstrate advancement in spoken and written Hawaiian with fluency and consistency in all educational contexts, adhering to graduate-level writing standards.
2. Demonstrate analytical skills and comprehension of content and overall constitution of literary, cultural, and historical Hawaiian language texts.
3. Examine and articulate the Hawaiian language renormalization movement within the broader context of language revitalization.
4. Apply knowledge of and skills in the performance of Hawaiian chant, dance, and oratory.
5. Exhibit leadership in Hawaiian and Indigenous language and culture revitalization in academic and community environments.

Admission Requirements

Applicants will be evaluated on the following criteria:

- Completion of the application packet.
- Bachelor's degree from an accredited college or university, in a major approved by the Hawaiian Studies Division requiring a minimum of 120 credits, 45 of which are at the 300 level or above.
- A minimum GPA of 3.0 in the last 60 semester credits completed (including post-baccalaureate credits).
- A minimum GPA of 2.75 in the major.
- Four years of Hawaiian language with a minimum GPA of 2.75 for the third and fourth years, or permission from the Hawaiian Studies Division based on an evaluation of fluency.
- Successful completion of one of the following: HWST 111 Hawaiian 'Ohana (3) [C], HWST 211 Hawaiian Ethnobotany (3) [C], HWST 213 Hawaiian Ethnozoology (3) [C]; or permission from the Hawaiian Studies Division based on an evaluation of Hawaiian cultural knowledge and skills.
- Successful completion of one of the following: HWST 205 Hawaiian Music in Action (2) [C], KHWS 475 Nā Mele Hula Kahiko (3) [C], KHWS 476 Nā Mele Hula 'Auana (3) [C]; or permission from the Hawaiian Studies Division based on an evaluation of Hawaiian cultural knowledge and skills.
- Successful completion of KHAW 490 Base-level Fluency Hawn Med Ed (1) [C] Base-level Fluency Hawn Med Ed (1).
- 50 hours of (paid or volunteer) teaching experience through the medium of Hawaiian, or 30 hours of (paid or volunteer) teaching experience through the medium of Hawaiian and 30 hours of (paid or volunteer) experience in Hawaiian medium curriculum development.
- Passing scores on the Praxis I exams (reading, writing, and mathematics) or equivalent, and on Praxis II (Subject Assessments) Content Area Exercises or equivalent, relevant to elementary and secondary level licenses which the applicant will seek from the Hawai'i Teacher Standards Board. Equivalents are those stated in current Hawai'i Teacher Standards Board policy.
- Interview with Kahuawaiola faculty.

Note: In special circumstances, provisional acceptance may be granted by the selection committee for students who meet some, but not all of the above requirements.

Applying to the Program

Applications will be evaluated on submission of the following required documentation in a timely manner.¹ (Application deadline is December 1st)

- University of Hawai'i Application for Admission (including processing fee)
- Kahuawaiola Admission Application
- Statement of interest
- Work Experience Verification form
- Three letters of recommendation
- Official college/university transcripts (for EACH post-high institution previously attended)
- Official Praxis I/II scores

¹ Applicants accepted into the program will be required to complete additional documentation prior to the start of the summer session, including but not limited to a criminal background check and fingerprinting as required by the state prior to classroom teaching. For more information, contact the Kahuawaiola office.

Program Requirements (37 credits)

Graduation from the program is based on the successful completion of the following requirements:

11 required courses:

- KED 620A or KED 620E Fdns Hwn & Indig Medium Ed (3) ☰
- KED 621A or KED 621E Lng Arts Hwn & Indig Medium Ed (2) ☰
- KED 623A or KED 623E Soc Stud Hwn & Indig Medium Ed (2) ☰
- KED 625A or KED 625E Phys Ed Hwn & Indig Medium Ed (1) ☰
- KED 626A or KED 626E Science Hwn & Indig Medium Ed (2) ☰
- KED 627A or KED 627E Math in Hwn & Indig Medium Ed (2) ☰
- KED 628A or KED 628E Arts in Hwn & Indig Medium Ed (1) ☰
- KED 641A or KED 641E Hwn & Indig Medium Fld Exp I (9) ☰
- KED 642A or KED 642E Hwn & Indig Med Fld Exp I Sem (3) ☰
- KED 643A or KED 643E Hwn & Indig Medium Fld Exp II (9) ☰
- KED 644A or KED 644E Hwn & Indig Med Fld Exp II Sem (3) ☰

Minimum grade of 3.0 in all teacher training courses requiring grades.

Academic Status, Progression, and Readmission Policies

Kahuawaiola runs summer, fall, spring and only takes 12 months to complete. Students are expected to maintain full-time status in three consecutive semesters in order to complete the course work, field experiences, and other requirements of the program. There are no elective courses.

Unless so designated, Kahuawaiola courses may not be taken on a "credit/no credit" basis. A 3.0 GPA must be maintained in all courses. A student whose GPA falls below 3.0 may be dismissed from the program. Likewise, a student may be removed from a field experience if it is determined by Kahuawaiola faculty that the student is not making satisfactory progress toward meeting the requirements of the program. Such removal may result in complete dismissal from the program.

Gainful Employment Disclosure

Beginning July 1, 2011, the US Department of Education began requiring colleges to disclose a variety of information for any financial aid eligible program that "prepares students for gainful employment in a recognized occupation". We hope that this information is helpful to our current students and to prospective students as they make their career and educational choices.

The data includes occupations, placement rates, on-time completion rates, average costs and program median loan debt.

[Gainful Employment Disclosure for Kahuawaiola Indigenous Teacher Education Program](#)

Attachment D4 Sample RTI Courses at State Approved Teacher Education Program- UH LCC

Alternative Certification for CTE Licensure Program

The Alternative Certification for CTE Licensure Program is designed to prepare candidates who seek licensure through the Hawaii Teacher Standards Board and employment in the Hawaii Department of Education (DOE). You will be provided with educational content and a toolkit of strategies and skills necessary to become effective practitioners in CTE classrooms at the secondary level.

The CTE courses are taught by faculty who are experts in their fields, have real world experience and will take the time to help you. By the end of the Alternative Certification for CTE Licensure Program you will have knowledge of pedagogy and knowledge of multiple learning styles leading to practices that demonstrate sensitivity to diversity and social justice.

Together we will explore the challenges and opportunities that will be encountered as you prepare to "Change the world, one CTE student at a time!"



DESCRIPTION

The Alternative Certification in Teaching Certificate equips candidates who have content knowledge in career and technical education with the pedagogy necessary to become effective secondary teachers in CTE classrooms. This alternative pathway post-baccalaureate program applies to the following license fields to teach CTE in middle school and high schools: Arts and Communications (6-12), Business (6-12), Health Services (6-12), Industrial and Engineering Technology (6-12), Natural Resources (6-12), and Public and Human Services (6-12).

CTE Licensure Program Sheet

Track I: Baccalaureate Degree: 9 credits coursework; 2 credits Practicum

Item #	Title	Credits
ED 310A	Classroom Management Within the Instructional Process for CTE Teacher Candidates	3
ED 311A	Foundations of Inclusion in Teaching for CTE Teacher Candidates	3
ED 312A	Educational Psychology for CTE Teacher Candidates	3
ED 393P	Practicum I - Alternative Certification for CTE Teacher Licensure	1
ED 393S	Practicum II	1
	Total Credits	11

Track II: Associate Degree with 3 years industry experience: 15 credits of coursework; 2 credits Practicum leading to a license restricted to the CTE field.

Item #	Title	Credits
ED 277	Introduction to Multicultural Education	3
ED 291	Developing Language & Literacy I	3
ED 310A	Classroom Management Within the Instructional Process for CTE Teacher Candidates	3
ED 311A	Foundations of Inclusion in Teaching for CTE Teacher Candidates	3
ED 312A	Educational Psychology for CTE Teacher Candidates	3
ED 393P	Practicum I - Alternative Certification for CTE Teacher Licensure	1
ED 393S	Practicum II	1
	Total Credits	17

PROGRAM LENGTH

The average time to complete this certificate varies from 3 to 4 semesters.

APPENDIX E
AFFIRMATIVE ACTION PLAN/PROGRAM

As required under Title 12, Chapter 31, Hawaii Administrative Rules and Title 29, Code of Federal Regulations, Part 30 as amended.

Adopted by Hawaii Teacher Standards Board

Section I: Introduction

The Sponsor, The Hawaii Teacher Standard Board, adopts this Affirmative Action Plan (AAP) with good faith for the purpose of promoting equality of opportunity into its registered apprenticeship program. The Hawaii Teacher Standards board seeks to increase the recruitment of qualified women, minorities, and/or persons with disabilities for possible selection into the apprenticeship program in the event women and/or minorities are underutilized in the apprenticeship program.

Section II: Equal Opportunity Pledge

The Sponsor commits to the following Equal Opportunity Pledge:

"The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, age (40 or older), disability, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that a sponsor may refuse to refer for employment an individual for good cause relating to the ability of the individual to perform the work in question. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under chapter 31, title 12, Administrative Rules or its successors and Title 29, part 30 of the Code of Federal Regulations."

Section III: Utilization and Analysis, Goals and Timetables

In order to allow positive recruitment and full utilization of minorities and women in the apprenticeship program, Hawaii Teacher Standards Board pledges to undertake outreach efforts under Section IV. An analysis of the minority and women in the labor force will be made to determine if deficiencies exist in terms of underutilization of minorities and/or women in the occupations registered with the Registration Agency. (See attached Affirmative Action Plan Analysis Worksheet)

Section IV: Outreach and Positive Recruitment

The Sponsor will conduct outreach and positive recruitment efforts that would reasonably be expected to increase minority and women's participation in apprenticeship by expanding the opportunity of minorities and women to become eligible for apprenticeship selection that may include the following:

- a) Announcement of specific apprenticeship openings will be disseminated thirty (30) days in advance of the earliest date for application at each interval to different organizations which can effectively reach minorities, women, or other underrepresented populations. These organizations may include the following:

- Registration Agency

- Women's Organizations/Centers
 - Local Schools
 - Employment Service Centers
 - American Job Centers
 - Vocational Education Schools
- b) Participate in workshops for the purpose of familiarizing school, employment service and other appropriate personnel with the apprenticeship program and current opportunities.
 - c) Work with school boards, vocational educational systems, or community colleges to develop programs for preparing students to meet the standards and criteria required to qualify for entry into the apprenticeship program.
 - d) Communicate internally the equal opportunity policy in such a manner that will foster understanding, acceptance, and support among various officers, supervisors, and employees and to encourage such persons to take the necessary action to aid in meeting its obligations.
 - e) Utilize programs, such as pre-apprenticeship, preparatory trade training, or other programs designed to afford related work experience or prepare candidates for apprenticeship. Those who complete such programs are afforded full and equal opportunity for admission into the apprenticeship program.
 - f) Other activities to ensure that the recruitment, selection, employment, and training of apprentices during their apprenticeship will be without discrimination, including the use of minority and female apprentices and journey-workers to conduct outreach or recruitment.

Section V: Annual Review of Affirmative Action Plan

The Sponsor will make an annual review of its current AAP and its overall effectiveness and institute any revisions or modifications warranted. The review will analyze (independently and collectively) the affirmative action steps taken for evaluating the positive impact, as well as the adverse impact in the areas of outreach and recruitment, selection, employment, and training. The Sponsors will work diligently to identify the cause and affect those results from their affirmative action measures and will continually monitor these processes in order to identify the need for a new affirmative action effort and/or deletion of ineffective existing activities. All changes to the AAP will be submitted to the Department of Labor and Industrial Relation for approval. The Sponsor will continually monitor the participation rates of underrepresented populations in the apprenticeship program in an effort to identify any type of underutilization. If underutilization exists, corrective action will be immediately implemented. The goals and timetables also will be reviewed periodically as determined by the Registration Agency and updated where necessary.

AFFIRMATIVE ACTION PLAN – ANALYSIS WORKSHEET

(The AAP-Analysis Worksheet is used to evaluate workforce data in relation to utilization rates/goals of the program and will be conducted within 2 years after the registration of the program.)

Occupational Title: _____ O*Net Code: _____
Sponsor: _____
Address: _____
City: _____ State: _____ Zip: _____
Phone: _____ Type of Selection Uses: _____
Labor Market Area: _____

LABOR MARKET AREA DATA

Total Labor Force in Labor Market Area: Honolulu, Oahu, Hawaii
Number Women: _____ (_____ %) of Labor Force
Number Minority: _____ (_____ %) of Labor Force

Working Age Population in Labor Market Area: Honolulu, Oahu, Hawaii
Number Women: _____ (_____ %) of Working Age Population
Number Minority: _____ (_____ %) of Working Age Population

The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship.

Number Women: _____
Number Minority: _____

SPONSOR'S WORKFORCE DATA

Journey-Workers: _____
Number Women: _____ (_____ %) of Journey-Workers
Number Minority: _____ (_____ %) of Journey-Workers

Apprentices: _____
Number Women: _____ (_____ %) of Apprentices
Number Minority: _____ (_____ %) of Apprentices

DETERMINATION OF UTILIZATION

Minority Underutilization: Yes No
Female Underutilization: Yes No

(Note: All Factors Need Not Be Weighed Equally.)

SPONSOR'S GOALS

The sponsor agrees to make good faith efforts to attain the goal of selecting 75 % minorities and 75 % women during the next three years or hiring period. These goals shall not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

Estimated Number of New Apprentices to be hired and registered during the next three (3) years: 142

APPENDIX F

SELECTION PRODECURES

As required under Title 12, Chapter 31, Hawaii Administrative Rules and Title 29, Code of Federal Regulations, Part 30 as amended.

Section I: Minimum Qualifications

Applicants will meet the following minimum qualifications:

- Age: Be at least seventeen (17) years of age.
- Education: High school diploma, General Equivalency Diploma (GED), or equivalent.
- Other: Applicants need to be eligible to be accepted, or currently enrolled, in the University of Hawaii System.

Section II: Application Procedures

- A. Applicants will be accepted (as specified). All persons requesting an application will have one made available upon request.
- B. All applications will be identical in form and requirements. The application form will be numbered in sequence corresponding with the number appearing on the applicant log so that all applications can be accounted for. Columns will be provided on the applicant log to show race/ethnic and sex identification and the progress by dates and final disposition of each application.
- C. Before completing the application, each applicant will be required to review the Apprenticeship Standards and will be provided information about the program. If the applicant has any additional questions on the qualifications or needs additional information to complete the application, such information will provided by the sponsor
- D. Receipt of the properly completed application form, along with required supporting documents (proof of age, driver's license, birth certificate or other acceptable documentation; copy of high school diploma, GED Certificate or other acceptable documentation) will constitute the completed application.
- E. Completed applications will be checked for minimum qualifications. Applicants deficient in one or more qualifications or requirements or making false statements on their application will be notified in writing of their disqualification. The applicant will also be notified of the appeal rights available to them. No further processing of the application will be taken.
- F. Applicants meeting the minimum qualifications and submitting the required documents will be notified where and when to appear for an interview (if applicable).

Section III: Selection Procedures

- A. The sponsor will ensure public notification of apprenticeship positions, the application period, and that a review of applications is conducted to determine qualified candidates. Applicants to the program must meet the minimum qualifications described in the Registered Apprenticeship Standards or published documents for the Registered Apprenticeship program.

- B. The employer must approve all apprentices. In addition, apprentices must meet all admission requirements of the educator preparation provider.
- C. The selection process should be grounded in the following principles:
- Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.
 - Mechanisms for the employer and the related instruction provider to vet and select candidates collaboratively.
 - Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation.
- D. The Sponsor will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.
- E. The application process will be timed so that applicants can gain admission to the apprenticeship program and to the educator preparation program by the term prior to the term in which the apprenticeship OJL will begin (i.e., spring or summer for programs beginning in late summer/fall). The application process should include a process to ensure an appropriate match between apprentices and mentor teachers, such as an interview.
- F. Recruitment methods will depend on whether the apprenticeship program is designed exclusively for current school employees (e.g., paraprofessionals) or is open to the general public. In either case, the sponsor will abide by the affirmative action plan described in Appendix C. In all cases, sponsors will seek to recruit apprentices who are reflective of the local community and who increase the diversity of the teacher workforce in terms of gender, race/ethnicity, linguistic diversity, and disability status.
- G. The Sponsor will schedule the interview (if applicable) and evaluation session. All applicants who have met the minimum qualifications and have submitted the required documents must be notified of the date, time, and place to appear.

Section IV: Complaint Procedure

- A. Any apprentice or applicant for apprenticeship who believes that he /she has been discriminated against on the basis of race, color, religion, national origin, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his /her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicant's election, with the private review body established by the Sponsor (if applicable).
- B. The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, and a brief description of the circumstances of the failure to apply equal opportunity standards.

- C. The complaint must be filed not later than 180 days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review bodies designated by the Sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or 30 days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.
- D. Complaints of harassment in the apprenticeship program may be filed and processed under Chapter 31, Title 12, Hawaii Administrative Rules or Title 29, CFR Part 30, and the procedures as set forth above.
- E. The Sponsor will provide written notice of their complaint procedure to all applicants for apprenticeship and all apprentices.

Section V: Maintenance of Records

The Sponsor will keep adequate records including a summary of the qualifications of each applicant, the basis for evaluation and for selection or rejection of each applicant, the records pertaining to interviews of applicants, the original application for each applicant, information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination, rates of pay or other forms of compensation or conditions of work, hours including hours of work and, separately, hours of training provided, and any other records pertinent to a determination of compliance with the regulations at Chapter 30, Title 12, Hawaii Administrative Rules and 29 CFR Part 30, as may be required by the U.S. Department of Labor. The records pertaining to individual applicants, selected or rejected, will be maintained in such manner as to permit the identification of minority and female (minority and non-minority) participants.

The Sponsor will retain a statement of its affirmative action plan for the prompt achievement of full and equal opportunity in apprenticeship, including all data and analysis made, and maintain evidence that its qualification standards have been validated.

In addition to the above requirements, adequate records will include a brief summary of each interview and the conclusions on each of the specific factors, e.g., motivation, ambition, and willingness to accept direction which are part of the total judgment. Records will be maintained for 5 years from the date of last action and made available upon request by the Department of Labor and Industrial Relations, the U.S. Department of Labor or any other authorized representative.

APPENDIX G
UNION'S CONCURRENCE WITH THE APPRENTICESHIP PROGRAM

The undersigned, on behalf of Hawaii Government Employees Association (HGEA) concurs and has no objections to the registration of the Hawaii Teacher Registered Apprenticeship Program with the Department of Labor and Industrial Relations, sponsored by Hawaii Teachers Standards Board.

HGEA supports the intent and purpose of the apprenticeship program sponsored by Hawaii Teachers Standards Board which is to provide training to individuals to become K-12 licensed teachers. HGEA also agrees and accepts to be part of the Apprenticeship Committee which is responsible in the administration of the program.

HGEA was consulted in the development of the program and was furnished and provided opportunity to comment on the Standards of Apprenticeship that is submitted to the Department of Labor and Industrial Relations for approval and registration.

Signature of HGEA Representative

Name of HGEA Representative

Position/Title

Date

Contact information:

Address: _____

Email Address: _____

Phone No: _____

APPENDIX H
EMPLOYER ACCEPTANCE AGREEMENT

The undersigned, on behalf of the Hawaii Department of Education hereby subscribes to participate as employer for apprentices of the Hawaii Teacher Registered Apprenticeship Program. The sponsor, Hawaii Teachers Standards Board, is administratively attached to HIDOE and supports the intent and purpose of the Hawaii Teacher Registered Apprenticeship Program to help address the shortage of teachers in the state.

As employer, HIDOE shall abide with the Standards of Apprenticeship, and such rules and regulations of the program. HIDOE has been furnished a copy of the Standards of Apprenticeship, has read and understands them, and commits to employ and provide training to apprentices in accordance with the provisions of these Standards.

This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor or the Department of Labor and Industrial Relations.

_____ <i>(Signature of HIDOE Representative)</i>	_____ <i>(Signature of HTSB Representative)</i>
_____ <i>(Name of HIDOE Representative)</i>	_____ <i>(Name of HTSB Representative)</i>
_____ <i>(Title/Position of HIDOE Representative)</i>	_____ <i>(Title/Position of HTSB Representative)</i>
_____ <i>(Date)</i>	_____ <i>(Date)</i>

Name of Employer: _____

Address: _____

Phone Number: _____ **Email:** _____