

Student Handbook & Course Catalog



Revised August 2020

**555 Willow Springs Lane
York, PA 17406
717-843-8368**

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Table of Contents

INTRODUCTION.....	4
MISSION STATEMENT.....	5
OUR CAMPUS.....	5
ACCREDITATION AND LICENSURE.....	6
HOURS OF OPERATION	6
BOARD OF TRUSTEES.....	6
CALENDAR 2020-2021	7
EMERGENCY PROCEDURES/CLOSING	7
STUDENT SERVICES	8
RULES AND REGULATIONS.....	8
COMPLAINT PROCEDURE.....	9
HEALTH & SAFETY PLAN	10
CAMPUS SECURITY.....	21
COUNSELING SERVICES.....	21
DRUG FREE WORKPLACE AND CAMPUS.....	21
ACTIVE SHOOTER	22
THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974	23
TUITION AND FEES.....	25
REFUND POLICY	25
COST OF ATTENDANCE BUDGET	25
VETERANS BENEFITS.....	25
ACADEMIC SERVICES	25
ADMISSIONS.....	26
GRADUATION REQUIREMENTS.....	27
CERTIFICATES AND DIPLOMAS.....	27
TRANSFER POLICIES.....	28
WITHDRAWAL POLICY/LEAVES OF ABSENCES.....	28
CONTINUING EDUCATION PROGRAMS.....	28
GRADING	28
SATISFACTORY ACADEMIC PROGRESS.....	29
REMEDIAL ASSISTANCE.....	29

ADVISEMENT.....	30
TRANSCRIPTS	30
STUDENT RECORDS.....	31
COMPUTER SERVICES.....	35
TECHNOLOGY ORIENTATION	36
LIBRARY/MEDIA SERVICES.....	36
PROGRAM REQUIREMENTS	36
WORK BASED INSTRUCTIONAL PLAN.....	53
ADMINISTRATION AND FACULTY	55
Appendix A: APPRENTICE AGREEMENT	57
Appendix B: RULES AND REGULATIONS.....	61
Appendix C: ADDITIONAL PLANS & POLICIES	70
STUDENT RETENTION.....	71
STUDENT PLACEMENT PLAN.....	74
STUDENT SERVICES EFFECTIVENESS.....	76
ALCOHOL AND DRUG ABUSE POLICY.....	78

INTRODUCTION

Welcome to the York Electrical Institute. We will be providing you with state-of-the-art training opportunities that employ the most current trends in educational technology and the electrical industry. You will learn the attitude, skills, and knowledge needed to have a successful career as an electrician.

This program has led the way for the past 69 years, pushing the standards in our industry. We welcome you into our industry and our organization and expect you to pursue excellence in the same manner as those who came before you. This program has been created to provide the tools you need to reach your full potential. We hope you enjoy and appreciate the opportunity to be part of this program.

Timothy Griffin
Director of Education

The procedures and policies set forth in this Handbook are subject to revision from time to time. The most up-to-date available versions of the policies and procedures are contained in the electronic version of this document, which may be accessed online at our website: yorkelectricians.org

MISSION STATEMENT

The York Electrical Institute mission is to provide training opportunities for electricians in York and Adams County that will ensure IBEW local 229 has the highest skilled apprentices and journeyman available. York Electrical Institute will provide opportunities for personal and professional growth through apprenticeship and continuing education classes delivered in-house and through training partners. Courses will be delivered in traditional classroom settings, as well as through blended or on-line formats where appropriate.

York Electricians Staff will model professional behaviors, ethics, and attitudes while performing their duties in and out of the classroom. York Electrical Institute will also work to ensure that apprentices are receiving excellent and diverse on-the-job training to ensure that all members maintain our high standards of attitude, skill, and knowledge.

The York Electrical Institute exists to serve a number of purposes:

- To provide highly skilled workforce including apprentices, journeypersons, supervisors, project managers
- To foster a learning environment and community of learners
- To offer opportunities for learning in the classroom, labs, and on-the-job
- To make available continuing education opportunities for journeypersons
- To promote safe work practices
- To provide leadership and financial training

Apprentice development and progression is achieved by partaking in classes such as Health and Safety, Blueprint Reading, Mathematics, and Leadership and Foreperson Training to name a few. Men and women are afforded comprehensive curriculum and unequalled training.

We impress upon our members that acquiring vital trade specific skills is necessary in securing and maintaining fair wages, health and pension benefits, and favorable working conditions.

Our vision is unparalleled. Our comprehensive training programs are a collaborative effort designed to supply our union contractors and associations the most uniquely qualified workforce, now and into the future.

OUR CAMPUS

Our training center is located at 555 Willow Springs Lane, York, PA. It houses a state-of-the-art learning environment including 15,000 square feet of training space including 6 classrooms and 3 large lab areas. There is a large 130 seat meeting room and a break room. Restrooms include shower areas. Parking is available for over 100 vehicles. There is a mobile computer lab and projectors in each classroom.

ACCREDITATION AND LICENSURE

The York Electrical Institute has standards of apprenticeship on file with the U.S. Department of Labor. Inquiries regarding this registration should be addressed to:

Ron Leonard
U.S. Department of Labor, Bureau of Apprenticeship and Training
170 S. Independence Mall West, Suite 820 East
Philadelphia, PA 19106

The York Electrical Institute is currently a candidate for accreditation with the Council on Occupational Education. Inquiries regarding candidacy status should be addressed to:

The Council on Occupational Education
7840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350

The York Electrical Institute program is recognized by the American Council on Education for over 50 college credits. Relationships are established with several colleges and universities to ease the transition into degree granting programs.

HOURS OF OPERATION

The Institute is open Monday through Friday from 8 am to 4 pm. Classes are typically held on Weekday evenings from 6 pm to 9 pm. Some classes may be scheduled outside of these hours, including on weekends.

BOARD OF TRUSTEES

Robert Triplett
Chairman
National Electrical Contractors Association
2003 Renaissance Blvd.
King of Prussia, PA 19406
(717) 845-1639
rtriplett@neca-pdij.org

Jeremy Smith
I.B. Abel Inc.
2745 Black Bridge Rd.
York, PA 17406
jsmith@ib-abel.com

Jim McNary

Thomas Henchey
Secretary-Treasurer
IBEW Local 229
555 Willow Springs Lane
York, PA 17406
(717) 843-8368
thenchey@ibew229.org

Michael Davis
IBEW Local 229
555 Willow Springs Lane
York, PA 17406

Ashley Bair

I.B. Abel Inc.
2745 Black Bridge Rd.
York, PA 17406
jmcnary@ib-abel.com

IBEW Local 229
555 Willow Springs Lane
York, PA 17406

CALENDAR 2020-2021

August 31	Back-To-School Meeting
September 14	Fall Semester Begins
November 23-29	Thanksgiving Holiday
December 21-January 3	Christmas / New Year Holidays
January 4	Spring Semester Begins
June 21	Spring Semester Ends
September 16	Graduation

EMERGENCY PROCEDURES/CLOSING

Fires: All Students are urged to acquaint themselves with the location of the exits and available fire extinguishers throughout the school. In case of fire, dial 911 immediately. Give the operator the precise location of the fire and he or she will alert the fire department.

Emergency Evacuation: When notified of an emergency please proceed to the closest exit and assemble in the grass directly across Willow Springs Lane for a head count.

Police: To summon the police, select dial 911, and the operator will alert the police department.

Theft: If a theft has taken place, please report it immediately to an instructor or the training director.

Accidents and Illness: When there is doubt as to procedure in the case of medical emergency, immediate medical advice should be secured by dialing 911.

In the event anyone becomes injured or ill at the School, emergency response should be contacted. Emergency personnel will make determinations as to the needed medical attention and transportation.

Incident Reports: A complete report of every incident, no matter how minor, should be made to the Director of Education within 48 hours of the incident. Copies of incident reports can be obtained from the administrative office and/or on the website. For non-emergencies related to police, fire, and rescue, please contact the director, and then file an incident report. Any incident involving serious injury should be reported at any time during the day or night to emergency response by dialing 911 and then filing an incident

report. In instances where there is doubt as to whether the incident is serious enough to require a report, it is better to report it immediately.

Inclement Weather Policy: In the case of inclement weather, a notice will be sent out via “Remind” text messaging service. Students are encouraged to subscribe to this service in order to receive timely notifications. Individual phone calls will not be made in the event of school closing.

STUDENT SERVICES

The York Electrical Institute is dedicated to providing each student the support and resources needed for success in the program and beyond. Tutoring and counseling are available at the student’s request. For non-academic counseling, outside services are available. The services listed below were developed to assist the student in meeting their educational goals. Questions regarding these services should be sent to the Director of Education.

York Electrical Institute agrees to provide any reasonable accommodation necessary for students who are identified to have special needs.

RULES AND REGULATIONS

As a participant in this Program, you have been offered one of the most meaningful opportunities in your life: to develop the knowledge and skills that will enable you to perform at the highest levels of the professional trades represented by the International Brotherhood of Electrical Workers (IBEW).

The opportunity that you have been given is unique and valuable. Whether as an apprentice or at some other level of participation, not only will you have the opportunity to develop and/or expand a career in your trade, but you have been admitted to participate into the York Electrical Institute’s outstanding, accomplished Program. It is the sincere hope of the Trustees, Director, Instructors and staff of the Institute that you strive every day to make the most of this opportunity that you have been awarded. While the Program is demanding and rigorous, the benefits of your dedication will be enormous.

During your tenure in the Institute, you should always bear in mind that your education is primarily funded by the work of the men and women represented by the IBEW Local Union 229, through direct contributions from their pay package. Every member of IBEW Local Union 229 has committed to your education, as a way to ensure the high standards and excellence of the trades represented by the IBEW, and to ensure our ever-unrivaled ability to provide the highest quality of work to our participating and valued employers. To respect the investment of IBEW Local Union's members, and to achieve the objectives for which this Program was developed, nothing short of your **complete commitment, focus, and dedication** is expected – or accepted. In working for you, so that you can have this opportunity, IBEW’s members also expect that you will work for them – in dedicating yourself to the excellence of IBEW and our trades.

Bearing this in mind, these Rules and Regulations have been adopted by the Institute in order to:

- Administer the Apprentice and Training Program
- Develop uniform policies and procedures that are applicable to all participants
- Clearly set forth the obligations and requirements that are applicable to every participant

These Rules have been developed so that every participant in the Program has the opportunity to know and understand what is required of him or her in order to successfully participate in the Program. **Every participant in the Program is responsible for knowing and following the Rules of the Program, at all times.**

As a participant in the Program, you are expected to thoroughly read and follow these Rules. If you do not understand a Rule, or how it applies to you, you can contact the Director of Education or another school official. You should not rely on information given to you by another apprentice or journeyman -- even if other participants in the Program tell you what a Rule means, the only correct application of these Rules are the interpretation of the Institute. Do not make the mistake of relying on anyone else, because your misplaced reliance **will not** excuse your failure to comply with the Rules, as they are interpreted and applied by the Program.

These Rules may be changed from time to time by the Institute and its Board of Trustees. As they are amended or otherwise changed, it is your responsibility to know and comply with the Rules.

A complete set of the rules can be found in Appendix B.

COMPLAINT PROCEDURE

A. Informal Resolution of Disputes. Students are encouraged to informally discuss issues or problems that may arise, whether in the school or on the job, with the Director of Education or instructors, in an effort to obtain assistance or resolution. The purposes and objectives of the school can be most effectively achieved through the process of cooperative problem solving.

B. Procedure. All students have the right to present grievances regarding terms and conditions of their training, discipline, wages determinations, attendance determinations, assessments or evaluations, and any other matter or concern related to their enrollment and participation in the program, using the following procedure:

The student shall prepare a written grievance stating the specific facts and issues that are the subject of the grievance to the Institute and present the written grievance to the Director of Education. The Institute shall notify the student of a date and time to appear before the YEI Board of Trustees for a hearing regarding the grievance. At the hearing the student must present any documents or witnesses that are relevant to the

grievance. The Board of Trustees will issue a written decision regarding the grievance within 15 days after the hearing.

In matters where the student believes that the York Electrical Institute has violated its enrollment agreement or for other administrative issues, students may register a final appeal with the:

The Council on Occupational Education
7840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350
1-800-917-1081
www.council.org

HEALTH & SAFETY PLAN

Based upon input received from meetings with instructors (5/14/20) and representatives from the Student Advisory Committee (7/16/20) The Board of Trustees at a meeting held on 8/5/20 voted to amend the following policy as reflected in the revised text.

Student safety is a top priority for the York Electrical Institute. Students are expected to wear appropriate Personal Protective Equipment (PPE), as determined by OSHA and best work practices, when working in the lab areas. When working in the lab areas, students shall at all times wear appropriate work boots or closed toe shoes, long pants, and safety glasses.

Any accidents that result in personal injury shall be reported to the Training Director within 48 hours. An investigation will occur to determine the cause and appropriate actions will be taken.

It is the policy of the YEI that all accidents and incidents which results in personal injury or illness, and/or damage to YEI property, shall be properly reported and investigated. This operating procedure establishes a process to ensure that all injuries, illnesses, incidents, and accidents are properly managed in a timely fashion, and that all causes, direct and contributory, are thoroughly identified and that the appropriate actions are taken.

Scope

This policy applies to all students, employees and visitors at the Training Center.

Purpose

This policy sets out guidelines and procedures for the reporting and investigation of injuries, incidents, illnesses, and accidents involving members of the Training Center

community or visitors. Injuries and incidents must be reported and investigated in order to fulfill legal requirements, ascertain compliance with applicable regulations and policies, and assist the Training Center in taking steps to remedy hazardous conditions to prevent recurrence.

Definitions

Student – an individual who has contracted with and is registered as an apprentice, construction wireman, construction electrician, or journeyman.

Visitor – an individual who is present on Training Center premises.

Accident – a sudden and unforeseen event attributable to any factor which caused (a) an injury to a member of the Training Center community while he/she was carrying out approved activities or (b) material damage to Training Center property.

Incident – an event or a situation attributable to any factor which could cause (a) an injury or illness to a member of the Training Center community or (b) material damage to Training Center property.

Illness – an unhealthy condition of body or mind; sickness.

Injury – harm or damage arising from or in the course of an accident, and/or an illness or disease, suffered by a student, employee, or a visitor as a result of the work/study environment or activities performed in the course of employment, study or work.

Employee – a person who is employed by the York Electrical Institute in either a part-time or full-time capacity.

Policy

Internal Reporting

- All injuries, incidents, illnesses, or accidents involving students, employees, and visitors shall be reported by the individual involved, before leaving the Training Center premises, either to his/her Instructor, the Director of Education, or an authorized representative

Investigation

- The primary responsibility for investigation of an injury or incident lies with the Director of Education or an authorized representative.
- The authorized representative is responsible for writing the investigation report, which shall include:
 - An account of the injury or incident
 - Recommendations for remedial actions to prevent recurrence
 - The names of the departments, services, and persons to which the recommendations have been forwarded for follow up

All Reports are located in the administrative office.

REPORTING PROCEDURES FOR INJURY/INCIDENT REPORTING AND INJURY/INCIDENT INVESTIGATION POLICY

Responsibilities of Students, Employees and Visitors

A student, employee or visitor who is a victim of an injury or who has suffered an illness or disease shall:

- Immediately report the injury to the authorized representative
- Complete and sign the Injury, Illness or Accident Report as soon as possible following the occurrence.

All Reports are located in the administrative office.

Responsibilities of Instructors, Coordinators or Administrators

An instructor, coordinator or administrator shall:

- Ensure that the victim gets immediate medical attention if required
- Call 911 for Emergency Medical Services if necessary
- Obtain the names of any witnesses
- Ensure that anyone who is a victim of an injury, illness or accident completes and signs the appropriate reporting form
- Investigate the injury.

Maintaining good health requires access to health care when it is needed. The following medical facilities, health centers, and hospital are available to render necessary health and medical services:

Major injuries, incidents, or illnesses (Outside of 911 calls):

WellSpan York Hospital
1001 S. George St.
York, PA 17403
(717) 851-2345

Minor injuries, incidents, or illnesses:

WellSpan Occupational Health
2250 E. Market Street
York, PA 17402
(717) 851-1600

Substance abuse and mental health issues:

WellSpan Philhaven
1600 S. George St.

York, PA 17403
(717) 812-4200

Additional Injury, Illness or Accident Protocol

- Follow the three emergency action steps recommended by the American Red Cross (Check, Call, and Care).
- Alert staff and students of evacuation – if necessary.
- Supervise the evacuation of the building. (Please follow guidelines as set forth on the Training Center emergency evacuation floor plans.)
- Provide basic care for an injury or sudden illness until the victim receives professional medical help.

Pandemic Protocol

- In the event of an outbreak or pandemic, YEI will follow all CDC Guidelines, Recommendations, and Government Orders for school operations in York County, PA
- Students showing signs of being infected will not be permitted to attend school. Mandatory screening may be implemented at the direction of the DoE or the Board of Trustees. Refusal to comply with mandatory screening shall prohibit entry and count as an unexcused absence. Students sent home involuntarily due to screening results will be given an excused absence to be reviewed by the Board of Trustees for possible exception to attendance policy.
- Accommodations will be made to allow students to progress on schedule if required to quarantine. However, all work and labs must be made up.
- Additional absences without penalty may be credited upon approval of the board and on a case-by-case basis. Students must issue an Attendance Policy Exception Request in writing to the Board of Trustees with an explanation of circumstances. The Board of Trustees will make a final decision at their next meeting.

DRUG AND ALCOHOL ABUSE

I - Preamble

The York Electrical Institute recognizes that employment in the electrical contracting industry is potentially hazardous. Alcohol and drug abuse is an issue that concerns us all and efforts are being made on many levels to create an environment that discourages this destructive problem. Being under the influence of drugs or alcohol poses unnecessary and unacceptable safety and health risks not only to the user, but to all those who work with him or her. The term "drug" for purposes of this Policy shall mean those included in Schedule I and II of the Controlled Substance Act, and it shall also include prescription drugs without a valid prescription, but not when used pursuant to a valid prescription or when used as otherwise authorized by law.

Other Alcohol and Drug Abuse Policies: While employers bear the exclusive responsibility for the safety and health of employees at their work sites, including apprentices, the York Electrical Institute realizes that workplace safety is threatened by the use of drugs and alcohol. Accordingly, the York Electrical Institute has implemented the following Policy. This Policy is not intended to interfere with the rights of I.B.E.W. Local No. 229 to negotiate with employers the contents of substance abuse programs to which employees are subject. The York Electrical Institute also recognizes that, frequently, construction owners and/or general contractors impose their own substance abuse policies and programs on electrical contractors working at their construction projects. While this Policy is not intended to prevent electrical contractors from complying with those requirements, the York Electrical Institute should not be understood as endorsing any independent substance abuse programs or policies which may be negotiated by I.B.E.W. Local No. 229 or established by owners, general contractors, or electrical contractors. Nor by implementation of this Policy does the York Electrical Institute assume responsibility for ascertaining or monitoring the drug-free or alcohol-free status of any apprentice or applicant for apprenticeship.

Purpose: The purpose of this Policy is to maintain the safety of all jobsite personnel, the preservation of property belonging to the construction owner and of the Institute and employees on the project, the enhancement of the jobsite and classroom learning experiences of apprentices, and the assurance of quality work performed by apprentices on construction projects.

Fairness in Application: The Institute also stands for fair rules of employment, the dignity of workers, and the importance of providing a substance-impaired worker, who seeks help, with an opportunity for rehabilitation.

Conditions for Applicability: The specific conditions under which testing will be performed are described in detail in this Policy and generally include three situations: 1) with respect to applicants for an apprenticeship program after a conditional offer of selection has been made to an individual by the Institute and prior to indenture; 2) with respect to apprentices, where the Institute, based on all the facts at its disposal, believes there is reasonable cause to believe the use of drugs, or impairment from alcohol exists; and 3) the Institute reserves the right to use a third party administrator to implement random drug and alcohol testing at their discretion.

This Policy also sets forth the consequences to apprentices of reporting to the classroom, workplace, or any other training sites under the influence of drugs and/or alcohol. The York Electrical Institute recognizes that drugs and alcohol present a serious health problem and encourage all employees to seek assistance for such problems.

Notice: The York Electrical Institute will make this Policy available to all current and future apprentices, as well as to applicants for apprenticeship, after a conditional offer of selection has been made to the individual by the JATC, and prior to indenture.

II - Confidentiality

A. All information obtained by the Institute regarding drug and alcohol testing of apprentices or applicants for an apprenticeship program shall be maintained in separate files, and shall be treated in all respects as a confidential medical record.

B. Information on test results shall be communicated only to those who need to know to implement the Policy and ensure safety and proper treatment of tested apprentices. Information regarding an apprentice or applicant's drug test results or rehabilitation may be released only upon written consent by the apprentice or applicant, except that, regardless of consent, such information may be released where permitted by law:

1. to the representative of a state agency upon request as part of an accident investigation;
2. if the Medical Review Officer (MRO) believes that continued performance by the apprentice or applicant of his/her sensitive-safety function could pose a significant safety risk to the apprentice or applicant or to others.

III - Testing

Refusal to submit to testing as required and/or permitted under this Policy, or falsification of a test, will be regarded as a positive test result, rendering the apprentice or applicant subject to the attendant consequences set forth herein. Failure to appear for testing without a deferral will be considered refusal to submit to testing.

A. Pre-Indenture Testing

1. Applicants to whom a conditional offer of selection has been made, shall, prior to being indentured in the apprenticeship program, be tested for alcohol impairment and drug use. The applicant must sign a Consent Form provided by the Institute to allow the testing facility to release the test results to the Institute. Any applicant who refuses to sign the Consent Form shall be denied selection. An applicant testing positive for alcohol impairment or drug use, pursuant to the provisions otherwise set forth in this Policy, shall be denied selection.

2. Applicants shall not be asked about drug or alcohol dependence or use until a conditional offer of selection has been made.

3. If an applicant discloses in the course of the application process, and prior to being subjected to alcohol impairment testing, that he or she suffers from alcohol dependence, the applicant shall be tested to determine whether he or she is then alcohol or drug impaired.

- a. If the test result is "positive", the applicant shall not be selected.

b. If the test result shows that the applicant was not then impaired, the applicant shall proceed with the application process, shall not be denied selection on the basis of his or her alcohol dependence, shall be told that the use of alcohol at the workplace or during any training time will subject the applicant to immediate discharge from the program.

i) Except as provided in paragraph ii), if the applicant is selected, he or she shall be instructed to enroll in an accredited alcohol treatment counseling and rehabilitation program which provides treatment and counseling through an accredited drug and alcohol professional as a condition for being indentured in the apprenticeship program. If the applicant is indentured on this basis, and is enrolled in such a program, then, until such time as the apprentice provides the Institute with a certified statement from the program that the apprentice has successfully completed the program, the apprentice may be tested for alcohol impairment, at no cost to the apprentice, at any time. If such an apprentice tests "positive" for alcohol impairment prior to receiving such a certificate of completion of the program, the apprentice shall immediately be terminated from the apprenticeship program.

ii) If the applicant is selected and has already completed an accredited alcohol treatment counseling and rehabilitation program, the applicant shall provide the Institute with a certified statement from the program that the he or she has successfully completed the program.

B. Post-Indenture Testing

1. Apprentices shall be tested if the Institute, based on all the facts at its disposal, determines in its sole discretion there is reasonable cause to believe that unlawful use of drugs, or impairment from alcohol exists; and the apprentice in question denies such use or impairment. For purposes of this Policy, "reasonable cause" may be based on, among other things, at the sole discretion of the Institute:

a. Information provided by an employer to whom an apprentice has been assigned that the apprentice has been administered a test revealing the presence of alcohol or prohibited drugs;

b. Failure of an apprentice, when asked to do so by the Institute, to make a written request for, and use his or her best efforts to obtain, the results of an employer-administered drug or alcohol test, and to provide a copy of the written request and any results obtained to the Institute or its authorized agents;

c. Information provided by reliable and credible sources or independently corroborated that the apprentice is or may be using drugs or is currently impaired by the use of alcohol;

- d. Newly discovered evidence that an apprentice has tampered with a previous drug or alcohol test;
 - e. Sudden changes in work or classroom performance;
 - f. Repeated failure to follow instructions or procedures;
 - g. Violation of safety practices;
 - h. Involvement in an accident or a near accident;
 - i. Odor of alcohol or residual odor peculiar to a drug emanating from an apprentice or near an apprentice's work or study area;
 - j. Unexplained or frequent absenteeism;
 - k. Unexplained or frequent rejection for employment;
 - l. Unexplained drowsiness, disorientation, erratic behavior or mood changes;
 - m. Arrest or conviction for violation of criminal drug statutes;
2. Apprentices shall be subject to alcohol and drug testing on a random basis.
3. When an apprentice is found at the jobsite or classroom in possession of drugs, drug paraphernalia, or alcohol, there is no need to engage in drug or alcohol testing of the apprentice. The apprentice will be regarded as having tested positive for purposes of this Policy.
4. Testing of an injured apprentice will take place only if it will not jeopardize necessary medical attention for the apprentice.

IV - Testing Procedures

The following sets forth the procedures to be followed when alcohol and drug abuse testing is conducted:

- A. The testing shall be done at a facility chosen by the Institute.
- B. No apprentice or applicant for an apprenticeship program shall be required to sign any waiver limiting the liability of any firm, laboratory, or person involved in the decision to test or the testing process.

C. All drug testing shall be conducted in accordance with the U.S. Department of Health and Human Resource Services' "Mandatory Guidelines for Federal Workplace Drug Testing Programs," as set forth in the Federal Register. In addition, urine samples shall be separated into two containers at the time of donation of sample. One portion of the original urine sample shall be kept secure and chemically stable and made available for verification of laboratory testing results as provided in paragraph E.5.

D. All drug testing shall be by urinalysis or other method which may subsequently be recognized by the U.S. Government as the state-of-the-art for validity and accuracy of drug testing results. Urinalysis shall be performed only by laboratories listed by the U.S. Department of Health and Human Services in its most current "List of Laboratories which Meet Minimum Standards to Engage in Urine Drug testing for Federal Agencies," as set forth in the Federal Register.

E. All alcohol testing shall be by breath analysis and shall, as a minimum, be conducted in accordance with the protocols and procedures contained in the Nuclear Regulatory Commission's "Guidelines for Nuclear Power Plant Drug and Alcohol Testing Programs" as set forth in the Federal Register. This shall include the use of "evidential-grade breath alcohol analysis devices" that meet the requirements of those Guidelines. In addition, where a confirmatory test is performed directly on blood, one portion of the sample shall be kept secure and chemically stable and made available for verification of laboratory testing results.

F. All chemical testing shall come under the control and supervision of a physician, with apprentice or applicant confidentiality protected in accordance with the Medical Review Officer (MRO) Manual, as developed by the National Institute on Drug Abuse. The MRO will be a licensed physician with knowledge of drug abuse disorders. The role of the MRO is as follows:

1. Reporting and review of lab test results.
 - a. All tests which show a "positive" result must be confirmed by using NIDA/HHS protocols, including confirmation testing and split samples.
 - i) A "positive" drug test result shall mean test levels on both the screening test and the confirmatory test that are recognized as positive by the U.S. Department of Health and Human Services in its "Mandatory Guidelines for Federal Workplace Drug Testing Programs" or in a subsequently issued rule or regulation issued by that Agency, for any of the drugs listed in such Guidelines.
 - ii) A "positive" alcohol result shall mean test levels on both the initial test and the confirmatory test, or tests that are officially recognized as showing impairment by the applicable federal, state, or local governmental authority.
 - b. Collection of specimens must be completed in a private setting and NIDA/HHS protocol regarding chain of custody and marking of samples must be

followed. A copy of the chain of custody and labeling information will be made available to the apprentice or applicant upon request.

2. If a positive test is confirmed, the MRO will contact the apprentice or applicant as soon as possible.

a) An apprentice or applicant whose test results are "positive" shall be advised of the right to have the secured portion of his/her urine sample independently retested by a HHS certified laboratory of his/her choice and at his/her expense, as provided in paragraph 5, and shall also receive copies of the following:

1. Test results;
2. A copy of this Policy, which includes notice of the possible adverse actions the JATC may take.

b) If the MRO cannot contact the apprentice or applicant within three days and after making three attempts, the Institute representative will be notified to contact the apprentice or applicant and advise him or her to contact the MRO. At this time, no test results will be given to the Institute.

c) If after 24 hours of being notified by the Institute to do so, the apprentice or applicant does not contact the MRO, the MRO will verify the positive test result to the JATC. The MRO may notify the authorized Institute representative of results by telephone, computer interface, fax, or in writing.

d) If the Institute cannot contact the apprentice or applicant within three working days, the apprentice or applicant may be subject to termination from the apprenticeship program.

3. Results shall be communicated by the MRO to the Institute's authorized representative within three business days of receipt. All such communications will be kept confidential and shall be communicated only to those persons who need to know. Special attention to confidentiality must be observed at the jobsite.

4. After submitting to a test, an apprentice or applicant may voluntarily provide the MRO with evidence indicating that a positive result from the test may be caused by the apprentice or applicant's use of properly prescribed medication. If the evidence is satisfactory to the MRO, a positive test result will not result in adverse action.

5. An apprentice or applicant testing "positive" shall have the right to have the secured portion of his/her urine sample independently retested by a HHS certified laboratory of his/her choice and at his/her expense.

- a.)The apprentice or applicant must notify the Institute or the MRO within two working days of notification of a positive test result that the apprentice or applicant wishes to have the specimen retested.
- b) The proper chain of custody and documentation must be adhered to by the second lab, which also must be a lab certified by HHS to perform urine drug testing.
- c) If the independent retest is "negative" the apprentice/applicant shall be reassigned to on-the-job training immediately.

V - Rehabilitation and Counseling

An apprentice testing "positive" on any drug or alcohol test, shall, on first occurrence, be offered the opportunity to enter an accredited drug and alcohol treatment counseling and rehabilitation program which provides for treatment and counseling by an accredited drug and alcohol professional. The Institute shall provide information to the apprentice concerning the existence of public and private treatment programs of which the Institute is aware. If the apprentice enters such a program, his or her status as an apprentice will not be affected, except that pending certification of satisfactory completion of the program, the apprentice's on-the-job training shall be suspended without pay.

VI - Effective Date/Amendments

The effective date of this Policy is April 11, 2007 and shall apply to apprentices.

Changes in the law and technology governing drug abuse testing may require modification or revision of this Policy from time to time. Apprentices shall be provided with notice of such modifications or revisions, when adopted by the Institute, at least 30 days prior to their effective date.

VII - Disciplinary Action

Apprentice in probationary period (first 2000 hour of apprenticeship no matter what year of school);

1. Zero tolerance - apprenticeship will be terminated immediately.

All Other Apprentices;

1. The apprentice must seek and complete treatment from an accredited drug and alcohol professional or the apprentice will be terminated immediately.

2. Any further violations of this Policy throughout his or her apprenticeship shall result in the termination from the apprenticeship.

EVALUATION

The Director of Education will annually evaluate the effectiveness of its health and safety plan based on solicited feedback from faculty and students.

CAMPUS SECURITY

In addition to the health of our students, the safety and security of our students, their property and campus property is of primary concern. The following policies are in effect to ensure this security.

- 1) All Faculty, staff and students are to report the loss or damage of school equipment to the Director of Education. An incident report form should be used for this purpose.
- 2) No guns, knives (other than those used for electrical work), or other weapons are permitted on the campuses or in the parking lots at any time. Any student found to possess these items on campus or at their assigned work place would be immediately dismissed from the Program.
- 3) Students are to report any threats or attacks made by fellow students to the Director of Education. A full investigation will be conducted. If these reports are substantiated, the offending student will be immediately dismissed from the Program.
- 4) Any other incidents or actions that will threaten the harmony or the security of the campus, should be reported immediately to the Director of Education.

COUNSELING SERVICES

The York Electrical Institute does not provide any direct counseling services, but does encourage students to seek any assistance that they require. To this end, a list of community counseling resources is available through the IBEW Local 229 Benefits Office. The student should consult the IBEW Local 229 Benefits Office regarding potential coverage for counseling services.

DRUG FREE WORKPLACE AND CAMPUS

The unlawful sale, purchase, distribution, possession or use of any controlled substance or the possession and/or use of alcohol is prohibited in or on school owned or controlled property, or within a 200-foot perimeter of school property. No staff member or student is to report to work or class or any school activity while under the influence of alcohol or illegal drugs. Violation of these policies by a staff member or student shall be reason for referral for treatment for a drug/alcohol use disorder and/or for disciplinary action up to and including termination of employment or expulsion from the School and/or referral for prosecution consistent with local, state, and federal law. Such actions will be in

accordance with the applicable collective bargaining agreements and other policies and procedures. To comply with the federal Drug Free Schools/Campuses Act, the School will provide an annual notice regarding its drug prevention program to students and staff and conduct a biennial review of the program.

The full Alcohol and Drug Abuse Policy is attached as an appendix to this Student Handbook. All apprentices must complete and return the Consent Form upon entry into the program.

ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes – before law enforcement arrives on the scene – individuals must be prepared both physically and mentally to deal with an active shooter situation. When an active shooter is in your vicinity, quickly determine the most reasonable way to protect your own life.

1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Warn other individuals against entering an area where an active shooter may be
- Keep your hands visible
- Follow the instructions of any law enforcement officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a hiding place where the active shooter is less likely to find you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone and/or pager
- Turn off any source of noise

- Remain quiet
- Hide behind any large items of furniture or equipment

3. Alternatives

If neither evacuation nor hiding out are possible:

- Remain calm
- Dial 911, if possible, to alert law enforcement to the active shooter's presence. If you cannot speak, leave the line open to allow for the dispatcher to listen

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

4. When Law Enforcement Arrives

Remember the following guidelines:

- Remain calm and follow instructions
- Put down any items in your hands
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers
- Avoid pointing, yelling, and screaming
- Do not stop to ask for help or directions while evacuating

THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974 regulates a wide range of privacy related activities including:

- Management of student records maintained by the School
- Regulations regarding who has access to student records
- For which purposes access to student records is granted

School officials will release educational information upon receipt of a signed, dated, written consent of the student which must specify the records that may be disclosed and identify the party to whom the disclosure may be made, including:

- Parents of a dependent student, as defined by the Internal Revenue Code of 1954, Section 152 and who supply supporting documentation, may be granted access to a student's educational record under some circumstances
- In connection with Financial Aid, to organizations who are conducting studies that are on behalf of educational agencies

- To Federal or State educational authorities
- To accrediting organizations
- In compliance with a lawfully issued subpoena
- In connection with a health or safety emergency

Non-School individuals (including parents except as described above) *may not have access* to educational records other than Directory Information unless authorization from the student is obtained or a lawful subpoena/court order is issued to the School. Examples of records not released are: grades, grade point average, Social Security Number, student ID number, name of parents or next of kin, residency status, and the specific number of hours/credits which a student enrolled for, passed, or failed.

Students may complete a form authorizing the Administrator's Office to permit non-School individuals to view the student's academic record.

Access to Student Records

a) Procedure.

A student may inspect and review his or her education records by submitting a written request through email to the Director of Education that identifies the record(s) the student wishes to inspect and review. The York Electrical Institute is required to grant the request within 45 days. Students may discuss with the Director of Education the types of records available for inspection and review. Note that a request to inspect and review "all records" is not normally sufficient to identify records for inspection and review.

In general, a student may have access to confidential letters and statements of recommendation that are part of the student's education records. In no case will any student be required by the YEI to waive his or her rights to access of confidential recommendations.

(b) Copying.

A student will ordinarily not be provided with copies of any part of his or her record other than the transcript, unless the inability to obtain copies would effectively prevent the student from exercising his or her right to inspect and review the education record. In cases where copies will be provided, a charge may be imposed for making such copies at uniform rates. In general, the charges imposed will not exceed \$.10 per page. Provision of the official transcript is included in the Document Fees listed in the student handbook.

(c) Other Rights.

1. Generally, educational records of a student will be maintained by the YEI.
2. A student may request that his records be amended to eliminate any information contained therein that he believes is inaccurate, misleading, or violates his privacy or other rights.
3. If the York Electrical Institute decides to refuse to amend a student's records, he or she is entitled to a hearing to challenge the content of his or her educational records in order to ensure that the records are not inaccurate, misleading, or otherwise in

violation of his or her privacy or other rights. Normally, an informal hearing will suffice with the Director of Education who has authority to make changes in a student's records. If a student is dissatisfied with the results of such a hearing, the student should be referred to the Council on Occupational Education.

4. If, after a hearing, the York Electrical Institute decides that the student's records are not inaccurate, misleading, or otherwise in violation of his or her privacy or other rights, the student has the right to place in his or her records a statement commenting upon the information and/or setting forth any reasons for disagreeing with the decision.

TUITION AND FEES

There are NO tuition and fees for students who have been accepted into the apprenticeship program. If a student drops out of a continuing education class, they are responsible for paying the cost of that course before they are eligible to enroll in another course. They are notified of this at the time of registration.

REFUND POLICY

Since there is no tuition, there is NO refund.

COST OF ATTENDANCE BUDGET

The Cost of Attendance Budget is an estimate of the total amount of money it will cost a student to attend school per academic year. The Cost of Attendance Budget includes: tools, work gear and supplies. The estimated TOTAL costs for each program over the 3 to 8-year period are as follows:

Program	Estimated Costs*	Supplies
Electrician (Wireman)	\$500	Basic Hand Tools, Work Boots
Wireman Competency	\$500	Basic Hand Tools, Work Boots
Telecommunications Installer	\$250	Basic Hand Tools, Work Boots

**Students do NOT buy their tools through the school. They are to use an outside vendor or bring their own tools if appropriate.*

VETERANS BENEFITS

The School is pleased to participate in the Veterans Benefits program. The Director of Education can assist you in the certification of your benefits agreement. For further information, students should contact the Veterans Administration at https://www.benefits.va.gov/gibill/post911_gibill.asp

ACADEMIC SERVICES

The York Electrical Institute has developed unique programs and curriculum designed to achieve the highest standards of performance in our industries. The successful completion of these programs will enable the student to have a successful career and multiple opportunities within the industry.

ADMISSIONS

Applications for apprenticeship (*Electrician (Wireman) & Telecommunications Installer*) are taken year-round. Applications must be made online at yorkelectricians.org

Applicants should:

A. Fill out an application:

1. Visit www.yorkelectricians.org/
2. Read about each program available
3. Decide on which trade interests them most, and apply. Applicants **MUST** choose ONE craft to which they want to apply – duplicate applications to different programs will be dismissed, unless otherwise approved by the Director of Education.

B. Complete an application packet consisting of:

1. Completed Application
2. High School Transcripts or Equivalency (must indicate graduation or passing GED score, and proof of completion of Algebra course)
3. Copy of Valid Driver's License

C. Sit for the Qualifying Aptitude Exam

D. Interview with Staff and/or Members of the Board of Trustees

E. Receive Notification by Electronic Mail of Admission or Rejection

(Scores for the application, interview, and qualifying tests are ranked highest to lowest and students are selected for admission from the top of the lists until all available seats are filled.)

Admissions into the Wireman Competency program is automatic for, and limited to, new members organized into IBEW Local 229 who do not receive a minimum of 70% on the Electrical Trades Proficiency Evaluation Assessment Examination.

ADMISSIONS EXCEPTIONS

The York Electrical Institute does not make exceptions to its admissions process.

ENROLLMENT

Once an Electrician (Wireman) or Telecommunications Installer student has been notified of their acceptance to the program, they must complete the apprenticeship agreement document. Until this document has been completed, no apprentice student may start the program.

REGISTRATION

Students enrolled in the apprenticeship programs are automatically registered for technical classes each term. Anyone who wishes to take Continuing Education classes must register by the published deadlines listed on the website.

INFORMATION TECHNOLOGY REQUIREMENTS

Students must have access to a computer with internet. It is recommended that students purchase a laptop as it will be used in the classroom and for homework outside of the classroom. Students can schedule the use of a computer in the Learning Resource Center during regular business hours, Monday to Friday from 7 am to 3 pm.

JOB PLACEMENT

Students are automatically placed on a job. Once they have graduated, journey workers receive placement assistance from the union. Work placement from the union is continuous until retirement.

GRADUATION REQUIREMENTS

Students who have completed the core curriculum, all technical courses in their program, have completed the requisite number of hours of on-the-job internship, fulfilled any required Certification-Level testing, Senior Project requirements, and any other requirements outlined by the Board of Trustees are eligible for graduation from the program.

CERTIFICATES AND DIPLOMAS

Upon completion of all program requirements, apprentice students receive an apprenticeship completion certificate from the Pennsylvania Department of Labor and a completion certificate from the electrical training ALLIANCE (etA). Wireman Competency students receive a certificate from York Electrical Institute upon program completion. Graduation ceremonies are held once a year.

TRANSFER POLICIES

The transfer policies are described below.

- **Transfer from other Institutions**

Students who transfer from another IBEW apprenticeship program are exempt from classes that they completed at the other IBEW apprenticeship and are placed accordingly. Transfers from non-IBEW apprenticeship programs are not accepted.

- **Transfer Between Programs**

Students who wish to transfer to another trade program within YEI must go through the admissions process for that program. If they are accepted, only general studies and safety classes can be transferred to the other program.

WITHDRAWAL POLICY/LEAVES OF ABSENCES

Students who wish to withdraw from the program should send a request in writing to the Director of Education. A leave of absence may be granted for personal or medical reasons at the discretion of the Director of Education. If the Director of Education believes that the student should be granted a leave of absence, the student will be notified in writing.

CONTINUING EDUCATION PROGRAMS

The York Electrical Institute is pleased to offer a number of courses and certificate programs for the journeyman in the field. Whether you are interested in updating your skills, learning something new or working towards advancement, these courses are designed with you in mind. A schedule of classes is posted on the website.

GRADING

A - A student performs at 90-100% level

B - A student performs at 80-89% level

C - A student performs at 70-79% level

Fail (F) - A student performs at a level which is lower than 70%. If a required course is failed, the course must be repeated or an equivalent one taken. No Credit is accrued with a grade of F. When a student repeats a course or takes an equivalent after failure, both grades will be recorded on the permanent record.

Incomplete (I) - In exceptional cases, where an unanticipated event beyond their control interferes with a student's completion of course requirements, a letter grade of "I" (Incomplete) may be given to a student, at the instructor's discretion. Responsibility for completion of work rests with the student and must be completed within one year.

Administrative Withdrawal (AW) - This code is used on grade reports when a student either never attended or attended no more than two classes but did not officially drop or withdraw.

SATISFACTORY ACADEMIC PROGRESS

When your grade average falls below 76%, you will be requested to appear before the Institute Board of Trustees and your raise will be held until your average reaches 76% or greater. If at the end of the school year your average is between 70 to 75% you will not receive a raise until the next school year when your average reaches above 76%. Final grade averages below 70% will result in disciplinary action from a repeat of the school year up to and including termination.

All students must obtain a passing score (70%) on each section test in order to receive the assigned credits for that section. The test grade from the first attempt will become the official grade for that section and will be recorded and used to calculate the overall grade. Any section test resulting in a grade below 70% must be retaken and a passing score of 70% must be obtained to receive credits assigned to that section.

Test re-takes must be scheduled by the apprentice for a time outside of regular classroom hours and the student must achieve a passing score within two months of the original test date. A minimum of 48 hours study time must be observed between re-take attempts. Students will be given two chances to re-take the failed section within the two-month time period. Any student unable to obtain a passing score after two retakes will fail the school year.

Total credits for all core courses as well as required applications and advanced training sections, selected by the York Electrical Institute, must be obtained to advance to the next school year.

REMEDIAL ASSISTANCE

Students who enter the program are required to read at the 11th grade level. Approximately, 90-95% of all reading material is at that level. Some texts and manuals have higher reading levels because of the technical nature of the industry. Students who have difficulty comprehending these materials or are having problems with writing or math have two options for remedial assistance as described below:

- **Peer-to-peer assistance**
Through the faculty, students who need assistance in technical subject areas may be assigned a peer counselor, who will work with them to master a particular skill or reading requirement.
- **Tutoring programs are available in reading, writing and mathematics.**

Students with specific difficulties will be assigned to this intensive program. After they complete the program, they may sign up for follow-up tutoring or the peer-to-peer assistance program.

Additionally, because we have a small student-teacher ratio, many of our students are given the opportunity to work with instructors on remedial issues.

ADVISEMENT

The Director of Education and faculty are available for consultation on student progress, professional development and remediation requirements. Please check posted office hours to meet with a faculty member or call to schedule an appointment.

The Director of Education and faculty are available to provide general advisement on available services, partnership programs and continuing education opportunities. Schedule an appointment to discuss these services.

TRANSCRIPTS

Access to a student's record is confidential. Transcripts are issued only upon request by the student. Transcript orders can be picked up in person, sent/mailed by hard copy or delivered electronically. A written release from the student is necessary to issue transcripts to parties other than the student such as spouses, parents, employers, or other colleges. Transcripts may be issued without release by the student when a court order has been issued. There is no transcript fee, however, there is a charge for special delivery service. No requests for transcripts are taken by phone.

Transcripts are provided in full only. No transcripts will be issued with an incomplete or partial record of a student's program-to-date. A student's cumulative average will include grades earned only at YEI.

Procedure

A. How to Request a Transcript

- **In person**, at the YEI's Office (no fee).
- **By mail, fax or email attachment** (no fee). Transcript Request Form
NOTE: Do not include your Social Security number in an email attachment. The YEI's Office will contact you if additional information is needed.
- Online Form - Available on the website

B. Cost

- **Traditional Paper Transcript:** No Fee.
- **Electronic Transcript:** No Fee.
Students who attended prior to Fall 2010 are not able to use the electronic method, as those records are not in electronic format.

C. Processing Time

- Students are encouraged to order transcripts well in advance of any deadline.
- Normal processing time: 3 to 4 Business Days.

- High-demand processing time (beginning of the semester, final grading, end of the semester): 2 to 4 weeks.

D. Transcript Delivery

- Transcripts cannot be faxed to the recipient.
- Transcripts are mailed by regular US Mail.
- Timely delivery is not guaranteed by the YEI's Office
- An electronic transcript allows for expedited service and is processed the same day as requested. The electronic transcript option is not available to students who attended prior to Fall 2010.
- Email delivery is available only to those students who request an electronic transcript
- Students who opt to pick up a transcript in person will receive an email notification when the document is ready. A photo ID must be presented at the time of pick up.

STUDENT RECORDS

The purpose of this Student Records Access Policy is to ensure that the YEI community is aware of, and complies with, the Family Educational Rights and Privacy Act of 1974 (FERPA), the regulations adopted thereunder, 34 C.F.R. 99, and YEI policy related to the administration of student education records. FERPA seeks to assure the right of privacy to the Education Records of persons who are or have been in attendance in postsecondary institutions. The Director of Education is responsible for the annual review of this policy.

I. Definitions

Student - any person who is or has been previously enrolled at YEI.

Disclosure - access or release of personally identifiable information from an Education Record.

Access - personal inspection of an Education Record or an oral or written description of the contents of an Education Record.

Education Records - any records, files, documents, and other materials maintained by the YEI, which contain information directly related to a Student. Consistent with FERPA, the following is *excluded* from the definition of Education Records:

1. Information designated by the YEI as Directory Information (See Section II of this Policy);
2. Confidential letters or statements of recommendation filed on or before January 1, 1975;
3. Employee records;
4. Records of physicians, psychologists, psychiatrists, or other recognized professional or paraprofessional persons acting in their professional or paraprofessional capacity (e.g. treatment records);
5. Information maintained by instructional, supervisory, administrative, and related educational personnel which is not revealed to any other person except a substitute;
6. Alumni records which contain only information relating to a person after that person was no longer a student.

II. Directory Information

A. Designated Directory Information. The YEI designates the following items as Directory Information:

- student name
- mailing addresses
- email addresses
- telephone number
- date and place of birth
- major field of study
- photographs
- dates of attendance
- class level
- enrollment status (full-time/part-time, apprentice/journey worker)
- degrees and awards received
- most recent previous educational agency or institution attended
- employment status

B. Right to request that Directory Information not be released. Directory Information is subject to release by YEI at any time unless a Student submits to YEI a prior written request that such information not be released. Currently enrolled students may request that their Directory Information not be released by submitting a completed *Student Restriction/Release of Information* form (Appendix A) to the Director of Education. Forms are available in the Director of Education's office. Such a request will result in outside parties (including friends and relatives of the Student) being unable to obtain contact information for the Student through YEI and YEI being unable to include the Student's name in information provided to outside parties offering career and other opportunities and benefits.

III. Annual Notification

The Director of Education will ensure that students are notified of their rights under this Policy by annual publication in the Student Handbook.

The Director of Education will review this Policy and campus information management practices concerning Education Records at least once a year or more often as the need arises and recommend to the Board of Trustees any changes deemed necessary after such review.

IV. Inspecting Education Records

A student may inspect and review his or her education records by submitting a written request through email to the Director of Education that identifies the record(s) the student wishes to inspect and review. The York Electrical Institute is required to grant the request within 45 days. Students may discuss with the Director of Education the types of records

available for inspection and review. Note that a request to inspect and review "all records" is not normally sufficient to identify records for inspection and review.

In general, a student may have access to confidential letters and statements of recommendation that are part of the student's education records. In no case will any student be required by the YEI to waive his or her rights to access of confidential recommendations.

A student will ordinarily not be provided with copies of any part of his or her record other than the transcript, unless the inability to obtain copies would effectively prevent the student from exercising his or her right to inspect and review the education record. In cases where copies will be provided, a charge may be imposed for making such copies at uniform rates. In general, the charges imposed will not exceed \$.10 per page.

V. Custodians of Education Records

The Director of Education is the YEI Custodian of Education Records. The Custodian is the person who has physical custody of the requested records, or is in charge of the office with such custody. The Custodian shall properly control access, handle, store, and dispose of the Education Records as appropriate.

VI. Disclosure of Education Records

A. Disclosure to School Officials. The YEI may disclose education records without written consent of students to school officials who have a legitimate educational interest in the records. Examples of school officials include the following:

1. YEI employees in an administrative, supervisory, academic, research, or support staff position in the ordinary course of the performance of their job duties or providing a service or benefit relating to the student, such as counseling, job placement, or veteran's benefits;
2. Independent contractors or employees thereof who have contracted with the YEI to perform a service for the YEI (such as the International Training Institute), or a special task (such as an attorney or auditor);
3. Student(s) or YEI employees serving on an official committee, such as a student disciplinary or grievance committee, or assisting another school official in performing such tasks.

B. Third Party Access. The YEI will not disclose Education Records to an outside party without the written consent of the Student, except the YEI may disclose Education Records without consent of the Student in the following cases:

1. to officials of another school, upon request, in which a Student seeks or intends to enroll;
2. to authorized representatives of the U.S. Department of Education, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported education programs;

3. in connection with a student's application for, or receipt of, veterans' benefits or financial aid;
4. to organizations conducting studies for educational agencies in connection with predictive tests, student aid programs or improvements to instruction;
5. to accrediting organizations to carry out their functions;
6. to comply with a judicial order or lawfully issued subpoena. A reasonable effort will be made to notify the Student in advance of compliance unless the courts or other issuing agency has ordered that the existence of the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
7. to appropriate parties in a health or safety emergency;
8. to individuals requesting directory information so designated by the YEI;
9. the final results of a student disciplinary hearing;
10. to U.S. Military recruiters pursuant to federal regulations (See 32 CFR 216);
11. to the Student and Exchange Visitor Information System (SEVIS), the INS internet-based system for tracking, monitoring and reporting information about international students;
12. to comply with a court order to produce education records sought by the U.S. Attorney General (or designated federal officer or employee in a position not lower than Assistant Attorney General) based on "specific and articulable facts giving reason to believe that the education records are likely to contain information" relevant to the investigation or prosecution of terrorist acts;
13. to counsel or the court when the student whose records are being disclosed has sued the YEI provided such a disclosure is relevant for the YEI to defend itself in the lawsuit.

C. Log of Requests. The Custodian will maintain a record of all requests for and/or disclosures of information from a Student's Education Records unless otherwise required by federal or state law, including without limitation the USA Patriot Act of 2001. (PL 107-56, 2001 HR 3152; 115 Stat 272. Unless otherwise required by law, the log will state (1) the name of the requesting party, (2) any additional party to whom it may be re-disclosed, and (3) the legitimate interest the party had in obtaining the information (unless a school official is the requesting party). A Student may review this log upon request.

VII. Challenging the Contents of an Education Record

Students have the right to challenge the contents of their Education Records if they believe the Education Records are inaccurate or misleading. Following are the procedures for the correction of Education Records:

A. Request to Amend or Correct Education Records. A Student may request amendment or correction of his or her Education Records(s) by submitting a written request to the Director of Education. The student shall identify the part of the Education Record to be amended or corrected and state the reason(s) the Student believes the information in the record is inaccurate or misleading.

B. Notice of Decision. The Director of Education shall within 30 working days of receipt of the written request of a Student provide notice to the Student of (1) the decision to either comply with or deny the request, (2) of the Student's right to file a complaint; and (3) of the Student's right to place a statement of dispute in the Education Record.

C. Statement of Dispute. If the Director of Education decides not to comply with the Student's request to amend or correct the specified Education Record, the Student has the right to place in the Education Record a statement commenting on the challenged information and stating the reasons the Student believes the record is inaccurate or misleading. The statement will be maintained as part of the Student's Education Records as long as the contested portion is maintained. If the YEI discloses the contested portion of the record, it must also disclose the statement.

VIII. U.S. Department of Education Complaints

Students have the right to file a complaint with the U.S. Department of Education regarding compliance with FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

(202) 260-3887 (voice)

COMPUTER SERVICES

The York Electrical Institute has a computer cart which is available to students according to the hours posted. Whether using this service on your own time or during class, the following rules apply:

1. Electronic media cannot be used for knowingly transmitting, retrieving, or storing any communication that is:
 - Discriminatory or harassing
 - Derogatory to any individual or group
 - Obscene, sexually explicit or pornographic
 - Defamatory or threatening
 - In violation of any license governing the use of software
 - For any purpose that is illegal or contrary to the school's policy or business interests

2. Generally, electronic information created and/or communicated by a student using e-mail, word processing, utility programs, spreadsheets, voicemail, telephones, Internet and bulletin board system access, and similar electronic

media is not reviewed by the York Electrical Institute. However, the York Electrical Institute reserves the right, at its discretion, to review any student's electronic files and messages to the extent necessary to ensure electronic media and services are being used in compliance with the law, this policy, and other York Electrical Institute policies. Students should not assume electronic communications are completely private. Accordingly, if students have sensitive information to transmit, they should use other means.

TECHNOLOGY ORIENTATION

Media services and technology orientation is provided to all new students during their orientation.

Orientation activities include but are not limited to: providing access to the LMS; showing the location of physical resources; showing where official documents are located on the website; and providing a demonstration of online resources that are available for reference.

LIBRARY/MEDIA SERVICES

The York Electrical Institute maintains a curricular support library on campus, which functions as a resource center for the courses offered. Within this library, we maintain all required and supplemental texts and readings for all courses, a collection of reference guides, collections of journals, periodicals related to the electrical industry and construction trades and a variety of videos and cd's related to craft specialization and labor history.

PROGRAM REQUIREMENTS

Electrician (Wireman) program

Program Objectives:

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Installation — Installing equipment, machines, wiring, or programs to meet specifications.

Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Repairing — Repairing machines or systems using the needed tools.

Classroom/Laboratory Requirements

Year 1	Course Number	Title
	LBST-111	Intro to Trade Unionism I (Orientation 1)
	JOBI-110A	Job Information 1.1
	JOBI-110B	Job Information 1.2
	SOSC-111	Harassment Prevention: Awareness & Responsibilities
	DCTH-111	DC Theory I
	DCTH-211	DC Theory II
	DCTH-311	DC Theory III
	DCTH-411	DC Theory IV
	CODE-111	Code, Standards, & Practices I
	ARCH-111	Blueprint Reading I: Residential
	COND-110	Conduit Fabrication I
	SAFA-111	First Aid/CPR
Year 2	Course Number	Title
	LBST-222	Intro to Trade Unionism II (Orientation 2)
	SAFT-120	Electrical Safety-Related Work Practices I
	SAFT-220	Electrical Safety-Related Work Practices II
	COND-220	Conduit Fabrication II
	ACST-122	AC Systems I
	ACTH-122	AC Theory I
	ACTH-220	AC Theory II
	ACTH-320	AC Theory III
	CODE-120	Codeology I
	CODE-220A	Code, Standards, & Practices II.1
	CODE-220B	Code, Standards, & Practices II.2
	ARCH-222	Blueprint Reading II: Commercial
	MATH-120	Electrical Code Calculations I
Year 3	Course Number	Title
	CODE-330	Code, Standards, & Practices III
	CODE-450	Code, Standards, & Practices IV
	GNDG-130	Grounding & Bonding I
	GNDG-230	Grounding & Bonding II
	HAZL-130	Hazardous Locations
	XFRM-130	Transformers I
	XFRM-230	Transformers II
	XFRM-330	Transformers III

	TORQ-133	Torque
	RIGG-133	Rigging, Hoisting, & Signaling
	SOSC-133	Preparing for Leadership: Personal Qualities
	FAST-130	Fire Alarm Systems I
	FAST-230	Fire Alarm Systems II
	VDVA-131	Voice-Data-Video: Applications & Installation I
	SECT-132	Intrusion Detection I
	ELAC-132	Electronic Access Control I
	ELAC-232	Electronic Access Control II
	STCB-132	Structured Cabling I
	FIBR-132	Fiber Optics I
Year 4	Course Number	Title
	ARCH-330	Blueprint Reading III: Industrial
	MOTR-140	Motors I
	MOTR-240	Motors II
	MOTR-340	Motors III
	MTRC-140	Motor Control I
	MTRC-240	Motor Control II
	MTRC-340	Motor Control III
	PLCI-140	Programmable Logic Controllers
	BACD-104	Building Automation I: Control Devices I
	BACD-204	Building Automation I: Control Devices II
Year 5	Course Number	Title
	LBST-354	Intro to Trade Unionism III (Orientation 3)
	CODE-450	Code, Standards, & Practices IV
	CODE-550	Code, Standards, & Practices V
	MATH-250	Electrical Code Calculations II
	LGHT-150	Lighting Essentials I
	LGHT-250	Lighting Essentials II
	HLTH-150	Healthcare Facility Electrical Systems I
	HLTH-250	Healthcare Facility Electrical Systems II
	DIST-150	Distributed Generation
	SOLR-150	Photovoltaic Systems I
	SOLR-250	Photovoltaic Systems II
	EVIT-150	Electric Vehicle Infrastructure Training Program
	OSHA-154	OSHA 30
	SOSC-154	Human Performance

Total Hours: 1,095 Hours

OJT Requirements

Job Description	Hours
Project Layout and Planning	200
Underground Installations	300

Thinwall Conduit Raceway Systems	1200
Rigid Conduit Raceway Systems	800
Installing Services, Switchboards and Panels	500
Floor Duct Installation	200
Motor Control Center Installation	100
Installing, Splicing & Terminating Wires & Cables	1200
Cable Tray Installation	150
Lighting System Installation	1000
Testing and Troubleshooting Feeders, Motors, and Branch Circuits	150
Fire Alarm Installation	300
Motor Installation	400
Control System Installation	200
Installing and Programming PLC's	100
Installing Instrumentation and Process Control Systems	300
Security System Installation	100
Installing Sound and Communications Systems	150
Installing and Terminating Transformers	100
Installing Fiber Optic Cable	100
Service and Troubleshooting	150
Material Handling & Pre-Fabrication	500
TOTAL	8000

Total OJT Hours: 8,000 Hours

Total Electrician (Wireman) PROGRAM Hours: 9,095 Hours

Telecommunications Installer program

Program Objectives:

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Operation and Control — Controlling operations of equipment or systems.

Operation Monitoring — Watching notification devices, test results, or other indicators to make sure a system is working properly.

Installation — Installing equipment, racks, cabling, or programs to meet specifications.

Troubleshooting — Determining causes of system errors and deciding what to do about it.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speaking — Talking to others to convey information effectively.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Classroom/Laboratory Requirements

Year 1	Course Number	Title
	LBST-131	Intro to Trade Unionism I (Orientation 1)
	DCTH-111	DC Theory I
	DCTH-112	DC Theory II
	DCTH-113	DC Theory III
	DCTH-114	DC Theory IV
	ITJI-101A	Installer/Tech Job Information 1.1
	ITJI-101B	Installer/Tech Job Information 1.2
	ITJI-202A	Installer/Tech Job Information 2.1
	ITJI-202B	Installer/Tech Job Information 2.2
	VDVA-131	Voice-Data-Video: Applications & Installation I
	SAFA-111	First Aid/CPR
	ARCH-111	Blueprint Reading I: Residential
	CODE-111	Code, Standards, & Practices I
	SOSC-111	Harassment Prevention: Awareness & Responsibilities
Year 2	Course Number	Title
	LBST-222	Intro to Trade Unionism II (Orientation 2)
	ARCH-222	Blueprint Reading II: Commercial
	ACST-122	AC Systems I
	ACTH-122	AC Theory I
	SECT-132	Intrusion Detection I
	ELAC-132	Electronic Access Control I
	ELAC-232	Electronic Access Control II
	STCB-132	Structured Cabling I
	FIBR-132	Fiber Optics I
	ITPS-102	Paging Systems I
	ITTP-102	Telephony I
Year 3	Course Number	Title
	RIGG-133	Rigging, Hoisting, & Signaling
	SOSC-133	Preparing for Leadership: Personal Qualities
	TORQ-133	Torque
	ITCO-203	Installer/Tech Code - Code 2.1
	ITGB-103	Installer/Tech Grounding & Bonding I

	ITNT-103	Introduction to Network Technologies I
	ITNT-203	Introduction to Network Technologies II
	ITNV-103	Intelligent Network Video I
	ITNV-203	Intelligent Network Video II
	ITNV-303	Intelligent Network Video III
Year 4	Course Number	Title
	LBST-354	Intro to Trade Unionism III (Orientation 3)
	SOSC-154	Human Performance
	ITAV-104	Audio/Video Systems I
	ITRC-104	Residential Cabling I
	ITSR-104	Sound Reinforcement Systems I
	ITSR-204	Sound Reinforcement Systems II
	OSHA-154	OSHA 30

Total Hours: 495 hours**

OJT Requirements

Job Description	Hours
Project Layout and Planning	500
Underground Installations	500
Routing Cable	750
Testing, Certifying & Troubleshooting LAN Systems	450
Security System Installation	550
Installing Communication and Sound Systems	600
Installing Networking Communication Wire and Cables	1200
Terminating Wires and Cables	1200
Splicing Wires and Cables	400
Service and Troubleshooting	500
Material Handling and Pre-fabrication	750
Safety Awareness and Other Specialized Areas	600
TOTAL	8000

Total OJT Hours: 8,000 Hours

Total Telecommunication PROGRAM Hours: 8,495 Hours

***Please note continuing education is required to achieve Senior Technician status after completion of the apprenticeship program.*

Wireman Competency program

Program Objectives:

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Installation — Installing equipment, machines, wiring, or programs to meet specifications.

Equipment Maintenance — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Repairing — Repairing machines or systems using the needed tools.

Classroom/Laboratory Requirements

Period 1-4	Course Number	Title
	LBST-111	Intro to Trade Unionism I (Orientation 1)
	JOBI-110A	Job Information 1.1
	JOBI-110B	Job Information 1.2
	SOSC-111	Harassment Prevention: Awareness & Responsibilities
	DCTH-111	DC Theory I
	DCTH-211	DC Theory II
	DCTH-311	DC Theory III
	DCTH-411	DC Theory IV
	CODE-111	Code, Standards, & Practices I
	ARCH-111	Blueprint Reading I: Residential
	COND-110	Conduit Fabrication I
	SAFA-111	First Aid/CPR
	LBST-222	Intro to Trade Unionism II (Orientation 2)
	SAFT-120	Electrical Safety-Related Work Practices I
	SAFT-220	Electrical Safety-Related Work Practices II
	COND-220	Conduit Fabrication II
	ACST-122	AC Systems I
	ACTH-122	AC Theory I
	ACTH-220	AC Theory II
	ACTH-320	AC Theory III

	CODE-120	Codeology I
	CODE-220A	Code, Standards, & Practices II.1
	CODE-220B	Code, Standards, & Practices II.2
	ARCH-222	Blueprint Reading II: Commercial
	MATH-120	Electrical Code Calculations I
Period 5	Course Number	Title
	CODE-330	Code, Standards, & Practices III
	CODE-450	Code, Standards, & Practices IV
	GNDG-130	Grounding & Bonding I
	GNDG-230	Grounding & Bonding II
	HAZL-130	Hazardous Locations
	XFRM-130	Transformers I
	XFRM-230	Transformers II
	XFRM-330	Transformers III
	TORQ-133	Torque
	RIGG-133	Rigging, Hoisting, & Signaling
	SOSC-133	Preparing for Leadership: Personal Qualities
	FAST-130	Fire Alarm Systems I
	FAST-230	Fire Alarm Systems II
	VDVA-131	Voice-Data-Video: Applications & Installation I
	SECT-132	Intrusion Detection I
	ELAC-132	Electronic Access Control I
	ELAC-232	Electronic Access Control II
	STCB-132	Structured Cabling I
	FIBR-132	Fiber Optics I
Period 6	Course Number	Title
	ARCH-330	Blueprint Reading III: Industrial
	MOTR-140	Motors I
	MOTR-240	Motors II
	MOTR-340	Motors III
	MTRC-140	Motor Control I
	MTRC-240	Motor Control II
	MTRC-340	Motor Control III
	PLCI-140	Programmable Logic Controllers
	BACD-104	Building Automation I: Control Devices I
	BACD-204	Building Automation I: Control Devices II
Period 7	Course Number	Title
	LBST-354	Intro to Trade Unionism III (Orientation 3)
	CODE-450	Code, Standards, & Practices IV
	CODE-550	Code, Standards, & Practices V
	MATH-250	Electrical Code Calculations II
	LGHT-150	Lighting Essentials I
	LGHT-250	Lighting Essentials II
	HLTH-150	Healthcare Facility Electrical Systems I
	HLTH-250	Healthcare Facility Electrical Systems II

	DIST-150	Distributed Generation
	SOLR-150	Photovoltaic Systems I
	SOLR-250	Photovoltaic Systems II
	EVIT-150	Electric Vehicle Infrastructure Training Program
	OSHA-154	OSHA 30
	SOSC-154	Human Performance

Total Hours: 1,095 Hours

Total OJT Hours: 14,000 Hours

Total Wireman Competency PROGRAM Hours: 15,095 Hours

Course Descriptions

<p>ACST-122 AC Systems I: AC Systems marks the beginning of study in AC Theory. Lessons covered in this course include a review of DC theory, the use of trigonometry and vector math in circuit analysis, comparing direct current to alternating current, circuit calculations for basic systems, AC resistive circuits, and understanding the basic characteristics of AC circuits. This course also offers a number of lab exercises, each designed to complement the lessons by reinforcement through actual hands-on learning.</p>	<p>generators, understanding how DC generators work, the design and function of AC generators, and finally introduces the learner to 3-phase systems. This course also offers a number of lab exercises, each designed to complement the lessons by reinforcement through actual hands-on learning.</p>
<p>ACTH-122 AC Theory I: This course will introduce the inductor and capacitor, their inductance and capacitance effects in series or parallel, and the reactance they cause in an AC circuit.</p>	<p>ARCH-111 Blueprint Reading I: Residential: The learner will be introduced to the fundamentals of understanding and drawing blueprints as well as the skills required for reading and analyzing residential blueprints.</p>
<p>ACTH-220 AC Theory II: This course builds upon the knowledge of reactance learned in AC Theory, Level I by applying a systematic approach to the calculation of AC circuits. The first three lessons cover working with series RL, RC, and RLC circuits before the next three lessons cover the study of parallel RL, RC, and RLC circuits. Next, circuits with no resistance (LC) are studied, followed by a summary lesson on comparing the distinguishing characteristics of series and parallel RLC circuits. The final lesson covers how to analyze and work with combination RLC circuits.</p>	<p>ARCH-222 Blueprint Reading II: Commercial: The Blueprints Level II course expands on the concepts learned in Level I. The course starts with a review of basic fundamentals of blueprints and how they are drawn, which is immediately followed with analyzing and laying out circuits. The learner is also introduced to job cost and how to perform a takeoff, blueprint specifications, schedules and component location, and blueprint systems integration.</p>
<p>ACTH-320 AC Theory III: This course is designed to teach the learner the important concepts of power factor and power factor correction. The course also provides an introduction to</p>	<p>ARCH-330 Blueprint Reading III: Industrial: The Blueprints Level III course expands on the concepts learned in Level I and Level II. The course starts with a review and comparison between residential, commercial, and industrial specifications followed by a lesson specific to industrial specifications, and finally three lessons on how to read and interpret industrial blueprints.</p>

<p>BACD-104 Building Automation I: Control Devices I: Building Automation 1: Control Devices and Applications Level I explains how building systems, such as HVAC, lighting, and electrical systems, can communicate information through a network of intelligent control devices. Emphasis is placed on these control devices and how they work together in common automation scenarios. Topics covered include the operation, signal types, and functions of the sensors, actuators, and other control equipment used in automated systems in commercial buildings. The course is organized by building system, and the operation of each system is explained to clarify the function and application of each control device.</p>
<p>BACD-204 Building Automation I: Control Devices II: Building Automation 1: Control Devices and Applications Level II explains how building systems, such as HVAC, plumbing, fire protection, access control, and security systems, can communicate information through a network of intelligent control devices. Emphasis is placed on these control devices and how they work together in common automation scenarios. Topics covered include the operation, signal types, and functions of the sensors, actuators, and other control equipment used in automated systems in commercial buildings. The course is organized by building system, and the operation of each system is explained to clarify the function and application of each control device.</p>
<p>CODE-111 Code, Standards, & Practices I: The lessons in Code, Standards, and Practices 1, Level I, Based on the 2017 NEC give learners an introduction to the NEC and provide the basics for interpreting the language of the NEC in order to correctly apply its requirements. This course will assist Electrical Workers in becoming more knowledgeable and productive.</p>
<p>CODE-120 Codeology I: The Codeology, Level I, Based on the 2017 NEC course will help the learner to use and apply an efficient method to categorize and locate requirements in the National Electrical Code (NEC). Through repetition and thorough understanding of the "Build" - "Plan" - "Use" concepts, the learner will gain confidence in using the 2017 NEC.</p>

<p>CODE-220A Code, Standards, & Practices II.1: The learner is introduced to a number of the requirements of the 2017 NEC and is tasked with locating these requirements in the NEC.</p>
<p>CODE-220B Code, Standards, & Practices II.2: The learner is introduced to a number of the 2017 NEC requirements for wiring methods and materials.</p>
<p>COD-E330 Code, Standards, & Practices III: The principal purpose of overcurrent protective devices (OCPDs) is to protect circuits and equipment from the effects of harmful overcurrents. This series of lessons will introduce the fundamental concepts of overcurrent protection, the most common types of OCPDs (fuses and circuit breakers) and their characteristics, operation and sizing, conductor tap rules, calculation of fault currents, and ground fault protection of equipment.</p>
<p>CODE-450 Code, Standards, & Practices IV: This series of lessons covers NEC requirements related to special occupancies, a variety of electrical equipment, special equipment covered in Chapter 6 of the NEC, an introduction to cable tray systems, and the installation of surface metallic raceways.</p>
<p>CODE-550 Code, Standards, & Practices V: This course will explore a unique combination of topics. First, the learner will be introduced to a number of requirements related to service equipment, swimming pools, fountains, and similar installations. Next, the learner will develop an understanding of emergency and standby system installation requirements, over 1000-volt requirements, and those for remote-control, signaling and power-limited circuits. The final series of lessons examines changes that took place between editions of the NEC.</p>
<p>CODE-630 Code, Standards, & Practices VI: The improper selection and application of overcurrent protection can create electrical problems such as prolonged power outage, fire hazard, shock hazard, arc flash, arc blast, and equipment damage. A properly designed, installed and maintained electrical system provides the benefit to customers and worker safety. Exploration of overcurrent protective devices and their</p>

<p>application will continue with a series of lessons covering topics such as motor branch circuit and transformer protection, short-circuit current protection, and selective coordination.</p>
<p>COND-110 Conduit Fabrication I : This course is designed to instruct an Electrical Worker in the basic concepts of conduit bending.</p>
<p>COND2220 Conduit Fabrication II: Level II builds off of the Level I course and covers advanced techniques in conduit bending as well as mechanical and hydraulic benders.</p>
<p>DCTH-111 DC Theory I : This course is an introduction to the fundamental terminology, formulas, devices, and components for the study of electrical theory.</p>
<p>DCTH-211 DC Theory II: This course builds upon the concepts learned in DC Theory, Level I by introducing the series circuit and component calculations, fundamental hazards of energized circuits, and basic test instruments.</p>
<p>DCTH-311 DC Theory III : This course builds upon the concepts learned in DC Theory, Level I by introducing the parallel circuit and component calculations.</p>
<p>DCTH-411 DC Theory IV: This course builds upon the concepts learned in DC Theory, Levels II and III, combining lessons learned regarding both series and parallel circuits. The participant will learn to distinguish series and parallel components of combination circuits, calculate component values, and take the next step in electrical theory understanding by studying voltage dividing circuits and the operation of the 3-wire, single-phase system.</p>
<p>DIST-150 Distributed Generation: The Distributed Generation Level I course will introduce and guide the learner through various forms of alternative power sources that may be used for critical loads within a specific environment. The course starts by covering information technology sites and critical loads. After information technology concepts are understood, the learner will be introduced to uninterruptible power supplies, infrastructure components, critical UPS system design considerations, installation, and critical systems service. In addition to UPS systems, the</p>

<p>learner will be introduced to fuel cell basics, fuel cell applications, and fuel cell installation.</p>
<p>ELAC-132 Electronic Access Control I: This course introduces the fundamentals of access control. The course topics include an overview of access control, security and access concepts, how electronic access control systems work, access control credentials and credential readers, types of access-controlled portals, electrified locks, and magnetic locks.</p>
<p>ELAC-232 Electronic Access Control II: This course introduces how locking devices impact life safety and the Americans with Disabilities Act (ADA). Course topics include life safety and exit devices, door types and door frames, doors and fire ratings, free egress electrified locks, electrified deadbolt locks, and portal control devices and applications. The course also covers access control panels and networks, cabling considerations, security system integration, and alarm system devices.</p>
<p>EVIT-150 Electric Vehicle Infrastructure Training Program: The Electric Vehicle Infrastructure Training Program (EVITP) provides technical training for electricians for the residential, commercial, public, and fleet electric vehicle charging markets. The course provides a thorough understanding of charging products and associated equipment on the market today. EVITP-certified electricians go to work with the ability to implement best practices in charging station and infrastructure site assessment, load calculation, configuration, installation, troubleshooting, commissioning, maintenance, and repair.</p>
<p>FAST-130 Fire Alarm Systems I : The Fire Alarm Systems, Level I course begins by introducing the Electrical Worker to basic systems and the codes and standards that are associated with fire alarm systems. The course then explores initiating devices and notification appliances. Once the Electrical Worker has gained an understanding of the basic components of a fire alarm system, he or she is introduced to common installation, startup, and checkout procedures.</p>
<p>FAST-230 Fire Alarm Systems II: The Fire Alarm Systems, Level II course goes beyond the</p>

<p>fundamental lessons to cover advanced detection issues, residential systems, supervising stations, inspection, testing, and maintenance. The course is rounded out with an assortment of valuable maintenance and troubleshooting information.</p>
<p>FIBR-132 Fiber Optics I: The Electrical Training ALLIANCE has partnered with the Fiber Optic Association (FOA) and Corning Optical Communications to bring the latest in fiber optic technology and certification to the organized electrical industry. This partnership and the resulting training materials expand the reach of quality optical fiber training and certification to every INSTITUTE and AINSTITUTE. This course is to be used in concert with the FOA online resources which will help the student to attain their CFOT® certification.</p>
<p>GNDG-130 Grounding & Bonding I: This series of lessons will introduce the student to the fundamental concepts of grounding and bonding. Level I starts with lessons on circuit basics and overcurrent protection, Code arrangement, grounding electrodes, requirements for services and grounded conductors, and grounding electrode conductors. The course concludes with lessons on bonding requirements, equipment grounding conductors, grounding electrical equipment, and isolated grounding circuits and receptacles.</p>
<p>GNDG-230 Grounding & Bonding II: This series of lessons will build upon the fundamental concepts of grounding and bonding studied in Grounding and Bonding, Level I. This expanded look will start by exploring grounding at separate buildings and structures, the grounding of electrical systems, grounding for separately derived systems, and special occupancies and equipment. Level II concludes with the study of requirements and concepts related to grounding and bonding for communications systems, GFCI and GFPE, medium- and high-voltage systems, and grounding systems and earth ground test instruments.</p>
<p>HAZL-130 Hazardous Locations: The Hazardous Locations, Level I course uses both the NEC and the Eaton Crouse-Hinds 2017 Code Digest to present each Article and its requirements. The</p>

<p>knowledge of the hazards involved, and the requirements that mitigate the hazards, will prepare workers to install safe electrical systems in hazardous (classified) locations.</p>
<p>HLTH-150 Healthcare Facility Electrical Systems I: Health care facilities are complex systems designed to keep patients and staff safe during normal and catastrophic conditions. This course of study focuses in depth on the unique electrical systems found in all types of health care facilities. Using a typical one-line diagram as a guide, this course follows the flow of energy from the utility services and back-up generators, through the normal and essential electrical system distribution systems to the patient care spaces where the power is utilized. The requirements of several design and installation codes and standards are thoroughly discussed.</p>
<p>HLTH-250 Healthcare Facility Electrical Systems II: This course of study builds on the foundation of the Health Care Facility Electrical Systems Level I course. Maintaining electrical distribution systems and equipment is a critical element in any health care organization's approved maintenance plan. The role of an electrical contractor in these approved maintenance plans is discussed, as well as the checklists and protocols needed to maintain critical essential electrical system equipment successfully. Performing electrical work in existing operating facilities is also covered including understanding and implementing Infection Risk Control Assessment/Mitigation (IRCA/M) plans designed to keep patients safe from infectious agents that may be distributed as part of the construction activities. A look at both the medical and construction technology that is revolutionizing health care construction and electrical systems wraps up this course of study.</p>
<p>ITAV-104 Audio/Video Systems I: The audio and video systems of today can be very complicated to install and configure properly, and the room acoustics must be taken into account. Fortunately, the technologies that support these entertainment systems are not difficult to learn if taken one step at a time. This course introduces audio signal and video signal fundamentals, the properties of sound, sound reproduction devices,</p>

video display technologies, home theater systems, cabling and connections, distributed audio and distributed video systems, and planning, testing and troubleshooting.
ITCO-203 Installer/Tech Code - Code 2.1: The Installer/Technician Code – 2 course begins by introducing the principles involved in sizing building wire and then goes on to describe conduit and raceway basics. The course then introduces requirements for cable assemblies and general requirements for wiring methods and materials. Finally, the course introduces the requirements for remote control, signaling and power limited circuits, fire alarm systems, optical fiber cables and raceways, and communication circuits.
ITGB-103 Installer/Tech Grounding & Bonding I: The Installer/Technician Grounding and Bonding course introduces the student to the basic concepts of grounding, circuit basics, and overcurrent protection. The course then goes on to explain grounding electrodes, equipment grounding conductors, and grounding electrical equipment. Finally, the course explains the requirements for grounding at separate buildings or structures and grounding and bonding communications systems and equipment.
ITJI-101A Installer/Tech Job Information 1.1: The Installer/Tech Job Information 1 course begins by identifying some of the basic tools of the trade, including both hand tools and those relating to telecommunications, and then provides instructions on how to properly care for and use them. Several lessons address the reality of electrical shock and other safety precautions essential to any job site. The next few lessons cover some necessary math skills, including dealing with the metric system and working with exponents.
ITJI-101B Installer/Tech Job Information 1.2: The Installer/Tech Job Information 1 course begins by identifying some of the basic tools of the trade, including both hand tools and those relating to telecommunications, and then provides instructions on how to properly care for and use them. Several lessons address the reality of electrical shock and other safety precautions

essential to any job site. The next few lessons cover some necessary math skills, including dealing with the metric system and working with exponents.
ITJI-201A Installer/Tech Job Information 2.1: The Installer/Tech Job Information 2 course starts with introducing the student to the theories of magnetism and electromagnetism. The course then familiarizes the student with firestopping and with use and occupancy classifications based on the International Building Code (IBC). The remainder of the course focuses on common materials that the Installer/Technician uses on a daily basis.
ITJI-201B Installer/Tech Job Information 2.2: The Installer/Tech Job Information 2, Level II course focuses on common materials that the Installer/Technician uses on a daily basis. These materials include steel boxes and covers, nonmetallic boxes, floor boxes, commercial fittings, and weatherproof boxes.
ITNT-103 Introduction to Network Technologies I: This course is designed to give fundamental networking knowledge to the Electrical Worker by presenting topics including network topologies, the OSI model, network protocols, wireless technologies, and basic wiring principles.
ITNT-203 Introduction to Network Technologies II: The Introduction to Network Technologies, Level II course expands on content introduced in the Level I course. The course first starts by describing how switches are used in networks and then goes on to introduce how routing networks are created. The course then describes how names can be resolved to IP addresses, the importance of network security, how wide area networks are connected, troubleshooting, network fault tolerance, and management and administration of networks.
ITNV-103 Intelligent Network Video I: The Intelligent Network Video, Level I course will introduce basic video technologies including analog video surveillance, lens characteristics, IP video, video and audio technologies, encoders, and camera types. Though the course primarily focuses on network video, common components

of both analog video and IP video are explored in detail.
ITNV-203 Intelligent Network Video II: Intelligent camera systems in use today are typically installed on either a small network or possibly installed on a large network. Today's Electrical Worker, therefore, must understand the function of a network and how networks are wired. The Intelligent Network Video, Level II course will introduce wired networks, wireless networks, and various network technologies that are used with video surveillance systems.
ITNV-303 Intelligent Network Video III: Intelligent network video system installation and network connection are important concepts in surveillance systems. However, there is so much more that goes into a truly intelligent network video system. The Intelligent Network Video, Level III course includes lessons on video management software, storage devices, hosted solutions, intelligent video, intelligent video solutions, and proper methods used to design an intelligent network video system.
ITPS-102 Paging Systems I: Paging systems, background music, and PA systems are evident almost everywhere. This course is intended to provide a basic understanding of these systems, their fundamental components, and how these systems work, and then it explores some of the specific applications of the systems. It begins with lessons on understanding the components associated with distributed sound systems/paging systems and their functions. Next, it explains the differences between a constant voltage system and a self-amplified system. Single-zone and multi-zone paging systems will also be examined. One of the prime considerations in any sound system design is an efficient power transfer between the amplifier and the associated speakers. There is a lesson designed to explain the two power transfer methods, their advantages and disadvantages. Other topics discussed in this course are designing and layouts and sound masking systems.
ITRC-104 Residential Cabling I: The home network primarily allows a shared single Internet connection among all the computers as well as

allows the sharing of devices, such as printers and file servers. Network or structured cabling is the infrastructure that makes the operation of all of these networked systems possible. Residential Cabling, Level I establishes a solid foundation for all home technology integrators.
ITSR-104 Sound Reinforcement Systems I: An audio signal is an electrical representation of a sound in the form of fluctuating voltage or current. To help better understand the concept, this course will look at the fundamental characteristics of this signal and show how it relates to frequency. The course begins by determining what a sound is and how sound is measured using dynamic range. It also explores the impact that the environment has on sound systems, both indoors and outdoors. The student will learn how to understand and interpret specification, which provides insight into the quality of design and construction. The course also discusses microphones, loudspeakers, and mixers.
ITSR-204 Sound Reinforcement Systems II: This course expands on the material covered in Level I. Subsequent lessons will amplify the student's understanding of sound system interconnection, test equipment, and electronics. The student will also explore the data structure of MIDI and sound synchronization.
ITTP-102 Telephony I: The telephone, born in America over one hundred years ago, has become the magic link by which a person can communicate with people across a street, across a city, or across a continent. It accepts the sounds of the human voice, transforms them into signals that cannot be seen or heard and speeds them along the wires or through space to another telephone. Over the years, technology has advanced this primary means of communicating. This course begins with an explanation of a basic understanding of the telephone system and its circuitry and then explores the various types of signals used to transmit data. Since Electronic Key Systems (EKS) are used in many of today's small businesses, an installer and technician should recognize the origin of these systems. Students will identify the transition from individual

<p>telephones to electromechanical key systems to the application of electronic key systems. These systems have combined new technologies for call processing and features that are still in use today.</p>
<p>JOB1-110A Job Information 1.1: In Job Information 1, Level I, Based on the 2017 NEC, students will learn about the proper care and use of basic tools of the trade. They will also learn about the typical workplace of an Electrical Worker. The course covers topics such as ladders, fastening devices, and alignment and measurement. Lessons on electrical safety, ground-fault interrupters, and twist-on wire connectors are also included.</p>
<p>JOB1-110B Job Information 1.2: In the Job Information 1, Level II, Based on the 2017 NEC course, students learn about building wire construction and insulation properties. They are introduced to commonly-used electrical materials, firestopping, and wire-pulling techniques. They also review basic math principles needed on the job.</p>
<p>LBST-111 Intro to Trade Unionism I (Orientation 1): A complete overview of the Apprenticeship program from the history of the IBEW and structure of NECA to the goals and responsibilities of the electrical worker.</p>
<p>LBST-222 Intro to Trade Unionism II (Orientation 2): This course expands on topics associated with the Apprenticeship Program that were covered in Orientation Level I. The course starts out with the important topic of Avoiding the Hazards of Drug Abuse and then begins to cover topics associated with being a Union member. It covers organizational topics such as Becoming Familiar with the IBEW Constitution, Understanding Local Union By-Laws, and Parliamentary Procedure and How it Works. Finally, understanding American Labor History is a valuable attribute in establishing Pride in Your Industry.</p>
<p>LBST-354 Intro to Trade Unionism III (Orientation 3): This course prepares the Electrical Worker for life after the apprenticeship. Topics include NEBF, After Apprenticeship, Soon to be a Journey-Level Worker, Success, Motivation and Leadership, NLRB, Unemployment, and The Realities of Construction.</p>

<p>LGHT-150 Lighting Essentials I: The Lighting Essentials, Level I - 2nd Ed. course gives a brief overview of the nature and science of light itself. Many electrical contractors "value engineer" a lighting architect's or lighting designer's lighting specifications. So to meet the needs of the owner/customer, the electrical contractors, or their employees, that are making lighting equipment and placement decisions should understand the nature and science of light and luminaries. The lessons also give an overview of lamp types, the quantity and quality of light sources and some basics on lighting control.</p>
<p>LGHT-250 Lighting Essentials II: As the move continues toward energy conservation, many existing lighting systems (even those installed less than 10 years ago) could be replaced with newer more energy efficient lamps, luminaires and controls. The Lighting Essentials, Level II - 2nd Ed. course describes some basic concepts to be aware of when approaching a lighting retrofit and also provides in-depth coverage of fluorescent lighting, High Intensity Discharge (HID) lighting, and LED lighting systems.</p>
<p>MATH-120 Electrical Code Calculations I: The Electrical Code Calculations, Level I, Based on the 2017 NEC course focuses on training for solving Code-related calculations. This course covers lessons related to conductor ampacity, identification of boxes and fittings, and box and raceway fill.</p>
<p>MATH-250 Electrical Code Calculations II: The Electrical Code Calculations, Level II, Based on the 2017 NEC course focuses on comprehensive training for solving Code-related calculations. This course covers lessons related to determining electrical load calculations, range and appliance calculations, voltage drop calculations, and multifamily dwelling and residential loads calculations in accordance with the NEC.</p>
<p>MOTR-140 Motors I: The Motors, Level I - 2nd Ed. course introduces the learner to theory concepts such as magnetism and induction. After the theory concepts have been mastered, the student is introduced to motor nameplates, AC alternators, three-phase motors, and squirrel-cage motors.</p>

MOTR-240 Motors II: The Motors, Level II, Based on the 2017 NEC - 2nd Ed. course introduces the learner to wound-rotor motors, single-phase motors, motor protection, DC motors and generators, and a wide variety of starting methods. Finally, this course introduces NEC requirements and calculations needed for motor installations.
MOTR-340 Motors III: The Motors, Level III - 2nd Ed. course introduces the learner to complex motors. These motors include synchronous motors, multispeed motors, and special-application motors. Components such as braking, bearings, drive/clutch systems, and adjustable speed drives are also discussed. Finally, the course discusses troubleshooting and maintenance of motors.
MTRC-140 Motor Control I: Motor Control, Level I explains manually, mechanically, and automatically operated control devices. Both NEMA and IEC contactors and magnetic motor starters are addressed with emphasis on types, functions, and applications. The course concludes with the development and purpose of schematic, wiring, logic, and ladder diagrams, including details on standard drawing techniques for generating and interpretation of ladder diagrams.
MTRC-240 Motor Control II: Motor Control, Level II, explains solid state input and output devices. Unique motor control devices, including special purpose motor starters, programmable timers, and function specific control components, are presented. The function and operation of AC and DC motor speed control devices are explained, including troubleshooting techniques and a variety of applications.
MTRC-340 Motor Control III: Motor Control, Level III covers analog signal types and analog devices used in motor controls. Advanced topics such as variable speed drives, programmable logic controllers, and networks are presented. The course concludes with detailed methods for system-wide troubleshooting of motor control systems using real-world applications.
OSHA-158 Safety in the Construction Trades (OSHA 30): Part 1 of the OSHA 30 Hour Safety for the Construction Industry Course

PLCI-140 Programmable Logic Controllers: The Programmable Logic Controllers Level I course is a beginning level course for the study of programmable controllers and focuses on the Rockwell Automation (Allen-Bradley) PLC Systems. This course begins with basic PLC hardware requirements and the installation of PLC equipment including pilot devices, loads and analog devices typically used with PLC systems. The course then focuses on basic concepts and instruction types used with programmable controllers such as input and output types and internal functions such as timers, counters, and sequencers. This course does not provide any training for the programming of PLC systems.
RIGG-133 Rigging, Hoisting, & Signaling: This course is designed to teach the physical principles, safety considerations, and common practices involved in hoisting loads. The course begins with an introduction to hoisting safety, crane types and operation, lift planning, signaling, and load weight and balance calculations. The discussion then moves to fiber ropes and knots, slings and sling hitches, synthetic slings, chains and chain slings, and wire rope and wire rope slings. The course concludes with a discussion on rigging hardware, rigging equipment maintenance, hoists, and block and tackle.
SAFA-111 First Aid/CPR: Students learn basic First-Aid and CPR through the American Heart Association. This certification is good for two years.
SAFT-120 Electrical Safety-Related Work Practices I: Electrical Safety-Related Work Practices, Level I is designed to walk the learner through the basics of Electrical Safety-Related Work Practices. Utilizing a series of questions based on the learning objectives of each lesson, the course is intended to help the learner better understand electrical safety culture, electrical hazards, lockout and tagout, fault current calculation basics, and the definition of an electrically safe work condition.
SAFT-220 Electrical Safety-Related Work Practices II: Electrical Safety-Related Work Practices, Level II is designed to walk the learner through a

<p>number of the requirements related to work involving electrical hazards such as when energized work is justified, what is required when justified energized electrical work is permitted, and the requirements for the selection and use of personal and other protective equipment as well as the basics of identifying overcurrent protective devices and application of related requirements and informational notes.</p>
<p>SECT-132 Intrusion Detection I: This course will introduce fundamental concepts for intrusion detection. Topics presented include terminology, magnetic contacts, motion sensors, glass break detectors, codes and standards associated with intrusion detection, and basic design of the system.</p>
<p>SOSC-111 Harassment Prevention: Awareness & Responsibilities: The Apprenticeship Training Programs and Committees expect their employees—including instructors, contractors, and apprentices—to treat each other with respect and dignity and to make all efforts to prevent and address harassment. Harassment not only hurts the immediate victim but can result in a general atmosphere in which the purpose of the apprenticeship and training program is undermined. The Committee has developed and implemented procedures to prevent and address harassment of apprentices, including communicating to all involved in the apprenticeship program that harassing conduct will not be tolerated, providing training on preventing harassment, and detailing procedures for handling and resolving complaints.</p>
<p>SOSC-133 Preparing for Leadership: Personal Qualities: This is the first in a series of courses which will lay the foundation for you to become a leader in the organized electrical industry. This course, Personal Qualities, explores the traits that each member of a team should possess. These qualities will help to facilitate the harmonious coordination between the team's many parts.</p>
<p>SOSC-154 Human Performance: This course is an introductory summary to human performance improvement approach as was initially introduced by the Department of Energy (DOE) over the last decade. The course is based on the DOE Standard</p>

<p>Human Performance Improvement Handbook, Volume 1: Concepts and Principles. The lessons are based on the approach and practices that have had proven success in the nuclear power and utility construction industries. The course provides instruction on reducing errors and understanding how controls can assist to reduce errors. It also assists students in identifying the anatomy of an event and the theory as to why humans commit errors. It teaches students the effect that the organization has on its employees and their behaviors. The final lesson within the course provides ways to control or mitigate errors while also instructing on the effectiveness and reliability of controls.</p>
<p>STCB-132 Structured Cabling I: The Structured Cabling course introduces the student to premises cabling, the related safety codes, and the TIA/EIA standards and codes. With these fundamentals in place, the course further explains the need for structured cabling systems through exploring the system overview. It covers unshielded twisted pair cables, connecting hardware, pathways, and spaces. After learning about telecommunications cabling administration and grounding and bonding, the student will begin configuring structured cabling systems and their applications. The remaining lessons delve into the advantages and characteristics of fiber optics, as well as understanding fiber optic connections and installations.</p>
<p>TEST-100 Test Instruments I: The course is designed to instruct why special test instruments are needed and how to select, understand, and safely operate them. Knowledge of Voice-Data-Video (VDV), power quality, high voltage and insulation, instrumentation and process control, and special maintenance test instruments prepares the learner to work on all kinds of electrical installations. The course concludes by presenting a systematic approach to troubleshooting necessary for effective test instrument use.</p>
<p>TORQ-133 Torque: This course introduces why torque is important in the electrical industry by explaining torque theory, specific definitions, torque conversion, friction, phases of fastening,</p>

<p>and factors that affect torque. The Electrical Worker will be introduced to the basic principles of fasteners, which include markings, class/ grade, bolt tension and strength, nut strength and compression, the use of washers, and thread identification and pitch. The course will also cover types of torque wrenches and screwdrivers, and the required procedures for torque application to electrical equipment such as breakers, lugs, and receptacles.</p>
<p>VDVA-131 Voice-Data-Video: Applications & Installation I: This course offers an in-depth overview of copper and fiber optic cabling used for voice-data-video (VDV) applications in the electrical industry. The course introduces important concepts such as VDV safety as well as an overview of the VDV industry. The course then introduces tools used in the VDV industry, copper and fiber cabling systems, VDV prints, cabling standards and NEC requirements, and copper and fiber optic installation and testing methods.</p>
<p>XFRM-130 Transformers I: This course is designed to teach the fundamentals of transformers and the different type of transformer connections. The course covers important topics such as the Principles of Magnetism and Electromagnetism and Transformer Operating Principles. After the basics are covered, the students begin the study of Transformer Connections. Once this topic is covered in detail, the students can use the Transformer Simulator to practice making real transformer connections that were covered in the lesson and associated labs. The transformer simulator provides a safe environment for the students to practice making the connections. Applying the knowledge of transformer</p>

<p>connections, a lesson on Real World Transformer Connections comes before a study in transformer Harmonics and Power Generation and Distribution.</p>
<p>XFRM-230 Transformers II: This course is designed to expand on the knowledge gained from the Level I course. A study in Reactors and Isolation Transformers comes before digging into Auto Transformers and Buck-Boost Transformers. The students can then use the Transformer Simulator to practice making real transformer connections that were covered in the lesson and associated labs. The transformer simulator provides a safe environment for the students to practice making the connections. Finally, this course covers Transformer Overcurrent Protection and Transformer Overcurrent Protection with Associated Tap Rules.</p>
<p>XFRM-330 Transformers III: This course is the conclusion of the study of transformers and begins with a brief overview of Electrical Safety. Elaborating on previous knowledge, a study covering Special Transformers and Special Connections come before concluding with a lesson on Selection and Installation and a lesson on Maintenance and Troubleshooting. The students can use the Transformer Simulator to practice making real transformer connections in a safe environment.</p>

WORK BASED INSTRUCTIONAL PLAN

I. Scope

- (a) **General.** The US Department of Labor requires that all apprenticeship programs have a significant requirement for work-based instruction. Further, this instruction must be competency based and evaluated by the employer and/or the instructional staff.
- (b) **Development.** The work/processes/competencies used at the York Electrical Institute were developed in response to US Department of Labor requirements. A template was provided by the International Electrical Training Alliance. Modifications and additions were made to reflect the needs of local employers.

(c) Overview. These classes consist of a practicum performed in a business, industry, trade, or technical career setting within the student's occupational area. The on the job training component is verified by an employer and will be placed on the student record.

(d) Length. Work-based practicums are 8,000 hours in length.

(e) Records. The York Electrical Institute maintains records of student on-the-job learning placements while they are in the program.

II. Objectives

(a) General. Upon successful completion of this on-the-job learning placement, the student will be able to:

1. Work successfully as a team member in the electrical/telecommunications construction setting.
2. Demonstrate the proper use of equipment and materials in an actual job setting.
3. Demonstrate safe work practices.

(b) Specific. Objectives for each specific work experience are contained in the apprenticeship standards.

III. Experiences

a) Procedure. When a student starts the program, they are placed with an employer. Employers are provided the competencies that the student is required to achieve during a particular term in the program.

(b) Strategies. Course activities will be determined by the employer in conjunction with the York Electrical Institute Director of Training. The Director will attempt to find placements which allow the student to:

1. Experience the full range of circumstances that may occur in the work setting.
2. Work closely with journey workers to learn the skills in a hands-on setting.
3. Identify safe and unsafe work situations and remediate those situations.

(c) Records. The York Electrical Institute keeps copies of employment records throughout the apprenticeship program.

IV. Competencies/Work Processes

a) Scope. Classroom, laboratory and work based instruction competencies have been developed for each program. These were developed by employers, instructors and practitioners. The competencies were then reviewed and modified by the instructional staff of the York Electrical Institute and forwarded for approval to the Pennsylvania Apprenticeship Council.

(b) Usage. All of the classroom and laboratory classes use the competencies as a basis for their instructional objectives. For workplace instruction, the student is informed of the required competencies through the apprenticeship agreement. At the end of the term, when the students are evaluated, the employers provide feedback on whether or not the students are ready to pass to the next level of apprenticeship. The employers are invited to give feedback to the director on the apprentice and the experience. This feedback is reported back to the occupational advisory committee.

(c) Records. The York Electrical Institute keeps records of the students' work-based achievements. Students are given feedback on their attainment through their instructors.

ADMINISTRATION AND FACULTY

Timothy Griffin, Director of Education

- Master of Business Administration, (University of Maryland Global Campus)
- Master of Education, Curriculum & Instruction: Career & Technical Education (Concordia University-Portland)
- Bachelor of Arts, Labor Education (National Labor College)
- Journeyman Wireman, Electrical Apprenticeship

Scott Brenneman, Instructor, Youth Program Director

- Journeyman Wireman, Electrical Apprenticeship

PART-TIME FACULTY

Bruce Brown, Instructor

- Journeyman Wireman, Electrical Apprenticeship
- Certificate, Electrical Construction (Williamsport Community College)
- National Training Institute Instructor Certification

Corey Mensinger, Instructor

- Voice-Data-Video Technician, Technician Apprenticeship
- BICSI: Installer Technician
- Certified Utility Safety Professional (CUSP)

Matt Hilliar, Instructor

- Journeyman Wireman, Electrical Apprenticeship
- Associates of Applied Science, HVAC/Refrigeration (Thaddeus Stevens College of Technology)

Tony Weaver, Instructor

- Journeyman Wireman, Electrical Apprenticeship

Michael Simon, Instructor

- Journeyman Wireman
- Diploma, Triangle Tech

Shaun Linden, Instructor

- Voice-Data-Video Technician, Technician Apprenticeship
- BICSI: Installer Technician

Joel Kauffman, Instructor

- Journeyman Wireman, Electrical Apprenticeship
- National Training Institute Instructor Certification
- Diploma in Industrial Automation & Robotics (York Technical Institute)

John Craig, Instructor

- Voice-Data-Video Technician, Technician Apprenticeship
- BICSI: Installer Technician

Derek Markey, Instructor

- Journeyman Wireman, Electrical Apprenticeship

Glenn Gallagher, Instructor

- Journeyman Wireman, Electrical Apprenticeship

Phil Lamison, Instructor

- Journeyman Wireman, Electrical Apprenticeship

Stephen Selby, Instructor

- Journeyman Wireman, Electrical Apprenticeship

Appendix A: APPRENTICE AGREEMENT



APPRENTICE REGISTRATION-SECTION II

OMB No. 1205-0223 Expires: 04/30/2015

Warning: This agreement does not constitute a certification under Title 29, CFR, Part 5 for the employment of the apprentice on Federally financed or assisted construction projects. Current certifications must be obtained from the Office of Apprenticeship (OA) or the recognized State Apprenticeship Agency shown below. (Item 24)

The program sponsor and apprentice agree to the terms of the Apprenticeship Standards incorporated as part of this Agreement. The sponsor will not discriminate in the selection and training of the apprentice in accordance with the Equal Opportunity Standards in Title 29 CFR Part 30, and Executive Order 11246. This agreement may be terminated by either of the parties, citing cause(s), with notification to the registration agency, in compliance with Title 29, CFR, Part 29

PART A: TO BE COMPLETED BY APPRENTICE. NOTE TO SPONSOR: PART A SHOULD ONLY BE FILLED OUT BY APPRENTICE.

1. Name (Last, First, Middle) and Address *Social Security Number (No., Street, City, State, Zip Code, Telephone Number)		Answer Both A and B (Voluntary) (Definitions on reverse)	5. Veteran Status (Mark one) <input type="checkbox"/> Non-Veteran <input type="checkbox"/> Veteran
2. Date of Birth (Mo., Day, Yr.)	3. Sex (Mark one) <input type="checkbox"/> Male <input type="checkbox"/> Female	4. a. Ethnic Group (Mark one) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino b. Race (Mark one or more) <input type="checkbox"/> American Indian or Alaska native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White	6. Education Level (Mark one) <input type="checkbox"/> 8th grade or less <input type="checkbox"/> 9th to 12th grade <input type="checkbox"/> GED <input type="checkbox"/> High School Graduate or Greater <input type="checkbox"/> Post Secondary or Technical Training
7a. Employment Status (Mark one) <input type="checkbox"/> New Employee <input type="checkbox"/> Existing Employee			
7b. Career Linkage or Direct Entry (Mark one) (Instructions on reverse) <input type="checkbox"/> Job Corps <input type="checkbox"/> YouthBuild <input type="checkbox"/> School-to-Registered Apprenticeship <input type="checkbox"/> HUD/STEP-UP <input type="checkbox"/> Direct Entry: _____			
8. Signature of Apprentice _____ Date _____		9. Signature of Parent/Guardian (if minor) _____ Date _____	

PART B: SPONSOR: EXCEPT FOR ITEMS 6, 7, 8, 10a. -10c, REMAINDER OF ITEMS REPOPULATED FROM PROGRAM REGISTRATION.

1. Sponsor Program No. Sponsor Name and Address (No. Street, City, County, State, Zip Code)		2a Occupation (The work processes listed in the standards are part of this agreement).	2b Occupation Code: 2b.1. Interim Credentials Only applicable to Part B, 3.b. and 3.c. (Mark one) <input type="checkbox"/> Yes <input type="checkbox"/> No
		3. Occupation Training Approach (Mark one) 3a. <input type="checkbox"/> Time-Based 3b. <input type="checkbox"/> Competency-Based 3c. <input type="checkbox"/> Hybrid	4. Term (Hrs., Mos., Yrs.)
		5. Probationary Period (Hrs., Mos., Yrs.)	6. Credit for Previous Experience (Hrs., Mos., Yrs.)
		7. Term Remaining (Hrs., Mos., Yrs.)	8. Date Apprenticeship Begins
9a. Related Instruction (Number of Hours Per Year)	9b. Apprentice Wages for Related Instruction <input type="checkbox"/> Will Be Paid <input type="checkbox"/> Will Not Be Paid	9c. Related Training Instruction Source	

10. Wages: (Instructions on reverse)

10a. Pre-Apprenticeship Hourly Wage \$ _____ 10b. Apprentice's Entry Hourly Wage \$ _____ 10c. Journeyworker's Hourly Wage \$ _____

Check Box	Period 1	2	3	4	5	6	7	8	9	10
10d. Term <input type="checkbox"/> Hrs., <input type="checkbox"/> Mos., or <input type="checkbox"/> Yrs.										
10e. Wage Rate (Mark one) % <input type="checkbox"/> or \$ <input type="checkbox"/>										

11. Signature of Sponsor's Representative(s) _____ Date Signed _____	13. Name and Address of Sponsor Designee to Receive Complaints (If applicable)
12. Signature of Sponsor's Representative(s) _____ Date Signed _____	

PART C: TO BE COMPLETED BY REGISTRATION AGENCY

1. Registration Agency and Address	2. Signature (Registration Agency)	3. Date Registered
4. Apprentice Identification Number (Definition on reverse):		

Program Definitions and/or Instructions:

Part A

Item 4.a. Definition - Ethnic Group:

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

Item 4.b. Definitions - Race:

American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Item 7b. Instructions:

Indicate any career linkage (definitions follow) or direct entry. Enter "None" if no career linkage or direct entry applies.

Career linkage includes participation in programs that provided employment, training and other services to adults, youth and dislocated workers. Funds for these activities are provided by the U.S. Department of Labor/Employment and Training Administration (U.S. DOL/ETA) to states and local communities.

One-Stop Referral. Includes Workforce Investment Act (WIA) and Employment Services (ES) participants referred to the Registered Apprenticeship program and/or apprentices that receive WIA funded services that support their participation in their Registered Apprenticeship program.

Trade Adjustment Assistance. Includes trade-affected workers who have become unemployed as a result of increased imports or shifts in production out of the United States.

Job Corps. Youth ages 16-24 years usually receiving services in a residential setting.

YouthBuild. Program transferred from the U.S. Department of Housing and Urban Development (HUD) to U.S. DOL/ETA in September 2006. It assists youth ages 16-24 to obtain education and skill training and advance toward post-secondary education and career pathways in construction and other high growth, high demand occupations while building affordable housing in their communities.

School-to-Registered Apprenticeship. Program designed to allow high school youth ages 16 - 17 to enter a Registered Apprenticeship program and continue after graduation with full credit given for the high school portion.

HUD/STEP-UP. Developed in conjunction with HUD. The program provides the actual apprenticeship experience and the framework for moving into high-skill Registered Apprenticeship.

Direct Entry. A graduate from an accredited technical training school, Job Corps training program, Youth Build Program, or a participant in a military apprenticeship program, any of which training is specifically related to the occupation and incorporated in the Registered Apprenticeship standards. Also, insert the name of the program.

Part B

Item 2.b.1. Interim Credentials. Based on program standards that utilize the competency-based or hybrid training approach, and, upon request of the program sponsor, the credentials are issued as certificates by the Registration Agency. Interim credentials provide certification of competency attainment by an apprentice.

Item 3. Occupation Training Approach. The program sponsor decides which of the three training methods to use in the program as follows:

- 3.a. Time-Based Training Approach - apprentice required to complete a specific number of hours of on-the-job learning (OJL) and related training instruction (RTI).
- 3.b. Competency-Based Training Approach - apprentice required to demonstrate competency in defined subject areas and does not require any specific hours of OJL or RTI; or
- 3.c. Hybrid-Training Approach - apprentice required to complete a minimum number of OJL and RTI hours and demonstrate competency in the defined subject areas.

Item 4. Term (Hrs., Mos., Yrs.). Based on the program sponsor's training approach. See Part B, Item 4. Available in the terms of the Apprenticeship Standards.

Item 5. Probationary Period (Hrs. Mos., Yrs.) Probation period cannot exceed 25 percent of the length of the program or one year, whichever is shorter.

Item 7. Term Remaining (Hrs., Mos., Yrs.). After Part B, Item 6., Credit for Previous Experience (Hrs., Mos., Yrs.) is determined by the program sponsor. The Term Remaining (Hrs., Mos., Yrs.) in Part B, Item 7., for the apprentice to complete the apprenticeship is based on the training approach indicated above in Part B, Item 3. The term remaining is available in the terms of the Apprenticeship Standards.

Item 10. Wage Instructions:

10a. Pre-Apprentice hourly wage: sponsor enters the individual's hourly wage in the quarter prior to becoming an apprentice.

10b. Apprentice's entry hourly wage (hourly dollar amount paid): sponsor enters this apprentice's entry hourly wage.

10c. Journeyworker's wage: sponsor enters wage per hour.

10d. Term: sponsor enters in each box the apprentice schedule of pay for each advancement period based on the program sponsor's training approach. See Part B, Item 3., and is available in the terms of the Apprenticeship Standards.

10e. Percent or dollar amount: sponsor marks one.

Note: 10c. If the employer is signatory to a collective bargaining agreement, the journeyworker's wage rate in the applicable collective bargaining agreement is identified. Apprenticeship program sponsors not covered by a collective bargaining agreement must identify a minimum journeyworker's hourly wage rate that will be the basis for the progressive wage schedule identified in Item 10e. of this agreement.

10d. The employer agrees to pay the hourly wage rate identified in this section to the apprentice each period of the apprenticeship based on the successful completion of the training approach and related instructions outlined in the Apprenticeship Standards. The period may be expressed in hours, months, or years.

10e. The wage rates are expressed either as a percent or in dollars and cents of the journeyworker's wage depending on the industry.

Example (Time-based approach) - 3 YEAR APPRENTICESHIP PROGRAM

<u>Term</u>	<u>Period 1</u>	<u>Period 2</u>	<u>Period 3</u>	<u>Period 4</u>	<u>Period 5</u>	<u>Period 6</u>
hrs., mos., yrs.	1000 hrs.	1000 hrs.	1000 hrs.	1000 hrs.	1000 hrs.	1000 hrs.
%	55	60	65	70	80	90

Example (Time-based approach) - 4 YEAR APPRENTICESHIP PROGRAM

<u>Term</u>	<u>Period 1</u>	<u>Period 2</u>	<u>Period 3</u>	<u>Period 4</u>	<u>Period 5</u>	<u>Period 6</u>	<u>Period 7</u>	<u>Period 8</u>
hrs., mos., yrs.	6 mos.	6 mos.	6 mos.	6 mos.	6 mos.	6 mos.	6 mos.	6 mos.
%	50	55	60	65	70	75	80	90

Item 13. Identifies the individual or entity responsible for receiving complaints (Code of Federal Regulations, CFR, Title 29 part 29.7(k)).

Part C.

Item 4. Definition: The Registered Apprenticeship Partners Information Data System (RAPIDS) encrypts the apprentice's social security number and generates a unique identification number to identify the apprentice. It replaces the social security number to protect the apprentice's privacy.

*The submission of your social security number is requested. The apprentice's social security number will only be used to verify the apprentice's periods of employment and wages for purposes of complying with the Office of Management and Budget related to common measures of the Federal job training and employment programs for measuring performance outcomes and for purposes of the Government Performance and Results Act. The Office of Apprenticeship will use wage records through the Wage Record Interchange System and needs the apprentice's social security number to match this number against the employers' wage records. Also, the apprentice's social security number will be used, if appropriate, for purposes of the Davis Bacon Act of 1931, as amended, U.S. Code Title 40, Sections 276a to 276a-7, and Title 29 CFR 5, to verify and certify to the U.S. Department of Labor, Wage and Hour Division, that you are a registered apprentice to ensure that the employer is complying with the geographic prevailing wage of your occupational classification. Failure to disclose your social security number on this form will not affect your right to be registered as an apprentice. Civil and criminal provisions of the Privacy Act apply to any unlawful disclosure of your social security number, which is prohibited.

The collection and maintenance of the data on ETA-671, Apprentice Registration – Section II Form, is authorized under the National Apprenticeship Act, 29 U.S.C. 50, and CFR 29 Part 29.1. The data is used for apprenticeship program statistical purposes and is maintained, pursuant to the Privacy Act of 1974 (5 U.S.C. 552a.), in a system of records entitled, DOUETA-4, Registered Apprenticeship Partners Information Management Data System (RAPIDS) at the U.S. Department of Labor, Office of Apprenticeship. Data may be disclosed to a State Apprenticeship Agency to determine an assessment of skill needs and program information, and in connection with federal litigation or when required by law.

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Public reporting burden for this collection of information is estimated to average five minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond is required to obtain or retain benefits under 29 USC 50. Send comments regarding this burden or any other aspect of this collection of information including suggestions for reducing this burden to the U.S. Department of Labor, Office of Apprenticeship, 200 Constitution Avenue, N.W., Room N-5311, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0023.)

Appendix B: RULES AND REGULATIONS

INTRODUCTION:

The York Electrical Institute has the responsibility to the Electrical Industry to graduate the best Journeyman Wireman and Voice-Data-Video Technicians possible and therefore; all duly qualified registered apprentices shall be under the supervision and control of the Institute. The Institute shall formulate and make operative Rules and Regulations to meet the needs and requirements of the Electrical and the Telecommunications Trades.

Historically, the vast majority of apprentices have gone through this program in an orderly manner with little or no problems. The intent of the Institute is to bring uniformity to the disciplinary process for violation of apprenticeship policies. These Rules and Regulations as formulated and adopted shall be recognized as Institute policy.

Unless otherwise noted, "Apprentice" refers to registered apprentices in the Electrician (Wireman) and Telecommunications Installer programs. The term "Student" applies to apprentices and students in the Wireman Competency program.

POINT SYSTEM

The purpose of the point system is the systematic and automatic self-elimination from the apprenticeship program of any apprentice who consistently fails to perform his/her duties. Points are accumulated throughout the term of apprenticeship and are automatically tallied on each student's record for policy violations as outlined in these rules & regulations. **Points are assessed as part of automatic self-elimination and also carry a 1-week held raise penalty per point.**

Any apprentice who accumulates 12 penalty points in a single year shall automatically be self-eliminated from the program, and the Institute will take all necessary actions to cancel the indenture of the apprentice. The following table indicates the number of cumulative points that qualifies an apprentice for self-elimination from the apprenticeship program:

	<u>Annual Points:</u>	<u>Cumulative points:</u>
1 st Year Apprentices:	12	12
2 nd Year Apprentices:	12	22
3 rd Year Apprentices:	12	30
4 th Year Apprentices:	12	36
5 th Year Apprentices:	12	40

Any apprentice that accumulates 8 points in one year will automatically be scheduled to appear before the Institute Board of Trustees. Annual points will be reset to zero at 7 am on the first day of scheduled class. This will afford the apprentice the optimal opportunity homework assignments, absences, tardies, and tests.

ON-THE-JOB TRAINING (OJT):

1. PERSONAL APPEARANCE:

The students, while on the job, represents the Employer, the Union (I.B.E.W.) and this training program to the public. With this in mind, the students shall report to work dressed and groomed professionally.

2. CELL PHONE USE:

Use of personal cell phones will be under the discretion of the instructor in class and the Journeyman and Foreman on the job. Cell phone use is only tolerated when approval is given by the employer or instructor.

3. ABSENCES FROM WORK:

Each apprentice must check with his foreman for the company policy on reporting absences. Your foreman should be contacted early in the morning on the day of your absence. Confirm a telephone number and time when your foreman can be reached. It is your responsibility to call the contractor or foreman, not ours. Excessive absence is defined as a written notification received from the employer identifying unacceptable attendance and will be handled as follows:

1 st Offense	Written Warning + 3 pt. penalty
2 nd Offense	Written Warning + 3 pt. penalty
3 rd Offense	Disciplined up to and including termination.

The Institute reserves the right to modify the consequences.

4. TRAINING ASSIGNMENTS:

On the job training assignments are issued by the Business Manager of Local 229 I.B.E.W. or his assignee. Apprentices may not refuse a training assignment. Such refusal may result in termination from the program. If your training assignments have been terminated for any reason, notify the Local Union office immediately.

Any unsatisfactory work performance on the job will be disciplined up to and including termination.

An apprentice shall not quit an employer for any reason. If an apprentice experiences difficulty, he/she should contact the Director of Education or a member of the Institute Board to request an appearance before the Board.

A request by an apprentice to his/her employer to be laid off shall be considered a quit.

Quitting an employer shall automatically incur 12 points and begin the self-elimination process.

The Institute at its direction may rotate or replace an apprentice to achieve uniformity in work experience an on-the-job training hours.

It sometimes becomes necessary to assign apprentices to training in other Local Union jurisdictions. It is very important to realize that if you are assigned to another jurisdiction you are a guest in that jurisdiction. As a guest, you should do your best to promote a good impression to the host. If there are problems that you deem necessary to address, please address them to Local 229's Business Manager for advice. **DO NOT VOICE YOUR OPINION ON THE JOB!**

5. MONTHLY WORK REPORTS:

A monthly work report is to be filled out completely by a Journeyman or Technician in order for the Institute to accurately track progress through the training program. Blank copies of the report are available at the training center and electronically on the website.

Apprentices shall submit Monthly Work Reports through email to reports@yorkelectricians.org. A work report must be submitted by the 15th of the following month. For example, a January report is due by the 15th of February. One report must also be submitted upon termination from any employer for any reason. If the Journeyman or Technician you are working for refuses to fill out your monthly report please notify the Training office immediately. Late or missing work reports shall incur a 1-point penalty for the first infraction, a 2-point penalty for the second infraction, and a 3-point penalty for any additional infraction during the remaining duration of apprenticeship.

Hours must be submitted electronically through a student's TradeSchool account at the end of each month. Hours submitted after the 15th of the following month will not count toward apprenticeship completion and a 1-point penalty for the first infraction, a 2-point penalty for the second infraction, and a 3-point penalty for any additional infraction during the remaining duration of apprenticeship will be imposed.

Each apprentice is responsible to notify the Institute and the Contractor immediately upon acquiring enough hours to receive your raise. If you do not keep track of your hours worked and are late receiving a raise, **the contractor will not be responsible for back pay.** Raises will take effect at the beginning of the following pay period. They will not be issued mid-week. Any discrepancies will be investigated. Keep in mind that the Institute does not receive the monthly work reports until the following month, so we don't have up to date hours on you.

6. TOOLS:

Each student must furnish themselves with a conventional set of electricians' tools. These tools are to be kept in good condition. A list of necessary tools will be provided for each student upon entering the program. Additional tools should be acquired before rising to Journeyman or Technician status. The student will be responsible for replacing lost, stolen or broken tools.

7. SAFETY:

The Institute insists that all students must comply with all safety practices of his employer and OSHA while employed on any job under the supervision of IBEW Local 229, and in the classroom and lab spaces of the training center. The apprentice shall be brought before the Board for any willful safety violation reported. Safety includes maintaining a drug and alcohol-free jobsite and school. Random and probable cause drug tests will be given to apprentices as outlined in the Institute's Drug and Alcohol Policy. Failure to obtain a negative result on a second drug screen will incur 12 points and shall begin the automatic self-elimination process.

RELATED INSTRUCTION:

8. SCHOOL ATTENDANCE:

Apprentices are required to attend any regular or special classes as assigned by the instructor and/or the Director of Education. Class will primarily fall on Monday and Wednesday evenings from 6 pm to 9 pm. Attendance takes priority over work unless prior approval has been granted by either the Director of Education or Local Union Business Manager. This approval shall be granted only for emergencies or special circumstances.

9. ABSENCES FROM SCHOOL:

If you cannot attend school, for any reason, you must contact your instructor prior to the beginning of class and submit an excuse form through the yorkelectricians.org website. A written excuse must be completed for every absence or tardiness. In some instances, a doctor's excuse may be required. Any absence not accompanied by an excuse form within 7 days shall automatically be marked as unexcused and automatically incur the penalty.

Each apprentice may have two (2) excused absences per year without penalty and one (1) for a death in the immediate family. Immediate family is defined as including grandparents, father or mother in law, parents, spouse, brother, sister and children. Apprentices will be allowed one (1) additional absence for the birth of a child.

All absences in excess of two (2) will result in disciplinary action except those caused by military duty or emergency work situations. Military absence must be supported by paperwork and make up for work situations will be determined by the Institute. Any bereavement absence for immediate family members will be considered by the Institute Board of Trustees on an individual basis.

Unexcused Absences and/or more than two (2) excused absences in one school year will result in a 3-point penalty per occurrence.

It is the apprentice's responsibility to schedule any and all make up time. All make-up time will be completed within 30 days of the end of the school year or the apprentice will repeat that year.

Students in the Wireman Competency program are allowed (1) absence for any course consisting of (5) classes or more. Absences will not be allowed for any courses consisting of (4) nights or less. Any Wireman Competency student accumulating more absences will not be eligible to take the exam and will receive an F (Fail) for the course, and must repeat the course if they wish to be eligible to take the test and get credit for the course. In addition, they will be billed for any associated enrollment fees and must pay the balance before being enrolled in any further courses.

Any Telecommunications Installer Apprentice that does not attend a BICSI course for which they are registered shall be responsible for completing the course at their own expense.

10. TARDINESS:

Tardiness is defined as arriving late to class at the start of the class or after break. **Each Tardiness will incur a 1-Point penalty.** Apprentices who are tardy must fill out an excuse form available on the Institute website. Any tardy not accompanied by an excuse form within 7 days shall automatically incur an additional 1-Point penalty.

11. CLASSROOM ACTIVITIES:

The Instructor at their discretion, may hand out written disciplinary action that carries penalty points for unacceptable classroom behavior and participation.

Instructors may dismiss a student from the class for disruptive behavior and it will be counted as an unexcused absence (3 points). Repeated disruptive behavior shall require a meeting with the Institute Board of Trustees and disciplinary action up to and including termination regardless of total points accumulated by an apprentice.

Failure to properly prepare for class including incomplete assignments and/or not having the required materials for class carries a penalty of 2 points. Cheating on an exam carries a 10-point penalty and requires a visit to the Institute Board of Trustees. Students attending classes impaired by the use of alcohol or controlled substances shall be assessed a 6-point penalty, shall be subject to the drug and alcohol policy, will not be allowed in class, and will be reported immediately to the Director of Education.

Damage, destruction, or theft of any Institute or facility property and/or equipment will result in disciplinary action up to and including termination from the apprenticeship program.

Disciplinary action forms are issued at the sole discretion of the Instructor and reviewed by the Director of Education for point assessment.

12. SCHOOL GRADES:

When an apprentice's grade average falls below 76%, you will be requested to appear before the Institute Board of Trustees and their raise will be held until your average reaches 76% or greater. If at the end of the school year your average is between 70 to 75% you will not receive a raise until the next school year when your average reaches above 76%. Final grade averages below 70% will result in disciplinary action from a repeat of the school year up to and including termination.

All students must obtain a passing score (70%) on each section test in order to receive the assigned credits for that section. Any section test resulting in a grade below 70% must be retaken and a passing score of 70% must be obtained to receive credits assigned to that section.

Test re-takes must be scheduled by the apprentice for a time outside of regular classroom hours and the student must achieve a passing score within two (2) months of the original test date. A minimum of 48 hours study time must be observed between re-take attempts. Students will be given two (2) chances to re-take the failed section within the two (2) month time period. Any student unable to obtain a passing score after two (2) retakes will fail the school year. **The first failed course exam carries a 1-point penalty. The second failed course exam carries a 2-point penalty. The third failed course exam and every failed exam thereafter carries a 3-point penalty.** (This does not apply to Craft Certification Exams).

Total credits for all core courses as well as required applications and advanced training sections, selected by the Institute, must be obtained to advance to the next school year.

The Institute will cover the cost of BICSI training and testing for Telecommunications Installer Apprentices once per level of certification. Any re-testing or re-training fees shall be covered by the apprentice. Failure to earn the appropriate BICSI classification for each year of the Telecommunications Installer apprenticeship shall be considered failure of that school year. This will result in disciplinary action from a repeat of the school year up to and including termination from the program.

13. SCHOOL BOOKS:

The Institute will provide textbooks for Students. The textbooks will be issued at the beginning of the school year, and returned at the end of the school year. Students are responsible for maintaining the integrity of the textbooks. Books will be inspected upon return to ensure they are free from damage and marking. Students will pay the full replacement cost of any books that are damaged and cannot be reissued the following year. Any apprentice that has a balance on their account is not eligible to begin school the following year.

14. COMPLETION OF APPRENTICESHIP:

Each student shall have 100% of the required hours of on the job training, satisfactorily completed the classroom training, passed all required Craft Certification or BICSI written and performance evaluations, complete the required senior project and/or other requirements as identified by the Board of Trustees, and satisfy all debts and penalties to the Institute to be eligible for a change of classification to Journeyman Wireman or Telecommunications Technician.

When the student becomes eligible for classification change, the Institute will notify all interested parties.

15. UNIONISM TRAINING:

After becoming a member of the Union, apprentices will be required to attend all regular and special meetings, and other activities as assigned by the Local Union Business Manager. Failure to attend meetings will be treated as defined in “Absences from School”. If your school night falls on a meeting night, you will be expected to attend school. Any absence from unionism training beyond four (4) shall be treated as an unexcused absence and incur a 3-point penalty.

16. ELIGIBILITY FOR RAISE:

In order to be eligible for an increase in wages, apprentices must:

1. Meet the hours worked requirements.
2. Maintain an average of 76%.
3. Turn in all Monthly Work Reports.
4. No fees on account for damaged or missing books.
5. Pass the appropriate level of Craft Certification or BICSI written and performance evaluations.
6. All penalties have been cleared.

Wireman Competency students have the following requirements for advancement:

1. Advancement from CW-1 to CE-1 can be completed on hours alone as identified in the Collective Bargaining Agreement.
2. Advancement from CE-1 to CE-2, CE-2 to CE-3, and CE-3 to Journeyman Wireman shall require completion of OJT hours and a score of 70% or higher on every course at the current period and all periods below.

17. ELECTRICIAN (WIREMAN) APPRENTICES:

There shall be a minimum of six periods of apprenticeship. The first two periods, consisting of One-Thousand OJT hours each and satisfactory completion of the first year of related classroom training, shall

constitute the probationary period. Successive periods will require the minimum hours of OJT and an additional year of related classroom training. The six periods are as follows:

<u>Periods</u>	<u>OJT Hours</u>	<u>Percent</u>	<u>Related Training</u>
1	0-1000	40%	N/A
2	1001 - 2000	45%	Satisfactory Progress
3	2001 - 3500	55%	1 st year school complete + Craft Certification
4	3501 - 5000	65%	2 nd year school complete + Craft Certification
5	5001 - 6500	75%	3 rd year school complete + Craft Certification
6	6501 - 8000	85%	4 th year school complete + Craft Certification
JW	8001	100%	5 th year school complete + Craft Certification + Participation in senior class project

18. TELECOMMUNICATIONS INSTALLER APPRENTICES:

There shall be a minimum of six periods of apprenticeship. Each period consists of Eight Hundred (800) OJT hours and satisfactory completion of the first year of related classroom training, shall constitute the probationary period. Successive periods will require the minimum hours of OJT and an additional year of related classroom training. The six periods are as follows:

<u>Period</u>	<u>Hours</u>	<u>Percent</u>	<u>Related Training</u>
1	0-1000	60%	N/A
2	1001-2000	65%	Satisfactory Progress
3	2001-4000	70%	1st Year Courses Complete
4	4001-6000	75%	2nd Year Courses Complete
5	6001-8000	80%	3rd Year Courses Complete
A-Tech	8000	100%	4 th Year Courses Complete

Apprentices may be placed on probation for any infractions of this policy statement upon written notice by the Institute Board. At that time, they may be required to appear before the board depending on the severity and/or frequency of the infraction.

19. CRAFT CERTIFICATION:

The electrical training ALLIANCE, working with the American Institutes for Research, has developed the Inside Electrical Craft Certification Program. This program provides evaluation of electrical workers based on the Inside Wireman Job Analysis, completed by A.I.R. in 2005. The job analysis is a comprehensive analysis of the duties and types of work performed by Inside Wireman, and is based on extensive research from multiple sources.

The Craft Certification Written and Performance Evaluations are mandatory for all levels of apprenticeship and must be completed in order to advance in classification and pay.

NECB Craft Certification must be completed to advance to Journeyman Wireman Classification.

To satisfy completion of Craft Certification, the following criteria must be met:

A minimum score of 70% is required to pass any level written and performance evaluation. A score of less than 70% on any evaluation shall require a minimum waiting period of 30 days before retake, or satisfactory completion of remedial training and/or tutoring.

All Craft Certification Written and Performance evaluations will be **mandatory** as scheduled by the Director of Education. Any absence will be subject to the rules and penalties stated in the absence policy in section 3. The Institute will grant only one (1) retake due to failure of an evaluation, per level for each apprentice. If the apprentice fails the retake evaluation, the apprentice may choose to retake the evaluation again with the cost of the evaluation borne by the apprentice. The cost of the retake shall be paid in full, before the evaluation is scheduled. The cost of each retake evaluation is \$200.

20. SENIOR PROJECT:

The 5th year Electrician (Wireman) apprentices and 4th year Telecommunications Installer apprentices are required to complete a senior class project. This student-run, group project is intended to help the local or the community in some way. There are no grades assigned to this project, however it is a requirement to graduate.

The project shall be proposed to the Director of Education and approved by the Institute Board of Trustees. Any financial or equipment needs should be stated in the proposal. Upon Institute approval, the project may begin. Once completed, a written report shall be turned into the Institute and a presentation shall be made to the membership at a regular union meeting.

21. BOARD APPEARANCES:

Apprentices are required to appear before the Institute Board of Trustees upon written or verbal notification. Failure to appear before the Board of Trustees when notified shall incur a 6-point penalty. Failure to give the board true and accurate information will not be tolerated and shall incur a 10-point penalty.

Appendix C: ADDITIONAL PLANS & POLICIES

STUDENT RETENTION

Based upon input received from meetings with instructors (5/14/20) and representatives from the Student Advisory Committee (7/16/20) The Board of Trustees at a meeting held on 8/5/20 voted to reaffirm the following policy as written.

A. Evaluation of the Effectiveness of Student Retention

1. General.

The York Electrical Institute is supported by men and women of the International Brotherhood of Electrical Workers Local Union 229, who make hourly contributions to the program. Although we do not charge tuition, we are careful not to squander our resources. Our commitment is to make sure that students who enter the apprenticeship program graduate. As we have a very high graduation rate, we believe that we are meeting this commitment. We would like to do even better in terms of student retention and therefore developed this plan. This plan applies to all students who leave our programs prior to graduation. The York Electrical Institute has three instructional programs.

(a) Students who leave the program voluntarily within the probationary period
This plan applies to all students who voluntarily leave the program during the probationary period. Students who leave for a medical reason or who are dismissed with cause from the program are not covered under this plan.

(b) Students who leave the program voluntarily after the probationary period
This plan applies to all students who voluntarily leave the program after the probationary period. Students who leave for a medical reason or who are dismissed with cause from the program are not covered under this plan.

2. Current Retention Rates

Academic Year	Students Leaving During Probation	Students Leaving After Probation	Overall Retention
2015-2016	0	0	33
2016-2017	4	0	35
2017-2018	1	1	50
2018-2019	1	1	59
2019-2020	3	1	52
Average	1.8	.6	45.8

3. Retention Goals

a) Students who leave the program voluntarily within the probationary period
Maintain the number of students who leave during the probationary period to a max of one over the next three years.

Research other admissions processes to determine if there are better screening tools for predicting success in apprenticeship.

(b) Students who leave the program voluntarily after the probationary period
Eliminate completely students who leave the program voluntarily after the probationary period within the next three years.

Research the types of assistance that are needed will help the student to stay in the program.

Develop or strengthen assistance programs that will help students graduate.

4. Retention Strategies

a) Students who leave the program voluntarily within the probationary period
Faculty should contact the Director of Education when a student is absent more than once.
Contact the student by phone or email to determine why they are leaving the program.

Offer assistance (academic, other) if this will help the student to stay in the program.

Conduct an exit interview to determine the reason for leaving and collect information about the admissions process to see if better screening would have predicted the student's decision to leave.

Meet with faculty members to determine whether or not they noticed behavior or issues that might have led to the student's withdrawal from the program.

(b) Students who leave the program voluntarily after the probationary period

Faculty should contact the Director of Education when a student is absent more than once.

Contact the student by phone or email to determine why they are leaving the program?

Offer assistance (academic, other) if this will help the student to stay in the program.

Encourage the student to come back for a short period of time (two weeks or a month) to see if the circumstances which caused them to leave can be rectified.

Conduct an exit interview to determine the reason for leaving and collect information about the admissions process to see if better screening would have predicted the student's decision to leave. Review the student's grades and on-the-job learning evaluations to see if there were issues of performance.

Meet with faculty members to determine whether or not they noticed behavior or issues that might have led to the student's withdrawal from the program.

5. Evaluation Strategies

Since the number of withdrawals has been historically very small, a qualitative approach will be used to evaluate the effectiveness of student retention strategies. This will be conducted as follows:

Student exit interviews will be screened to determine whether or not there are any patterns of behavior or activities that can be corrected such as consistent feedback about a faculty communication issue or repeated issues at a work-site placement.

Faculty feedback will be sought to determine any signs they might have had of student performance or personal issues that led to withdrawal.

The student record will be reviewed to determine whether they were issues such as consistent tardiness or absences, poor grades or negative feedback from employers.

Finally, summary statements will be developed to determine what, if any, prevention or intervention strategies can be used in the future to identify the at-risk student.

B. Input from Faculty and Students

1. Student Input

Student input is sought in exit interview as noted in Steps (a) 2-4 and Steps (b) 2-5 above.

Additionally, input may be sought from fellow students should feedback from the withdrawing student indicate that there is a problem in the program or communication issues with faculty, staff or employers.

2. Faculty Input

Faculty input is taken in steps (a) 1 and 5 and Step (b) 1 and 6 as noted above. Additional faculty feedback may be sought should an exiting student note communication or personal issues with a faculty member.

Faculty members are also free to give direct feedback to the Director of Education should they believe a person is in danger of withdrawing from school from their professional observations of student behaviors.

C. Annual Evaluation Schedule

Each December after the Annual Report and CPL is submitted to COE, the Director of Education reviews the retention data and prepares a report to the board that underscores whether or not the retention goals have been met. The Director of Education further provides analysis on why or why not the goals were met. Last, the Director of Education provides a summary of exit interviews of those who have left the program.

Finally, the adequacy of the retention plan is reviewed annually by the Training Coordinator in consultation with the Board and changes in terms of retention goals or processes can be introduced.

D. Sharing of Evaluation Results

The results of the student retention evaluation will be shared with the Board of Trustees at the January Meeting. After the Board of Trustees reviews the results an Executive Summary will be available on the website. Students and faculty can request the full report from the Director of Education.

STUDENT PLACEMENT PLAN

Based upon input received from meetings with instructors (5/14/20) and representatives from the Student Advisory Committee (7/16/20) The Board of Trustees at a meeting held on 8/5/20 voted to reaffirm the following policy as written.

1. Responsibility for Coordination of Services

The responsibility for the coordination of services for students and graduates is described below:

(a) Students

When a student is admitted to the apprenticeship program or placed in the Wireman Competency program, they have an intent to hire letter from an employer or a job referral. This guarantees their initial employment.

If at any time during the apprenticeship program, a student loses employment, he or she is required to report to the referral office and let the Director of Education know. The Director of Education then works with LU229 to place the student with new employment.

(b) Graduates

After a student graduates they can continue with their current employer or be placed on a job by the Local 229 business agent.

Journeypersons who have been notified of layoffs are required to contact their Business Agent right away. The Local 229 Business Agent then works to get another placement for the journeyperson.

2. Communications Network

The York Electrical Institute is supported by the International Brotherhood of Electrical Workers Local Union 229 and York Chapter of the Penn-Del-Jersey National Electrical Contractors Association. The commitment of these groups is to employ students while they are in their apprenticeship and to continue to provide them employment throughout their professional careers. The role of each entity is as follows.

The Director of Education and instructors ensure that the apprentice is meeting all of the work progress obligations of the program. The Director of Education may have to move students to other employers to meet all work progress objectives. The Director of Education is the main source of communication between the groups.

Local Union 229 dispatches apprentices and graduates to employers, if unemployment occurs. Graduates may also seek their own employment. Apprentices may be placed on a job assignment outside of the jurisdiction of IBEW Local 229. However, that assignment shall be coordinated through the Local 229 Referral Office and the apprentice can be pulled back to a local job at any time. They are in constant contact with the employers to determine their human resource needs. They are also in contact with the Director of Education to make sure that there are enough apprentices in the pipeline to meet future work projections.

Employers provide updated evaluations of the apprentice's progress throughout the apprenticeship. They meet with the Director of Education to discuss any issues with an individual apprentice or to make special training requests such as working with new materials or new equipment.

3. File/Listing of Employers and Employment Opportunities

YEI has over 20 signatory employers who have contractually agreed to employ apprentices and graduates. A list of these employers is maintained by Local 229 and is routinely updated. Signatory employers notify the dispatcher of Local 229 of employment opportunities and students and graduates are placed as needed.

4. Counseling of Students

Students who are admitted to the program have an intent to hire letter from an employer and are placed with the employer immediately upon entrance into the program. If for any reason, the student is not comfortable with the placement, he or she is encouraged to contact the Director of Education or a faculty member who will provide counseling to the student about securing a better employment “fit.” In some cases the student may be encouraged to try and work things out at the placement, but in other cases the Director of Education and the student may decide on a move to another position.

Counseling is also provided to students who are interested in securing specific types of assignments, e.g., foreman training, safety officers.

5. Maintenance of Placement Records for Graduates

Records of employment placement are maintained for both students and graduates as follows:

(a) Student Records

The York Electrical Institute maintains records of student employment during the period of apprenticeship. The Local 229 Benefit Administrator Office keeps duplicate copies of their records.

(b) Graduate Records

The Local 229 Benefit Administrator Office keeps copies of employment records from apprenticeship through retirement.

(c) Using Records to Measure Success

Statistics on student and graduate placements can be obtained from the Local 229 Benefit Administrator Office at any time so the Board of Trustees and Administration can measure the success of the program in meeting its mission.

6. Evaluation

Although placement is an on-going process as described above, the Board of Trustees has agreed to do an annual review of this plan as well as to review the placement data of current students and graduates at their winter meetings. They will recommend changes as appropriate.

The evaluation will look at the number of students placed, number of days unemployed, and a comparison to previous years. The Board of Trustees will make decisions on how many apprentices to accept in the program for the coming year based on these tabulations.

The results of the evaluation will be shared with faculty and staff through a summary e-mail of the results.

STUDENT SERVICES EFFECTIVENESS

Based upon input received from meetings with instructors (5/14/20) and representatives from the Student Advisory Committee (7/16/20) The Board of Trustees at a meeting held on 8/5/20 voted to reaffirm the following policy as written.

1. COORDINATION OF STUDENT SERVICES

The Director of Education is responsible for the coordination of student services. Student services are provided for enrollment, registration, veteran's benefits and academic counseling. Student services are also provided for work placement as described in that plan.

2. COUNSELING OF STUDENT SERVICES

Students can receive academic counseling from any instructor or the Director of Education. Counseling can be provided at the student's request or an instructor may initiate the counseling if they feel a student may be in academic trouble. Students may request a counseling appointment by emailing the Director of Education or Instructor.

Personal counseling is provided to students through their health benefits plan.

3. EVALUATION PLAN FOR DETERMINING THE EFFECTIVENESS OF STUDENT SERVICES.

(a) Scope.

Students who attend the York Electrical Institute are adult students who are currently working in their chosen fields as part of their educational experience. As such student services are limited to enrollment, registration, student records, on-the-job internship placement, advisement and veteran's benefits.

(b) Objectives.

The purpose of this survey is to determine:
Student awareness of services.
Ease of access for students to services.
Student assessment of the effectiveness of services.

(c) Survey location.

The survey is posted online at <https://yorkelectricians.org/york-electrical-institute-student-evaluation/>

This survey may be completed at anytime throughout the year. A paper version is available upon request.

(c) Other.

Students and staff may provide feedback on student personnel services anytime during the year. These comments may be emailed to the Director of Education at tgriffin@yorkelectricians.org

4. ANNUAL EVALUATION PROCEDURES

(a) Procedure.

On the last class of each term, one student is asked to administer and collect the evaluation forms. The completed forms are placed in a sealed envelope and deposited in the mail box of the Training Coordinator.

(b) Collating Responses.

The Director of Education will be responsible for tabulating and collating the responses to the surveys.

(c) Analyzing Results.

The DOE will review responses to determine which areas, if any there are challenges.

The DOE will prepare a brief report that shows the aggregate responses and highlights areas that need improvement.

The DOE will meet with the faculty and staff to discuss the results and to solicit their comments and suggestions.

The DOE will incorporate the staff comments into a report prepared for the Board of Trustees.

5. DISSEMINATING THE RESULTS FOR IMPROVEMENT

(a) General.

The DOE will prepare a report to the Board of Trustees and solicit the following from the Board:

Their consensus on the areas where change is needed and their approval to make those changes.

Financial support to make the requested changes.

Any other recommendations the board might have based on their review of the results.

The agreement of the Board of Trustees to announce changes to faculty, staff and students.

(b) Make changes based on Trustee Approval.

The DOE will make changes to student services based on the review of the Board of Trustees.

(c) Release study findings to YEI community,

The DOE will release the findings of the evaluation to trustees, staff, faculty and students through the website.

ALCOHOL AND DRUG ABUSE POLICY Consent Form

1. I have been given a copy of the Alcohol and Drug Abuse Policy ("Policy") of the York Electrical Institute. I have read the Policy and understand its contents.

2. As a condition of participation in the apprenticeship program, I hereby consent to submit to such urinalysis, blood test and/or other tests as shall be determined by the Institute for the purposes of determining the presence of drugs or alcohol. I agree that any specimens collected for these purposes may be forwarded by the Institute to a certified testing laboratory for analysis. I further agree to and hereby authorize the release of the results of said tests to the Institute or its authorized agents.

3. I hereby authorize any physician, addictionologist, counselor, or other rehabilitation professional to discuss my compliance with the Policy with the Institute or its authorized agents.

4. I understand that my refusal to submit to testing as required and/or permitted under the Policy, or falsification of a test, will be regarded as a positive test result, rendering me subject to the attendant consequences set forth in the Policy.

5. I further understand that on-the-job-training (OJT) is a critical part of my apprenticeship, and that as a condition of receiving OJT I may be required by my employers to submit to urinalysis, blood test and/or other tests for the purposes of determining the presence of drugs or alcohol. I agree to and hereby authorize the release of the results of any such tests and/or examinations to the Institute or its authorized agents. I will be required to notify the Institute within 24 hours of the results of any positive test. I will make a written request for, and use my best efforts to obtain, the results of any such tests and/or examinations from my employers. I further agree to provide a copy of the written request and any results I obtain to the Institute or its authorized agents.

6. I hereby authorize any employer, physician, addictionologist, counselor, or other rehabilitation professional to discuss with the Institute or its authorized agents, the results of any employer-administered urinalysis, blood test and/or other tests administered for the purposes of determining the presence of prohibited drugs or alcohol.

Apprentice's/Applicant' s Initials:_____

I have carefully read the foregoing Substance Abuse Policy and fully understand its contents. I acknowledge that my signing this form is a voluntary act on my part and that I have not been coerced into signing this document by anyone.

Printed Name of Applicant/Apprentice

Social Security Number

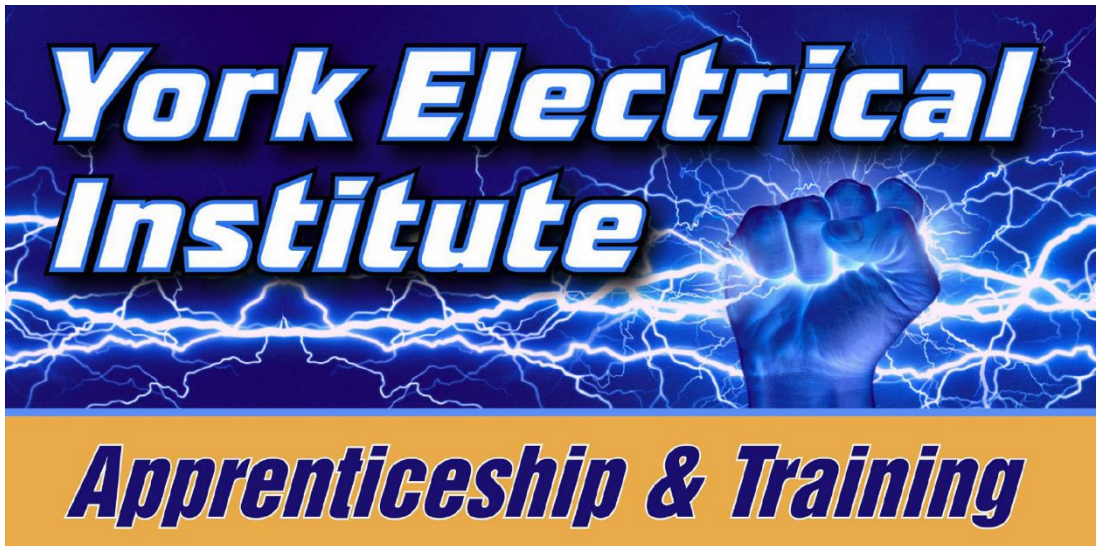
Signature of Applicant/Apprentice

Date

Printed Name of Witness

Signature of Witness

Date



I have reviewed the York Electrical Institute Student Handbook, available on the York Electrical Institute website.

By signing below, I confirm that I am familiar with the contents of the Student Handbook and I agree to abide by the policies and guidelines listed in therein. I understand the consequences and action(s) that may be taken as a result of my non-compliance with the policies and expectations stated within the handbook.

I further realize that the procedures and policies set forth in this Handbook are subject to revision from time to time. The most up-to-date available versions of the policies and procedures are contained in the electronic version of this document which may be accessed online at yorkelectricians.org. I am responsible for reviewing these updates periodically.

Signature

Printed Name

Date