



# Registered Apprenticeship Standards

Local Apprenticeship Standards

## *New Hampton Community School District (TPRA)*

710 West Main Street

New Hampton, IA 50659

**Occupation(s):** K-12 Teacher

**O\*NET-SOC Code(s):** 25-3099.00

**RAPIDS Code(s):** (3024CB)

Developed in Cooperation with the  
U.S. Department of Labor  
Office of Apprenticeship

Approved by the  
U.S. Department of Labor  
Office of Apprenticeship

Registered By: \_\_\_\_\_

Signature: \_\_\_\_\_

Title:  
Office of Apprenticeship

Date:

Registration Number:

Check here if these are revised standards



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## TABLE OF CONTENTS

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**SECTION I - STANDARDS OF APPRENTICESHIP**

**SECTION II - APPENDICES AND ATTACHMENTS**

**SECTION III - VETERANS' EDUCATIONAL ASSISTANCE**

**SECTION IV - SIGNATURES**

**SECTION V- DISCLOSURE AGREEMENT**

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### SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

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**A. Responsibilities of the sponsor:** *New Hampton Community School District (TPRA)* must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document “Requirements for Apprenticeship Sponsors Reference Guide.”

**Sponsors shall:**

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these Standards and the document “Requirements for Apprenticeship Sponsors,” and that meets the requirements of 29 CFR § 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- Register all apprenticeship Standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentices’ progress in skills and technical knowledge, and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Provide each apprentice with a copy of these Standards, Requirements for Apprenticeship Sponsors Reference Guide, Appendix A, and any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these Standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated Standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.



- Adhere to Federal, State, and Local Law Requirements -- The Office of Apprenticeship's registration of the apprenticeship program described in these Standards of Apprenticeship on either a nationwide basis (under the National Program Standards of Apprenticeship) or within a particular State, and the registration of individual apprentices under the same program, does not exempt the program sponsor, and/or any employer(s) participating in the program, and/or the individual apprentices registered under the program from abiding by any applicable Federal, State, and local laws or regulations relevant to the occupation covered by these Standards, including those pertaining to occupational licensing requirements and minimum wage and hour requirements.

The program's Standards of Apprenticeship must also conform in all respects with any such applicable Federal, State, and local laws and regulations. Any failure by the program to satisfy this requirement may result in the initiation of deregistration proceedings for reasonable cause by the Office of Apprenticeship under 29 CFR § 29.8.

#### **B. Minimum Qualifications - 29 CFR § 29.5(b)(10)**

An apprentice must be at least 16 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

There is an educational requirement of:  
High school graduate or equivalent.

#### **C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)**

The apprenticeship program(s) will select an apprenticeship training approach. The approach is notated in Appendix A, APPRENTICESHIP APPROACH.

#### **D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)**

Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices *will not* be paid for hours spent attending related instruction classes. The Work Process Schedule and Related Instruction Outline are outlined in Appendix A.

#### **E. Credit for Previous Experience - 29 CFR § 29.5(b)(12)**

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. *New Hampton Community School District (TPRA)* will evaluate the request for credit and make a determination during the apprentice's probationary period.

#### **F. Probationary Period - 29 CFR § 29.5(b)(8) and (20)**

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. The probationary period is notated in Appendix A, PROBATIONARY PERIOD.

#### **G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5(b)(7)**

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. The ratio is notated in Appendix A, RATIO OF APPRENTICES TO JOURNEYWORKERS.

#### **H. Apprentice Wage Schedule - 29 CFR § 29.5(b)(5)**

Apprentices must be paid a progressively increasing schedule of wages based on either a



percentage or a dollar amount of the current hourly journeyworker wage rate. The progressive wage schedule is notated in Appendix A, APPRENTICE WAGE SCHEDULE.

## **I. Equal Employment Opportunity and Affirmative Action**

### **1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)**

*New Hampton Community School District (TPRA)* will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy, gender identity, and sexual orientation), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

*New Hampton Community School District (TPRA)* will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

### **2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4-30.9**

*New Hampton Community School District (TPRA)* acknowledges that it will adopt an affirmative action plan in accordance with 29 CFR §§ 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5<sup>th</sup>) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

### **3. Selection Procedures - 29 CFR § 30.10**

Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). The selection procedures for each occupation for which the sponsor intends to train apprentices are notated in Appendix A, SELECTION PROCEDURES.

## **J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14**

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or Standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:

- 1. Complaints regarding discrimination.** Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within **300** days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

*U.S. Department of Labor, Office of Apprenticeship  
200 Constitution Ave. NW, Washington, DC 20210*

*Telephone Number: (202) 693-2614*

*Email Address: [ApprenticeshipEEOcomplaints@dol.gov](mailto:ApprenticeshipEEOcomplaints@dol.gov)*

*Point of Contact: Director, Division of Standards and Quality*

*Attn: Apprenticeship EEO Complaints*



You may also be able to file complaints directly with the EEOC, or State fair employment practices agency.

2. **Other General Complaints.** The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within 15 days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within 30 days of receiving the written notification:

Name: Katie Fisher

Address: 710 West Main Street

New Hampton, IA 50659

Telephone Number: (641) 394-5858

Email Address: k\_fisher@new-hampton.k12.ia.us

Any complaint described above that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency provided below in Section K.

#### **K. Registration Agency General Contact Information 29 CFR § 29.5(b)(17)**

The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below:

Name: Todd Oesterle

Address: 600 S Pierce Avenue

Mason City, Iowa, 50401

Telephone Number: 515-512-2901

Email Address: todd.oesterle@iwd.iowa.gov

#### **L. Reciprocity of Apprenticeship Programs 29 CFR § 29.13(b)(7)**

States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.

Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

### **SECTION II - APPENDICES AND ATTACHMENTS**

- Appendix A** – *Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period*
- Appendix B** – *ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed after registration)*
- Appendix C** – *Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))*
- Appendix D** – *Employer Acceptance Agreement (For programs with multiple-employers only)*



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### **SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)**

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program Standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: <https://www.va.gov/education/eligibility>) for which current apprentices and/or apprenticeship program candidates may be eligible:

- (1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;
- (2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits an veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and
- (3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

**NOTE:** The aforementioned requirements of Public Law 116-134 shall apply to "any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act" (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.



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## SECTION IV - SIGNATURES

### OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provisions of the foregoing Apprenticeship Standards formulated and registered by *New Hampton Community School District (TPRA)* , on this 14th day of February, 2025

The signatories acknowledge that they have read and understand the document titled “Requirements for Apprenticeship Sponsors Reference Guide” and that the provisions of that document are incorporated into this agreement by reference unless otherwise noted.

*Katie Fisher*

\_\_\_\_\_  
*Signature of Sponsor (designee)*

\_\_\_\_\_  
*Signature of Sponsor (designee)*

Katie Fisher  
*Printed Name*

\_\_\_\_\_  
*Printed Name*

## SECTION V - DISCLOSURE AGREEMENT

OA routinely makes public *general information* relating to Registered Apprenticeship programs. General information includes the name and contact information of the sponsor, the location of the program, and the occupation(s) offered. **OA routinely publicly releases the contents of applications for National Guidelines for Apprenticeship Standards.**

In addition, sponsors submitting National Program Standards or Local Standards have the option of allowing OA to share publicly the contents of a sponsor's application for registration to assist in building a high-quality National Apprenticeship System. This may include a copy of the Standards, Appendix A, and Appendix D (as applicable), but not completed versions of ETA Form 671 or Appendix C "Affirmative Action Plan" because those documents are submitted after a sponsor's application is approved and the program is registered. **Please note that OA will consider a sponsor's application as releasable to the public unless the sponsor requests non-disclosure by signing below.**

I, *Katie Fisher*, acting on behalf of *New Hampton Community School District (TPRA)* request that OA not publicly disclose this application, other than general information about the program, as described above as it is considered confidential commercial information and steps are taken to preserve it. Further, I understand that if OA receives a request for this application pursuant to 5 U.S.C. 552, we may be contacted to support OA's withholding of the information, including in litigation, if necessary. I understand that my request that OA not publicly disclose this application will remain in effect, including with respect to subsequent amendments to this application, unless and until I notify OA otherwise.

*Katie Fisher*

\_\_\_\_\_  
*Signature of Sponsor (designee)*

Katie Fisher

\_\_\_\_\_  
*Printed Name*

2/14/2025

\_\_\_\_\_  
*Date*





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# Appendix A

## WORK PROCESS SCHEDULE

### AND

## RELATED INSTRUCTION OUTLINE

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## Appendix A

### WORK PROCESS SCHEDULE

#### K-12 Teacher

O\*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB

This schedule is attached to and a part of these Standards for the above identified occupation.

#### 1. APPRENTICESHIP APPROACH

Competency-Based

#### 2. TERM OF APPRENTICESHIP

Apprentices will receive training in the work experience as listed below. The following are the work processes the apprentice will learn and be able to perform on-the-job. The term of the occupation is based on the apprentice's demonstration of the mastery of the competencies as specified and estimated to complete in approximately 1-2 years.

#### 3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 2 Apprentice(s) to 1 Journeyworker(s).

#### 4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: \$32.55.

Name: **K-12 Teacher**

Period	% of Journeyworker wage	Competencies	Wage Hourly	Description
1st	42.83%	0	\$13.94	
End Wage	100%	0	\$32.55	



## **5. PROBATIONARY PERIOD**

Every applicant selected for apprenticeship will serve a probationary period of 500 hours .

## **6. SELECTION PROCEDURES**

The selection procedures for this occupation are listed below: The sponsor has adopted the following selection procedures, consistent with the requirements set forth in 29 CFR § 30.10(b) The sponsor will select apprentices by any method, including its present selection method, provided that the sponsor meets the requirements listed in 29 CFR § 30.10.

Candidates will be selected through a screening process that includes an application and group or individual interview. Candidates will be reviewed and selected based on qualifications related to the position. Employment decisions will be based on merit, regardless of race, color, creed, gender, religion, marital status, age, national origin, or ancestry, physical or mental disability, medical condition, genetic information, gender identity, sexual orientation, military status, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and prohibited.

The Sponsor will work with community-based organizations; educational institutions, such as community colleges, technical schools, and high schools; workforce organizations; or other partners to create appropriate outreach and positive recruitment efforts that would reasonably be expected to increase underrepresented population participation in the apprenticeship. The Sponsor will identify the steps it intends to ensure that the opportunity is accessible. The Sponsor will undertake a significant number of activities to enable it to meet its obligations under 29 CFR § 30.4(c).



## 7. WORK PROCESS SCHEDULE

K-12 Teacher			
<b>Job Description:</b> Teaches one or more subjects to students at the elementary, middle, intermediate, junior high or high school level.			
<b>RAPIDS Code:</b> 3024CB		<b>O*NET Code:</b> 25-3099.00	
<b>Estimated Program Length:</b> 1-2 Years			
<b>Apprenticeship Type:</b> <input checked="" type="checkbox"/> Competency-Based <input type="checkbox"/> Time-Based <input type="checkbox"/> Hybrid			
The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #1: Learner Development.</u> The apprentice understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Draw on their understanding of the established knowledge base for education, including the science of learning and child and adolescent development. The apprentice observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching.</p> <p>Actively seek out information about learner interests to engage learners in developmentally appropriate learning experiences and various learning experiences to capitalize on strengths and build weaker areas of development.</p> <p>Observe three parent-teacher conferences/meetings; reflect with the mentor following the meetings.</p> <p>Assist with and prepare for parent-teacher conferences.</p> <p>Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP or 504s.</p>		



The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #2: Learning Differences.</u> The apprentice uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Draw upon their understanding of emergent/multilingual learners of exceptional needs, and learners’ background knowledge. The apprentice observes individuals and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and learning experiences.</p> <p>Recognize how diverse learners process information, develop skills, and incorporate multiple approaches to learning that engage a range of learner preferences.</p> <p>Use information on learners’ language proficiency levels to incorporate language development tools into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners.</p> <p>The presentation and discussion of content includes multiple perspectives, including each learner’s personal, family, community, and cultural experiences and norms.</p> <p>Apply interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, and other legal requirements, seeking advice and support from specialized support staff and families.</p> <p>Follow a process designated by a school or district for identifying and addressing learner needs (e.g., Response to Intervention) and document learner progress.</p>		



The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #3: Learning Environments.</u></p> <p>The apprentice works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation</p>	<p>Work with students in varying configurations as the apprentice’s instructional skills develop, progressing from one-on-one and small group settings to instruction of an entire classroom.</p> <p>In collaboration with the mentor teacher, set expectations for the learning environment appropriate to school/district policies and clearly communicate expectations to families.</p> <p>Articulate explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others and responsibility for preparation and completion of work. Collaborate with the mentor teacher to develop and implement purposeful routines that support these norms.</p> <p>Communicate verbally and nonverbally in ways that demonstrate respect for each learner.</p> <p>Apprentice is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment.</p> <p>Manage the learning environment by organizing, allocating, and coordinating resources (e.g., time, space, and materials) to promote learner engagement and minimize instructional time loss.</p> <p>Provide opportunities for learners to use interactive technologies responsibly.</p> <p>Replicate established classroom transition routines and expectations when changing daily activities and develop new routines as needed.</p>		



The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #4: Content Knowledge.</u></p> <p>The apprentice understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>The apprentice accurately and effectively communicates concepts, processes, and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct, and appropriate for learners.</p> <p>The apprentice draws upon initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with their mentor teacher and other colleagues on how to anticipate the learner's need for explanations and experiences that create accurate understanding in the content area.</p> <p>The apprentice uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>The apprentice engages learners in applying methods of inquiry used in the discipline.</p> <p>The apprentice links new concepts to familiar concepts and helps learners see them in connection to their prior experiences.</p> <p>The apprentice models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning.</p> <p>The apprentice consults with other educators to make academic language accessible to learners with different linguistic backgrounds.</p>		



The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #5: Application of Content.</u></p> <p>The apprentice understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>The apprentice helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas.</p> <p>The apprentice engages learners in applying content knowledge and skills in authentic contexts.</p> <p>The apprentice engages learners in learning and applying the critical thinking skills used in the content area(s). They introduce learners to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues.</p> <p>The apprentice engages learners in developing literacy and communication skills that support learning in the content area(s). They help them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provide practice in both.</p> <p>The apprentice provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor.</p> <p>The apprentice guides learners in gathering, organizing, and evaluating information and ideas from digital and other resources and from different perspectives.</p> <p>The apprentice structures interactions among learners and with local and global peers to support and deepen learning.</p>		





The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #6: Assessment.</u></p> <p>The apprentice understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the apprentice's and learner's decision making.</p>	<p>The apprentice uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objective.</p> <p>The apprentice uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. They use digital and/or other records to support their analysis and reporting of learner progress.</p> <p>The apprentice participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data.</p> <p>The apprentice engages each learner in examining samples of quality work on the type of assignment being given. They provide learners with criteria for the assignment to guide performance. Using these criteria, they point out strengths in performance and offer concrete suggestions for how to improve. They structure reflection prompts to assist each learner in examining their work and making improvements.</p> <p>The apprentice makes digital and/or other records of learning performance so that they can monitor each learner's progress.</p> <p>The apprentice matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth.</p> <p>The apprentice engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results.</p> <p>The apprentice implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs.</p> <p>The apprentice differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically.</p>		



The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #7: Planning for Instruction.</u></p> <p>The apprentice plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>The apprentice uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.</p> <p>The apprentice plans and sequences common learning experiences and performance tasks linked to the learning objectives and makes content relevant to learners.</p> <p>The apprentice identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress.</p> <p>The apprentice integrates technology resources into instructional plans.</p> <p>The apprentice plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests.</p> <p>The apprentice uses data from formative assessments to identify and make adjustments in planning.</p> <p>The apprentice identifies learners with similar strengths and/or needs and groups them for additional learning opportunities.</p> <p>The apprentice uses learner performance data and their knowledge of learners to identify learners who need significant intervention to support or advance learning. They seek assistance from colleagues and specialists to identify resources and refine plans to meet learner needs.</p> <p>The apprentice uses data on learner performance over time to inform planning, making adjustments for recurring learning needs.</p> <p>The apprentice uses information from informal interactions with families to adjust their plans and to incorporate home-based resources to provide further support.</p>		



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



The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #9: Professional Learning and Ethical Practice.</u></p> <p>The apprentice uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>The apprentice observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice.</p> <p>The apprentice seeks and reflects upon feedback from colleagues to evaluate the effects of their actions on learners, colleagues, and community members.</p> <p>The apprentice gathers, synthesizes, and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs.</p> <p>The apprentice understands and acts in accordance with ethical codes of conduct and professional standards.</p> <p>The apprentice understands and complies with laws and policies related to learners' rights and teachers' responsibilities.</p> <p>The apprentice accesses information and uses technology in safe, legal, and ethical ways.</p> <p>The apprentice follows established rules and policies to ensure learners access information and technology in safe, legal, and ethical ways.</p> <p>The apprentice reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners.</p>		



The Learner and Learning	Learning Progression (Level One)	Date Achieved	Mentor Initials
<p><u>Standard #10: Leadership and Collaboration.</u></p> <p>The apprentice collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p>	<p>The apprentice participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners.</p> <p>The apprentice participates in school-wide efforts to implement a shared vision and contributes to a supportive culture.</p> <p>The apprentice elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth.</p> <p>The apprentice uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.</p>		

**RELATED INSTRUCTION OUTLINE**  
**K-12 Teacher**  
**O\*NET-SOC CODE : 25-3099.00      RAPIDS CODE : 3024CB**

Either at the time of entry into the apprenticeship program, or upon completion of the apprenticeship, apprentices must hold at least a bachelor's degree. To reiterate, at no point during the apprenticeship should the apprentice be the teacher-of-record.

**The apprenticeship will result in apprentices completing all requirements for full state certification or licensure.** Typically, the apprentice will earn a bachelor's degree or higher in a specialty of education (e.g., elementary education, special education) from a state-approved educator preparation program during the course of the apprenticeship. In cases when an apprentice already holds a bachelor's degree or higher, they may complete a state-approved educator preparation program that does not result in the awarding of a degree.

The apprenticeship program must include at least 144 total hours of related instruction. Academic program schedules and structures vary, but a three-credit, one semester course typically requires three hours in class per week during a 15-week semester, or 45 total hours of class time.

Required instruction is determined by one or more of the following:

- the apprentice's chosen degree program and credential area, and the participating educator preparation program's requirements
- coursework already completed by the apprentice and accepted for transfer to a participating college, university, or other state-approved educator preparation program.
- requirements for the student's major field of study (e.g., elementary education, special education, secondary mathematics)
- state requirements for approved educator preparation programs
- state teacher licensure requirements

Regardless of the type of degree to be awarded, OJL/clinical experience and related instruction are designed to be interdependent and complementary. The employer/sponsor(s) and related instruction provider should work in partnership to co-construct the apprenticeship experience so that OJL and related instruction are mutually reinforcing.

Provider	
<b>Name:</b> Buena Vista University	
<b>Contact:</b> Brittany Garling	
<b>Address:</b> 610 W 4th St, Storm Lake, IA 50588	
<b>Email:</b> garling@bvu.edu	<b>Phone Number:</b> 712-749-2161
<b>Suggested Related Instruction Hours:</b> 482 hours	

The related instruction for this occupation will progress the individual through the requirements of obtaining a **bachelor's degree in education**. Before moving into a full-time teacher position, the individual will have obtained a bachelor's degree from an accredited institution and complete all state required certifications.

The table below outlines coursework that can lead to a bachelor's degree toward teacher certification. Suggested percentage of credit from Related Training Instruction and On-the-job training is included. 510 for elementary or 482 Related Training Instruction hours will be included in the Registered Apprenticeship. The remaining coursework will be used for participants willing to complete more credit toward a teaching degree.

#### College Classroom Pipeline for Elementary Education

Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)
EDUC 336 Literacy Foundations I EDUC 337 Literacy Foundations II EDUC 338 Literacy Methods & Field Experience	-At least 9 semester hours in literacy development, per IAC 282-13.	120		77% (7)	23% (2)
MATH 123 – Math for Elementary Education I MATH 124 – Math for Elementary Education II EDUC 393 – Elementary Math Methods and Field Experience	-At least 9 semester hours in mathematics per IAC 282-13	120		80% (8)	20% (1)
PSYC 100- General Psychology PSCN 110- American Government HIST 101/102/111/112 ECON 391 Economics	-At least 9 semester hours in social sciences per IAC 282-13	135		100% (13)	0% (0)

for Elementary Educators GENS 320 Physical Geography					
GENS 320 Physical Geography CHEM 120 Chemistry & Food or CHEM 110 Everyday Chemistry BIOL/AGSC- any life science	-At least 9 semester hours in science per IAC 282-13 -3 credit hours are completed at BVU EDUC 394. The other 6 hours may be complete as part of the AA coursework	120		80% (8)	20% (1)
EDUC 394- Elementary Science Methods					
EDUC 362- Methods of Physical Education and Health for Elementary Teachers EDUC 363-Methods of Visual Arts for Elementary Teachers EDUC 364- Methods of Performing Arts for Elementary Teachers	-Minimum of three credits to include: <ul style="list-style-type: none"> <li>● Elementary PE &amp; Health</li> <li>● Elementary Visual Art</li> <li>● Elementary Performing Art</li> </ul>	30		67% (2)	33% (1)
EDCO 250 Educational Psychology/Human Development and Field Experience EDCO 280 History of American Education EDCO 390 Instructional Technology and Innovative Teaching ESSI 101 Introduction to Exceptional Learners ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience EDUC 410 Elementary Curriculum/Social Studies Methods	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2)  -Coursework that addresses competency in a professional core curriculum per IAC 79.15(5), including, for example, courses that provide competence in: <ul style="list-style-type: none"> <li>● Learner development</li> <li>● Learning differences</li> <li>● Learning environments</li> <li>● Content knowledge</li> <li>● Application of content</li> <li>● Assessment</li> <li>● Planning for instruction</li> <li>● Instructional strategies</li> </ul>	225		83% (15)	17% (3)



	<ul style="list-style-type: none"> <li>Professional learning and ethical practice</li> <li>Leadership and collaboration</li> <li>Technology</li> <li>Methods of teaching (general)</li> </ul>				
EDCO 291 Human Relations and Field Experience  The other clinical hours are embedded throughout our coursework equally a total of 85 hours	Pre-student teaching clinical experiences (while employed as a paraeducator)				100% (1)
TEAC 403 Student Teaching in Elementary (K-3) TEAC 404 Student Teaching Elementary (4-6)	Student Teaching (while employed as a paraeducator)				100% (12)
<b>Total RTI Hours</b>		<b>750-525 (RTI hours vary depending on students AA transfer credits for support work)</b>			
<b>Total OJT Hours</b>			<b>Estimated 2-3 years</b>		2000

Blue highlighted section is support work that could be completed during their AA degree

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)
<b>K-8 Strategist I Endorsement</b>					
EDUC 336 Literacy Foundations I EDUC 338 Literacy Methods and Field Experience EDUC 393 Elementary Math Methods and Field	-At least 12 semester hours for a field of specialization 79.15(7)	160		60% (12)	40% (8)

Experience ESSI 101 Introduction to Exceptional Learners ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience MATH 123 Mathematics for Elementary Education I ESSI 210 Special Education Law and Professional Practices with Field Experience ESSI 220 Multidisciplinary Assessment and Evaluation ESSI 230 Transitions and Self-Determination ESSI 292 Instructional Strategies in Special Education and Field Experience ESS 310 Behavior Interventions and Supports TEAC 490 Student Teaching in Mild/Moderate (K-8)					
<b>Total RTI Hours</b>		<b>160</b>			
<b>Total OJT Hours</b>			<b>Estimated 2-3 years (part of the program)</b>		<b>380</b>

The course highlighted in yellow is part of the elementary education program.



**Elementary Education with Special Education K-8 Strat I Endorsement**  
**Plan of Study 2025-2029**  
**120 Credit Hours**

FALL 2022							Key
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
ENGL 102 Written Comm I	3	online		1	24	R: Thursday	
ESSI 101 Introduction to Exceptional Learners (embedded in OJT)	3	R	7:25pm	1	12	T: Tuesday	

ENGL 200 Written Comm II	3	online		2	24	1: First 8 weeks of Fall
OBVU 200 Seminar	1	online		2	8	2: Second 8 weeks of Fall
EDCO 250 Ed Psych/Human Develop. & FE (embedded in OJT)	3	R	7:25pm	2	12	3: First 8 weeks of Spring
						4: Second 8 weeks of Spring
Total Credit Hours	13					5: First 8 weeks of Summer
SPRING 2023						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	6: Second 8 weeks of Summer
COMM 100 Fundamentals of Communication	3	online		3	24	online: asynchronous
EDUC 336 Literacy Foundations I (embedded in OJT)	3	online		3	12	Purple highlight: General Education Course (could transfer from AA)
MATH075 Introductory Mathematics	3	online		4	32	green highlight: endorsement course
PSCN 110 Intro to American Govt.	3	online		4	24	
Total Credit Hours	12					
SUMMER 2023						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	*RTI: Related Training Instruction
ECON 205 Principles of Microeconomics	3	online		5	24	
EDCO 280 History of American Education (embedded in OJT)	3	online		5	18	
Total Credit Hours	6		Total RTI for Year 1:		214	
FALL 2023						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
TESL 270 Intro to Sec Lang Acquisition (embedded in OJT)	3	R	7:25pm	1	12	
ESSI 303 Meth of Teach Diff Curriculum & FE (embedded in OJT)	3	R	5:30pm	1	8	
PSYCH 111 Social Psychology	3	online		2	24	
EDU 337 Literacy Foundations II (embedded in OJT)	3	R	5:30pm	2	8	
Total Credit Hours	12					
SPRING 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
MATH140 Applied Statistics	4	online or R	5:30pm	3	32	
GENS 320 Physical Geography	3	online		3	24	
EDUC338 Literacy Methods & FE	3		7:25pm	4	8	
BIOL 303 Ecology and Society	3	online		4	24	
Total Credit Hours	13					
SUMMER 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
HIS 102 History of US after 1877	3	online		5	24	
EDCO 390 Instructional Technology (embedded in OJT)	3	R	5:30pm	5	12	
ESSI220 Multidisciplinary Assessment & Eval (embedded in OJT)	3	T	5:30pm	6	12	
Total Credit Hours	9		Total RTI for Year 2:		188	
FALL 2024						

COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
ESSI310 Behavior Interventions and Supports (embedded in OJT)	3	T	5:30pm	1	12
MATH 123 Math for Elem Ed I (embedded in OJT)	3	online or R	7:25pm	1	18
Social Sciences Elective	3	online		1	24
EDUC 364 Meth of Perf Arts for Elem Teach (embedded in OJT)	1	online		2	4
EDUC363 Meth of Visual Arts (embedded in OJT)	1	online		2	4
EDUC 362 Meth of PE & Health for Elem Teach (embedded in OJT)	2	R	7:25pm	2	8
Total Credit Hours	13				
<b>SPRING 2025</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
Elective	3	online		3	24
EDUC 393 Elementary Math Meth & FE (embedded in OJT)	3	R	7:25pm	3	12
MATH 124 Math for Elem Ed II (embedded in OJT)	3	online or R	7:25pm	4	18
ESSI 210 SPED Law & Prof. Practices & FE (embedded in OJT)	3	T	5:30pm	4	12
Total Credit Hours	12				
<b>SUMMER 2025</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
EDUC 394 Elementary Science Methods (embedded in OJT)	3		5:30pm	5	12
ESSI230 Transitions & Self-Determination (embedded in OJT)	3	T	5:30pm	5	12
Total Credit Hours	6				Total RTI for Year 3: 160
<b>FALL 2025</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
EDUC410 Elem Curr & Social Studies (embedded in OJT)	3	R	5:30pm	1	12
EDCO 291 Human Relations Field Experience (embedded in OJT)	1			1	0
CHEM 110 Everyday Chemistry	3	online		1	24
IDST 400 Challenges in the 21 Century	3	online		2	24
ESSI292 Instructional Strategies in SPED & FE (embedded in OJT)	2	T	5:30pm	2	4
Total Credit Hours	12				
<b>SPRING 2026</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
TEAC 403 or 404 Student Teaching in Elementary K-3 or 4-6 (embedded in OJT)	6			3	0
TEAC 490 Prof Sem III: Student Teaching in Mild/Moderate (K-8) (embedded in OJT)	6			4	0
Total Credit Hours	12				Total RTI for Year 4: 128

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact	OJT Hours	RTI %	OJT %

		hours	*OJT outline above	(Credits)	(Credits)
<b>Endorsement (K-8)</b>					
EDUC 336 Literacy Foundations I EDUC 337 Literacy Foundations II EDUC 338 Literacy Methods and Field Experience EDUC 381 Language Methods and Strategies EDUC 382 Reading Methods and Strategies EDUC 383 Writing Methods & Strategies EDUC 384 Literacy Connections Across Disciplines EDUC 385 Literacy Capstone and Field Experience	-At least 12 semester hours for a field of specialization 79.15(7)	140		73% (11)	27% (4)
<b>Total RTI Hours</b>		<b>140</b>			<b>80</b>
<b>Total OJT Hours</b>			<b>Estimated 2-3 years (part of the program)</b>		

The course highlighted in yellow is part of the elementary education program.

Blue highlighted section is support work that could be completed during their AA degree



**Elementary Education with Reading K-8 Endorsement Plan of Study 2025-2029  
121 Credit Hours**

FALL 2022							Key
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
ENGL 102 Written Comm I	3	online		1	24	R: Thursday	
ESSI 101 Introduction to Exceptional Learners (embedded in OJT)	3	R	7:25pm	1	12	1: First 8 weeks of Fall	
ENGL 200 Written Comm II	3	online		2	24	2: Second 8 weeks of Fall	
OBVU 200 Seminar	1	online		2	8	3: First 8 weeks of Spring	
EDCO 250 Ed Psych/Human Develop. & FE (embedded in OJT)	3	R	7:25pm	2	12	4: Second 8 weeks of Spring	
						5: First 8 weeks of Summer	
						6: Second 8 weeks of Summer	
<b>Total Credit Hours</b>	<b>13</b>						

SPRING 2023						online: asynchronous
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	green highlight: endorsement course
COMM 100 Fundamentals of Communication	3	online		3	24	
EDUC 336 Literacy Foundations I (embedded in OJT)	3	online		3	12	
MATH075 Introductory Mathematics	3	online		4	32	
PSCN 110 Intro to American Govt.	3	online		4	24	
Total Credit Hours	12					Purple highlight: General Education Course (could transfer from AA)
						*RTI: Related Training Instruction
SUMMER 2023						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
ECON 205 Principles of Microeconomics	3	online		5	24	
EDCO 280 History of American Education (embedded in OJT)	3	online		5	18	
Elective	3	online		5 or 6	24	
Total Credit Hours	9		Total RTI for Year 1:		238	
FALL 2023						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
TESL 270 Intro to Sec Lang Acquisition (embedded in OJT)	3	R	7:25pm	1	12	
ESSI 303 Meth of Teach Diff Curriculum & FE (embedded in OJT)	3	R	5:30pm	1	8	
PSYCH 111 Social Psychology	3	online		2	24	
EDU 337 Literacy Foundations II (embedded in OJT)	3	R	5:30pm	2	8	
Total Credit Hours	12					
SPRING 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
MATH140 Applied Statistics	4	online or R	5:30pm	3	32	
GENS 320 Physical Geography	3	online		3	24	
EDUC338 Literacy Methods & FE (embedded in OJT)	3		7:25pm	4	8	
BIOL 303 Ecology and Society	3	online		4	24	
Total Credit Hours	13					
SUMMER 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
HIS 102 History of US after 1877	3	online		5	24	
EDCO 390 Instructional Technology (embedded in OJT)	3	R	5:30pm	5	12	
EDUC 364 Meth of Perf Arts for Elem Teach	1	online		6	4	
EDUC363 Meth of Visual Arts	1	online		6	4	
Total Credit Hours	8		Total RTI for Year 2:		184	
FALL 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
EDUC 381 Language Meth & Strategies (embedded in OJT)	3	online		1	12	
MATH 123 Math for Elem Ed I (embedded in OJT)	3	online or R	7:25pm	1	18	

EDUC 383 Writing Methods & Strategies (embedded in OJT)	3	R	5:30pm	2	12
EDUC 382 Reading Meth & Strategies (embedded in OJT)	3	R	7:25pm	2	12
Total Credit Hours	12				
SPRING 2025					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
EDUC 384 Lit Connect Across Disciplines (embedded in OJT)	3	R	5:30pm	3	12
EDUC 393 Elementary Math Meth & FE (embedded in OJT)	3	R	7:25pm	3	12
MATH 124 Math for Elem Ed II (embedded in OJT)	3	online or R	7:25pm	4	18
CHEM 110 Everyday Chemistry	3	online		4	24
Total Credit Hours	12				
SUMMER 2025					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
EDUC 394 Elementary Science Methods (embedded in OJT)	3		5:30pm	5	12
Social Sciences Elective	3	online		5	24
Total Credit Hours	6		Total RTI for Year 3:		156
FALL 2025					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
EDUC410 Elem Curr & Social Studies (embedded in OJT)	3	R	5:30pm	1	12
EDCO 291 Human Relations Field Experience (embedded in OJT)	1			1	0
EDUC 385 Literacy Capstone & FE	3	R	5:30pm	2	8
IDST 400 Challenges in the 21 Century	3				24
EDUC 362 Meth of PE & Health for Elem Teach (embedded in OJT)	2	R	7:25pm	2	8
Total Credit Hours	12				
SPRING 2026					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
TEAC 403 Student Teaching in Elementary K-3 (embedded in OJT)	6			3	0
TEAC 404 Student Teaching in Elementary 4-6 (embedded in OJT)	6			4	0
Total Credit Hours	12		Total RTI Year 4:		52

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours *OJT outline above	RTI % (Credits)	OJT % (Credits)
Middle School Endorsement (K-8)					

EDUC 425 Adolescent Growth and Development EDUC 426 Methods of Materials for Teaching Middle School EDUC 338 Literacy Methods and Field Experience SEDU 290 Middle School Supervised Participation	-At least 9 semester hours in growth, development, curriculum design, assessment, and literacy strategies per 13.10(20)	133		80% (8)	20% (2)
Concentration Areas: Select 2 <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Mathematics</li> <li>• Science</li> <li>• Language Arts</li> </ul>	At least 12 semester hours in two content area per 13.10(20)	960		100% (24)	
<b>Total RTI Hours</b>		<b>1093</b>			<b>20</b>
<b>Total OJT Hours</b>			<b>Estimated 2-3 years (part of the program)</b>		

The course highlighted in yellow is part of the elementary education program.  
Blue highlighted section is support work that could be completed during their AA degree



**Elementary Education with Middle School Endorsement Plan of Study 2025-2029**  
**121 Credit Hours**

FALL 2022							Key
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
ENGL 102 Written Comm I	3	online		1	24	R: Thursday	
ESSI 101 Introduction to Exceptional Learners (embedded in OJT)	3	R	7:25pm	1	12	1: First 8 weeks of Fall	
ENGL 200 Written Comm II	3	online		2	24	2: Second 8 weeks of Fall	
OBVU 200 Seminar	1	online		2	8	3: First 8 weeks of Spring	
EDCO 250 Ed Psych/Human Develop. & FE (embedded in OJT)	3	R	7:25pm	2	12	4: Second 8 weeks of Spring	
						5: First 8 weeks of Summer	
<b>Total Credit Hours</b>	<b>13</b>					6: Second 8 weeks of Summer	
SPRING 2023							online: asynchronous
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	green highlight: endorsement course	
COMM 100 Fundamentals of Communication	3	online		3	24		
EDUC 336 Literacy Foundations I (embedded in OJT)	3	online		3	12		
MATH075 Introductory Mathematics	3	online		4	32	Purple highlight: General Education Course	



						(could transfer from AA)
PSCN 110 Intro to American Govt.	3	online			4	24
						*RTI: Related Training Instruction
Total Credit Hours	12					
SUMMER 2023						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
ECON 205 Principles of Microeconomics	3	online		5	24	
EDCO 280 History of American Education (embedded in OJT)	3	online		5	18	
Elective	3	online		5 or 6	24	
Total Credit Hours	9	Total RTI for Year 1:				238
FALL 2023						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
TESL 270 Intro to Sec Lang Acquisition (embedded in OJT)	3	R	7:25pm	1	12	
ESSI 303 Meth of Teach Diff Curriculum & FE (embedded in OJT)	3	R	5:30pm	1	8	
PSYCH 111 Social Psychology	3	online		2	24	
EDU 337 Literacy Foundations II (embedded in OJT)	3	R	5:30pm	2	8	
Total Credit Hours	12					
SPRING 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
MATH140 Applied Statistics	4	online or R	5:30pm	3	32	
GENS 320 Physical Geography	3	online		3	24	
EDUC338 Literacy Methods & FE (embedded in OJT)	3		7:25pm	4	8	
BIOL 303 Ecology and Society	3	online		4	24	
Total Credit Hours	13					
SUMMER 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
HIS 102 History of US after 1877	3	online		5	24	
EDCO 390 Instructional Technology (embedded in OJT)	3	R	5:30pm	5	12	
EDUC 364 Meth of Perf Arts for Elem Teach	1	online		6	4	
EDUC363 Meth of Visual Arts	1	online		6	4	
Total Credit Hours	8	Total RTI for Year 2:				184
FALL 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
EDUC 381 Language Meth & Strategies (embedded in OJT)	3	online		1	12	
MATH 123 Math for Elem Ed I (embedded in OJT)	3	online or R	7:25pm	1	18	
EDUC 383 Writing Methods & Strategies (embedded in OJT)	3	R	5:30pm	2	12	
EDUC 382 Reading Meth & Strategies (embedded in OJT)	3	R	7:25pm	2	12	
Total Credit Hours	12					

SPRING 2025						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
EDUC 384 Lit Connect Across Disciplines (embedded in OJT)	3	R	5:30pm	3	12	
EDUC 393 Elementary Math Meth & FE (embedded in OJT)	3	R	7:25pm	3	12	
MATH 124 Math for Elem Ed II (embedded in OJT)	3	online or R	7:25pm	4	18	
CHEM 110 Everyday Chemistry	3	online		4	24	
Total Credit Hours	12					
SUMMER 2025						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
EDUC 394 Elementary Science Methods (embedded in OJT)	3		5:30pm	5	12	
Social Sciences Elective	3	online		5	24	
Total Credit Hours	6		Total RTI for Year 3:		156	
FALL 2025						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
EDUC410 Elem Curr & Social Studies (embedded in OJT)	3	R	5:30pm	1	12	
EDCO 291 Human Relations Field Experience (embedded in OJT)	1			1	0	
EDUC 385 Literacy Capstone & FE	3	R	5:30pm	2	8	
IDST 400 Challenges in the 21 Century	3				24	
EDUC 362 Meth of PE & Health for Elem Teach (embedded in OJT)	2	R	7:25pm	2	8	
Total Credit Hours	12					
SPRING 2026						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
TEAC 403 Student Teaching in Elementary K-3 (embedded in OJT)	6			3	0	
TEAC 404 Student Teaching in Elementary 4-6 (embedded in OJT)	6			4	0	
Total Credit Hours	12		Total RTI Year 4:		52	

**College Classroom Pipeline for Special Education**  
**(Includes K-8 Strat I, 5-12 Strat I, K-12 Strat II ID/LD, K-12 Strat II BD/LD)**  
 Minimum course work shall include but not be limited to the following:

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours <i>*OJT outline above</i>	RTI % (Credits)	OJT % (Credits)
EDUC 336 Literacy Foundations I EDUC 337 Literacy	- Foundations of literacy, per IAC 282-13	120		77% (7)	23% (2)

Foundations II EDUC 338 Literacy Methods & Field Experience					
MATH 123 – Math for Elementary Education I EDUC 393 – Elementary Math Methods and Field Experience	- Mathematics development per IAC 282- 13	80		80% (5)	20% (1)
ESSI 102 Introduction to Learners with Significant Cognitive Disabilities ESSI 103 Introduction to Learners with Significant Behavioral Disabilities	-Characteristics per IAC 15.2(13), 15.2(14), 15.2(16) & 15.2(17)	80		100% (13)	0% (0)
ESSI 210 Special Education Law and Professional Practices with Field Experiences	-Foundations of Special Education per IAC 15.2(13), 15.2(14), 15.2(16) & 15.2(17)	40		67% (2)	33% (1)
ESSI 220 Multidisciplinary Assessment and Evaluation	-Assessment, Diagnosis, and Evaluation per IAC 15.2(13), 15.2(14), 15.2(16) & 15.2(17)	40		100% (3)	0% (0)
ESSI 230 Transitions and Self-Determination	Transitional Collaboration and collaborative partnerships per IAC 15.2(13), 15.2(14), 15.2(16) & 15.2(17)	40		100% (3)	0% (0)
ESSI 306 Methods of Teaching Students with Cognitive Disabilities with Field Experience ESSI 307 Methods of Teaching Students with Behavioral Disabilities with Field Experience PHED 321 Adapted Physical Education	Methods and Strategies per IAC 15.2(13), 15.2(14), 15.2(16) & 15.2(17)	120		77% (7)	23% (2)
ESSI 310 Behavior Interventions and Supports	Management of student behavior and social interaction skills per IAC 15.2(13), 15.2(14), 15.2(16) & 15.2(17)	40		100% (3)	0% (0)
EDCO 250 Educational Psychology/Human Development and Field Experience EDCO 280 History of American Education EDCO 390 Instructional	-Coursework related to Human Relations and Differentiated Instruction per IAC 281-79.15(2)  -Coursework that addresses competency in a professional core	225		83% (15)	17% (3)

<p>Technology and Innovative Teaching  ESSI 101 Introduction to Exceptional Learners  ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience</p>	<p>curriculum per IAC 79.15(5), including, for example, courses that provide competence in:</p> <ul style="list-style-type: none"> <li>● Learner development</li> <li>● Learning differences</li> <li>● Learning environments</li> <li>● Content knowledge</li> <li>● Application of content</li> <li>● Assessment</li> <li>● Planning for instruction</li> <li>● Instructional strategies</li> <li>● Professional learning and ethical practice</li> <li>● Leadership and collaboration</li> <li>● Technology</li> <li>● Methods of teaching (general)</li> </ul>				
<p>ESSI 292 Instructional Strategies in Special Education and Field Experience</p> <p>The other clinical hours are embedded throughout our coursework equally a total of 85 hours</p>	<p>Pre-student teaching clinical experiences (while employed as a paraeducator)</p>				100% (1)
<p>TEAC 494 Student Teaching in Elementary Special Education  TEAC 495 Student Teaching in Secondary Special Education</p>	<p>Student Teaching (while employed as a paraeducator)</p>				100% (12)
<p><b>Total RTI Hours</b></p>		<p><b>482-785 (RTI hours vary depending on students AA transfer credits for support work)</b></p>			
<p><b>Total OJT Hours</b></p>			<p><b>Estimated 2-3 years</b></p>		2000



# Buena Vista University

**Special Education Major with K-8 Strat I, 5-12 Strat I, K-12 Strat II ID/LD, K-12 Strat II  
BD/LD Endorsements  
Plan of Study 2025-2029  
120 Credit Hours**

FALL 2025							Key
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
EDCO 250 Ed Psych/Human Develop. & FE (embedded in OJT)	3	R	5:30 pm	1	12	First 8 weeks of fall	
ESSI 101 Introduction to Exceptional Learners (embedded in OJT)	3	R	7:25pm	1	12	First 8 weeks of fall	
OBVU 200 Seminar	1	online		1	8	First 8 weeks of Fall	
EDUC 336 Literacy Foundations I (embedded in OJT)	3	online		2	12	Second 8 weeks of Fall	
ESSI 303 Meth of Teach Diff Curriculum & FE (embedded in OJT)	3	R	7:25pm	1	8	Second 8 weeks of Fall	
Total Credit Hours	13						
SPRING 2026							*RTI: Related Training Instruction
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
ESSI 102 Introduction to Learners with Significant Cognitive Disabilities (embedded in OJT)	3	T	5:30 pm	3	12	First 8 weeks of fall	
ESSI 103 Introduction to Learners with Significant Behavioral Disabilities (embedded in OJT)	3	T	7:25 pm	3	12	First 8 weeks of fall	
ESSI 210 Special Education Law and Professional Practices with Field Experiences (embedded in OJT)	3	T	5:30 pm	3	12	Second 8 weeks of fall	
EDCO 390 Instructional Technology (embedded in OJT)	3	R	5:30pm	5	12	Second 8 weeks of fall	
Total Credit Hours	12						
SUMMER 2026							
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
MATH 123 Math for Elem Ed I (embedded in OJT)	3	R	7:25	5	18	First 8 weeks of Summer	
EDCO 280 History of American Education (embedded in OJT)	3	online		5	18	First 8 weeks of Summer	
EDUC 337 Literacy Foundations II (embedded in OJT)	3	R	7:25	6	18	Second 8 weeks of Summer	
ESSI 220 Multidisciplinary Assessment and Evaluation (embedded in OJT)	3	T	5:30	6	18	Second 8 weeks of Summer	
Total Credit Hours	12					Total RTI for Year 1: 190	
FALL 2026							
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
ESSI 310 Behavior Interventions and Supports (embedded in OJT)	3	T	5:30 pm	1	12	First 8 weeks of Fall	
ESSI 306 Methods of Teaching Students with Cognitive Disabilities with Field Experience (embedded in OJT)	3	T	7:25 pm	1	8	First 8 weeks of Fall	
EDUC 338 Literacy Methods and Field Experience	3	R	7:25 pm	2	8	Second 8 weeks of Fall	
ESSI 307 Methods of Teaching Students with Behavioral Disabilities with Field Experience (embedded in OJT)	3	T	7:25 pm	2	8	Second 8 weeks of Fall	
Total Credit Hours	12						

SPRING 2027						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
EDUC 393 Elementary Math Meth & FE (embedded in OJT)	3	R	5:30 pm	3	12	First 8 weeks of Spring
ESSI292 Instructional Strategies in SPED & FE (embedded in OJT)	2	T	7:25pm	2	4	Second 8 weeks of Spring
PHED 321 Adaptive Physical Education	3	T	5:30 pm	3	18	Second 8 weeks of Spring
Total Credit Hours	9					
SUMMER 2027						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
IDST 400 Challenges in the 21 Century	3	online		5	24	First 8 weeks of Summer
ESSI220 Multidisciplinary Assessment & Eval (embedded in OJT)	3	T	5:30pm	6	12	Second 8 weeks of Summer
Total Credit Hours	6					Total RTI for Year 2: 106
Fall 2027						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
TEAC 494 Student Teaching in Elementary Special Education (embedded in OJT)	6			3	0	First 8 weeks of Fall
TEAC 495 Student Teaching in Secondary Special Education (embedded in OJT)	6			4	0	Second 8 weeks of Fall
Total Credit Hours	12					Total RTI for Year 3: 0

Secondary Education (Students must complete 30 credit hours in the content area)

Options for Secondary Education:

- Business
- History (social science all endorsement)
- English

RA Approved Courses	IA Approved Coursework	Example Method of Delivery			
		Department of Labor Office of Apprenticeship		Colleges/Universities	
		RTI contact hours	OJT Hours *OJT outline above	RTI % (Credits)	OJT % (Credits)
Completion of 24 to 30 credit hours in the major/content area	Completion of a thirty-semester hour teaching major which must minimally include 24 hours of content area (English, Business, and History education)	450		100% (24-30)	0%
EDCO 250 Educational Psychology/Human Development and Field	Human relations, cultural competency, and diverse learners, such that the	195		72% (13)	28% (5)

<p><b>Experience</b>  <b>EDCO 280 History of American Education</b>  <b>EDCO 390 Instructional Technology and Innovative Teaching</b>  <b>ESSI 101 Introduction to Exceptional Learners</b>  <b>ESSI 303 Methods of Teaching Differentiated Curriculum and Field Experience</b>  <b>SEDU 310 Curriculum Design I: Standards, Assessment, and Instruction for Engaged Learning</b></p>	<p>candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:</p> <ul style="list-style-type: none"> <li>a. Students from diverse ethnic, racial and socioeconomic backgrounds.</li> <li>b. Students with disabilities.</li> <li>c. Students who are struggling with literacy, including those with dyslexia.</li> <li>d. Students who are gifted and talented.</li> <li>e. English language learners.</li> <li>f. Students who may be at risk of not succeeding in school.</li> </ul> <p>This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse</p>				
<p>SEDU 365 Reading in the Content Areas</p>	<p>Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence based best practices,</p>	<p>30</p>		<p>67% (2)</p>	<p>33% (1)</p>

	determined by research, including that identified by the Iowa Reading Research Center				
<p>SEDU 402 Methods of Teaching Secondary Business and Field Experience</p> <p>SEDU 411 Methods of Teaching Secondary English Language Arts and Field Experience</p> <p>SEDU 441 Methods of Teaching Secondary Social Science and Field Experience</p>	Specific Methods course for each content area	30		67% (2)	33% (1)
<p>EDCO 291 Human Relations and Field Experience</p> <p>The other clinical hours are embedded throughout our coursework equally a total of 85 hours</p>	Pre-student teaching clinical experiences (while employed as a paraeducator)				100% (1)
<p>TEAC 419 Student Teaching in Secondary Business (5-8)</p> <p>TEAC 429 Student Teaching in Secondary Business (9-12)</p> <p>TEAC 410 Student Teaching in Secondary Social Science (5-8)</p> <p>TEAC 420 Student Teaching in Secondary Social Science (9-12)</p> <p>TEAC 415 Student Teaching in Secondary ELA (5-8)</p> <p>TEAC 425 Student Teaching in Secondary ELA (9-12)</p>	Student Teaching (while employed as a paraeducator)				100% (12)
<b>Total RTI Hours</b>		<b>705 (RTI hours vary depending on students AA transfer credits</b>			



		for content classes)			
<b>Total OJT Hours</b>			<b>Estimated 2-3 years</b>		2000



**Major in Business Education  
Plan of Study 2022-2026  
120 Credit Hours**

FALL 2022							Key
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
ENGL 102 Written Comm I	3	online		1	24		R: Thursday
ESSI 101 Introduction to Exceptional Learners (embedded in OJT)	3	R	7:25pm	1	12		1: First 8 weeks of Fall
ENGL 200 Written Comm II	3	online		2	24		2: Second 8 weeks of Fall
OBVU 200 Seminar	1	online		2	8		3: First 8 weeks of Spring
EDCO 250 Ed Psych/Human Develop. & FE (embedded in OJT)	3	R	7:25pm	2	12		4: Second 8 weeks of Spring
							5: First 8 weeks of Summer
							6: Second 8 weeks of Summer
Total Credit Hours	13						
SPRING 2023							online: asynchronous
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		Purple highlight: General Education Course (could transfer from AA)
COMM 100 Fundamentals of Communication	3	online		3	24		*RTI: Related Training Instruction
FNBK Personal Foundations and Finance	3	online		3	24		
MATH075 Introductory Mathematics	3	online		4	32		
MGMT 220 Principles of Management	3	online		4	24		
Total Credit Hours	12						
SUMMER 2023							
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
Elective	3	online		5	24		
Elective	3	online		5	24		
Total Credit Hours	6					Total RTI for Year 1:	232
FALL 2023							
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
EDCO 390 Instructional Technology (embedded in OJT)	3	R	5:30pm	1	12		
ACCT 205 Financial Accounting	3	online		3	24		
ACCT 210 Basic Spreadsheets				1	24		

ESSI 303 Meth of Teach Diff Curriculum & FE (embedded in OJT)	3	R	5:30pm	2	8
ACCT 211 Intermediate Spreadsheets	1	online		2	8
ACCT 206 Managerial Accounting	3	online		2	24
Total Credit Hours	13				
<b>SPRING 2024</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
ECON 205 Principles of Microeconomics	3	online		3	24
EDCO 280 History of American Education	3	online		3	18
Natural Science/Business Elective	3	online		4	24
ECON 206 Principles of Macroeconomics	3	online		4	24
Total Credit Hours	12				
<b>SUMMER 2024</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
COMM 230 Business and Professional Comm	3	online		5	24
Social Science Elective	3	online		5	24
Total Credit Hours	6	<b>Total RTI for Year 2:</b>			238
<b>FALL 2024</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
BUED 320 Technical Applications in Business	1	online		1	4
SEDU 310 Curriculum Design I (embedded in OJT)	3	R	7:25pm	1	12
Fine Arts/Humanities Elective	3	online		1	24
SEDU 365 Reading in the Content Areas (embedded in OJT)	3	R	5:30pm	2	8
MRKT 220 Principles of Marketing	3	R	7:25pm	2	24
Total Credit Hours	13				
<b>SPRING 2025</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
MGMT 375 Entrepreneurship/Small Business	3	online		3	24
MATH 140 Applied Statistics	4	online or R	5:30pm	3	32
MGMT 315 Business Law	3	online		4	24
Fine Arts/Humanities Elective	3	online		4	24
Total Credit Hours	13				
<b>SUMMER 2025</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
Elective	3	online		5	24
Elective	3	online		5	24
Total Credit Hours	6	<b>Total RTI for Year 3:</b>			224
<b>FALL 2025</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
Social Science Elective	3	online		1	24

EDCO 291 Human Relations Field Experience (embedded in OJT)	1			1	0
MRKT 355 Consumer Behavior	3	online		1	24
IDST 400 Challenges in the 21 Century	3	online		2	24
SEDU 402 Methods of Teaching Business & FE (embedded in OJT)	3	R	7:25pm	2	8
<b>Total Credit Hours</b>	<b>13</b>				
<b>SPRING 2026</b>					
<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>DAY</b>	<b>TIME</b>	<b>Term</b>	<b>RTI</b>
TEAC 419 Student Teaching in Secondary Business (5-8) (embedded in OJT)	6			3	0
TEAC429 Student Teaching in Secondary Business (9-12) (embedded in OJT)	6			4	0
<b>Total Credit Hours</b>	<b>12</b>	<b>Total RTI for Year 4:</b>			<b>80</b>



**Major in History with Teaching Licensure and  
Basic Social Science Endorsement  
Plan of Study 2022-2026  
127 Credit Hours**

FALL 2022							Key
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
ENGL 102 Written Comm I	3	online		1	24	R: Thursday	
ESSI 101 Introduction to Exceptional Learners (embedded in OJT)	3	R	7:25pm	1	12	1: First 8 weeks of Fall	
ENGL 200 Written Comm II	3	online		2	24	2: Second 8 weeks of Fall	
OBVU 200 Seminar	1	online		2	8	3: First 8 weeks of Spring	
EDCO 250 Ed Psych/Human Develop. & FE (embedded in OJT)	3	R	7:25pm	2	12	4: Second 8 weeks of Spring	
<b>Total Credit Hours</b>	<b>13</b>					5: First 8 weeks of Summer 6: Second 8 weeks of Summer	
<b>SPRING 2023</b>							online: asynchronous
<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>DAY</b>	<b>TIME</b>	<b>Term</b>	<b>RTI</b>	Purple highlight: General Education Course (could transfer from AA)	
COMM 100 Fundamentals of Communication	3	online		3	24	green highlight: endorsement course	
HIST 100 Introduction to Historians Craft	1	online		3	24	*RTI: Related Training Instruction	
ECON 205 Principles of Microeconomics	3	online		4	24		
MATH075 Introductory Mathematics	3	online		4	32		
ECON 206 Principles of Macroeconomics	3	online		4	24		
<b>Total Credit Hours</b>	<b>13</b>						
<b>SUMMER 2023</b>							
<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>DAY</b>	<b>TIME</b>	<b>Term</b>	<b>RTI</b>		

HIST 101 History of US to 1877	3	R	5:30pm	5	24
EDCO 280 History of American Education (embedded in OJT)	3	online		5	18
Total Credit Hours	6	Total RTI for Year 1:			250
FALL 2023					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
TESL 270 Intro to Sec Lang Acquisition (embedded in OJT)	3	R	7:25pm	1	18
HIST 111 World Civilizations	3	online		1	24
HIST 112 World Civilizations II	3	online		2	24
ESSI 303 Meth of Teach Diff Curriculum & FE (embedded in OJT)	3	R	5:30pm	2	8
Total Credit Hours	12				
SPRING 2024					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
MATH 140 Applied Statistics	4	online or R	5:30pm	3	32
PSCN 110 Intro to American Govt.	3	online		3	24
HIS 102 History of US after 1877	3	R	5:30pm	4	24
BIOL 303 Ecology and Society	3	online		4	24
Total Credit Hours	13				
SUMMER 2024					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
HIS 102 History of US after 1877	3	online		5	24
EDCO 390 Instructional Technology (embedded in OJT)	3	R	5:30pm	5	12
GEOG 200 World Reg GEOG Developed World	3	online		6	24
Total Credit Hours	9	Total RTI for Year 2:			238
FALL 2024					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
HIST 235 The American Civil War	3	R	5:30pm	1	24
SEDU 310 Curriculum Design I (embedded in OJT)	3	R	7:25pm	1	12
SOC 111 Social Psychology	3	online		2	24
HIST 241 History of WWII	3	R	5:30pm	2	24
PSCN 115 Introduction to Politics	3	online			24
Total Credit Hours	15				
SPRING 2025					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
SEDU365 Reading in the Content Area & FE (embedded in OJT)	3	R	7:25pm	3	8
HIST 125 Asian Civilizations	3	online		3	24
PSPA 320 State and Local Politics	3	online		4	24
HIST 342 Exploring the Holocaust	3	online		4	24
Total Credit Hours	12				

SUMMER 2025						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
GEOG 300 Human and Cultural Geography	3	online		5	24	
SOCI 101 Introduction to Sociology	3	online		5	24	
PSYCH 270 Psych of Personality	3	online		6	24	
Total Credit Hours	9	Total RTI for Year 3:			260	
FALL 2025						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
HIST 482 Historians Craft - US	3	R	5:30pm	1	24	
EDCO 291 Human Relations Field Experience	1			1	0	
PSYC 100 General Psychology	3	online		2	24	
IDST 400 Challenges in the 21 Century	3	online			24	
SEDU 441 Methods of Teach Sec Social Sciences (embedded in OJT)	3	R	7:25pm	2	8	
Total Credit Hours	13					
SPRING 2026						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
TEAC 410 Student Teaching in Secondary Social Sciences (5-8) (embedded in OJT)	6			3	0	
TEAC 420 Student Teaching in Secondary Social Science (9-12) (embedded in OJT)	6			4	0	
Total Credit Hours	12	Total RTI for Year 4:			80	



# Buena Vista University

## Major in English Language Arts with Secondary Reading Endorsement Plan of Study 2022-2026 120 Credit Hours

FALL 2022							Key
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI		
ENGL 102 Written Comm I	3	online		1	24		R: Thursday
ESSI 101 Introduction to Exceptional Learners (embedded in OJT)	3	R	7:25pm	1	12		1: First 8 weeks of Fall
ENGL 200 Written Comm II	3	online		2	24		2: Second 8 weeks of Fall
OBVU 200 Seminar	1	online		2	8		3: First 8 weeks of Spring
EDCO 250 Ed Psych/Human Develop. & FE (embedded in OJT)	3	R	7:25pm	2	12		4: Second 8 weeks of Spring
Total Credit Hours	13						5: First 8 weeks of Summer 6: Second 8 weeks of Summer
SPRING 2023							online: asynchronous

						Purple highlight: General Education Course (could transfer from AA)
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
COMM 100 Fundamentals of Communication	3	online		3	24	*RTI: Related Training Instruction
ENGL 250 American Literature	3	R	7:25pm	3	24	
MATH075 Introductory Mathematics	3	online		4	32	
Natural Science/Business Elective	3	online		4	24	
Total Credit Hours	12	Total RTI for Year 1:			184	
FALL 2023						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
EDCO 390 Instructional Technology (embedded in OJT)	3	R	5:30pm	1	12	
ENGL 260 British Literature	3	online		1	24	
ESSI 303 Meth of Teach Diff Curriculum & FE (embedded in OJT)	3	online		2	8	
ENGL 300 Advanced Composition	3	online		2	24	
Total Credit Hours	12					
SPRING 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
MATH140 Applied Statistics	4	online or R	5:30pm	3	32	
EDCO 280 History of American Education (embedded in OJT)	3	online		3	18	
Natural Science/Business Elective	3	online		4	24	
ENGL 276 World Literature	3	online		4	24	
Total Credit Hours	13					
SUMMER 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
SEDU 336 Literacy Foundations I (embedded in OJT)	3	online		5	12	
Elective	3	online		5	24	
SEDU 337 Literacy Foundations II (embedded in OJT)	3	R	7:25pm	6	8	
Total Credit Hours	9	Total RTI for Year 2:			210	
FALL 2024						
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI	
SEDU 381 Language Methods & Strategies (embedded in OJT)	3	online		1	12	
SEDU 310 Curriculum Design I (embedded in OJT)	3	R	7:25pm	1	12	
SEDU 365 Reading in the Content Areas (embedded in OJT)	3	R	5:30pm	2	8	
SEDU 382 Reading Methods and Strategies (embedded in OJT)	3	R	7:25pm	2	12	
Total Credit Hours	12					
SPRING 2025						

COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
Social Science Elective	3	online		3	24
SEDU 383 Writing Methods and Strategies (embedded in OJT)	3	R	7:25pm	3	12
SEDU 385 Literacy Capstone and FE (embedded in OJT)	3	R	5:30pm	4	8
ENGL 334 Intro to Linguistics and Modern English Grammar	3	online		4	24
Total Credit Hours	12				
<b>SUMMER 2025</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
SEDU 333 Young Adult Fiction and Non-Fiction (embedded in OJT)	3	R	7:25pm	5	12
Elective	3	online		5	24
ENGL 350 Shakespeare	3	online		6	24
Natural Science/Business Elective	3	online		6	24
Total Credit Hours	12		Total RTI for Year 3:		148
<b>FALL 2025</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
Social Science Elective	3			1	24
EDCO 291 Human Relations Field Experience	1			1	0
Elective	3			1	24
IDST 400 Challenges in the 21 Century	3	online		2	24
SEDU 411 Methods of Teaching English Language Arts (embedded in OJT)	3	R	7:25pm	2	8
Total Credit Hours	13				
<b>SPRING 2026</b>					
COURSE TITLE	CREDITS	DAY	TIME	Term	RTI
TEAC 415 Student Teaching in Secondary ELA (5-8) (embedded in OJT)	6			3	0
TEAC425 Student Teaching in Secondary ELA (9-12) (embedded in OJT)	6			4	0
Total Credit Hours	12		Total RTI for Year 4:		80



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## **Appendix B**

**ETA-671 APPRENTICESHIP AGREEMENT**

**AND**

**U.S. DEPARTMENT OF LABOR, OFFICE OF  
APPRENTICESHIP  
APPLICATION FOR CERTIFICATION OF  
COMPLETION OF APPRENTICESHIP**

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**APPRENTICE AGREEMENT AND REGISTRATION – SECTION II**

OMB No. 1205-0223 Expiration Date: 07/31/2027

**PART A: APPRENTICE'S INFORMATION**

1. First Name  Middle Name (Optional)  Address (No., Street, City, State, Zip Code)  Telephone Number (Optional)  *Social Security Number  - - -	Last Name  Suffix (Optional)    E-mail Address (Optional)	Answer Both 4a. and 4b. below  4. a. Ethnicity (Select One) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> Participant Did Not Self-Identify  b. Race (Select 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 <input type="checkbox"/> Participant Did Not Self-Identify	5. Veteran Status (Select All That Apply)  <input type="checkbox"/> Non Veteran <input type="checkbox"/> Veteran <input type="checkbox"/> Non Veteran, Other Eligible Individual <input type="checkbox"/> Veteran, Eligible <input type="checkbox"/> Participant Did Not Self-Identify
2. Date of Birth (Mo., Day, Yr.)	3. Sex (Select One)  <input type="checkbox"/> Male <input type="checkbox"/> Female  <input type="checkbox"/> Participant Did Not Self-Identify	6. Education Level (Select One)  <input type="checkbox"/> Not High School graduate <input type="checkbox"/> High School graduate (including equivalency) <input type="checkbox"/> Some College or Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctorate or professional degree	
7. Employment Status of Apprentice (Select One)  <input type="checkbox"/> New Employee <input type="checkbox"/> Current Employee			
8. Did the apprentice complete a pre-apprenticeship program prior to their registration in this apprenticeship program?  <input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, please provide the Pre-Apprenticeship Program Name and Address:			

**PART B: PROGRAM SPONSOR'S INFORMATION**

1. Program Number  Sponsor's Name and Address (No., Street, City, State, Zip Code, County)  Telephone Number                      Cell Phone Number (Optional)  E-mail Address	2. Occupation (The work processes listed in the standards are part of this agreement.)  a.            RAPIDS Code:  b.            O*NET Code:  c.            Interim Credentials Offered (i.e., Career Lattice Occupation)?
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a. Sponsor's Principal Place of Business Address (If different from Sponsor's address above)	3. Occupation Type	4. Term Length (Hrs., Mos., Yrs.)	5. Probationary Period (Hrs. or Wks.)
b. Employer's Name and Address (If different from Sponsor's address above)	6. Credit for Previous On-the-Job Learning Experience (Hrs. Mos., Yrs.):  a. Term Remaining (Hrs., Mos., Yrs.)	7. Credit for Previous Related Instruction Experience (Hrs., Mos., Yrs.)	8. Date Apprenticeship Begins  a. Expected Completion Date

9. Related Instruction Provider(s) Name and Address	a. Total Length of Related Instruction
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b. Are Wages Paid During Related Instruction?	c. Hours When Related Instruction Is Provided
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10. Progressive Wage Schedule:

a. Apprentice's Entry Wage \$	b. Journeyworker's (i.e., Experienced Worker's) Wage \$
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c. Wage Rate Units	Period	1	2	3	4	5	6	7	8	9	10
Duration (If Applicable)											
Competencies (If Applicable)											
d. Wage Rate	Wage Rate										

11. Name and Contact Information of the Individual Designated by the Program Sponsor to Receive Complaints

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**PART C: AGREEMENT AND SIGNATURES**

The program sponsor’s Apprenticeship Standards, which the sponsor certifies are in conformity with the requirements for program registration contained in 29 Code of Federal Regulations (CFR) part 29, subpart A and 29 CFR part 30, are attached and are hereby incorporated into this agreement. The program sponsor and apprentice hereby agree to the terms of the Apprenticeship Standards that are incorporated as part of this agreement, as those Standards existed on the date of the agreement.

These Apprenticeship Standards may be amended during the period of this agreement with the consent of the parties to the agreement, provided that such amendments are also in conformity with the requirements for program registration contained in 29 CFR part 29, subpart A and 29 CFR part 30.

The apprentice will be accorded equal opportunity in all phases of apprenticeship employment and training by the program sponsor, without discrimination because of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, age (40 or older), genetic information, or disability.

This agreement may be canceled by either of the parties, citing cause(s), with written notice to the registration agency, in compliance with 29 CFR part 29, subpart A.

During the probationary period described in Part B above, this apprenticeship agreement may be cancelled by either party upon written notice to the registration agency. After the probationary period, this agreement may be cancelled at the request of the apprentice, or suspended or cancelled by the sponsor, for good cause, with due notice to the apprentice and a reasonable opportunity for corrective action, and with written notice to the apprentice and to the Registration Agency of the final action taken.

This apprenticeship agreement does not constitute a certification under 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.

1. Signature of Apprentice	Date	2. Signature of Parent/Guardian (If minor)	Date
3. Signature of Sponsor’s Representative(s)	Date	4. Signature of Sponsor’s Representative(s)	Date
5. Signature of Employer’s Representative(s) (If Applicable)	Date	6. Signature of Employer’s Representative(s) (If Applicable)	Date

**PART D: TO BE COMPLETED BY REGISTRATION AGENCY**

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

**NOTE:** The collection and maintenance of the data on ETA-671, Apprentice Agreement and Registration – Section II Form, is authorized under the National Apprenticeship Act, 29 U.S.C. 50, and 29 CFR part 29, subpart A. 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 systems of records entitled, DOL/ETA-31, The Enterprise Business Support System (EBSS) (encompassing RAPIDS), at the U.S. Department of Labor, Office of Apprenticeship. Data may be disclosed to Federal, state, and local agencies and community-based organizations, including State Apprenticeship Agencies, to facilitate statistical research, audit, and evaluation activities necessary to ensure the success, integrity, and improvement of employment and training programs. Data may also be disclosed to these organizations to determine an assessment of skill needs and program information, and in connection with federal litigation or when required by law.

## Part A: Apprentice's Information

### Item 4a. Ethnicity

**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 4b. 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. This category includes people who indicate their race as "American Indian or Alaska Native" or report entries such as Navajo, Blackfeet, Inupiat, Yup'ik, or Central American Indian groups or South American Indian groups.

**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. This includes people who reported detailed Asian responses such as: "Asian Indian," "Chinese," "Filipino," "Korean," "Japanese," "Vietnamese," and "Other Asian" or provide other detailed Asian responses.

**Black or African American:** A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as "Black or African American," or report entries such as African American, Kenyan, Nigerian, or Haitian.

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who reported their race as "Fijian," "Guamanian or Chamorro," "Marshallese," "Native Hawaiian," "Samoan," "Tongan," and "Other Pacific Islander" or provide other detailed Pacific Islander responses.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as "White" or report entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

### Item 5. Veteran Status

A **Veteran** is a person who has served in the active military, naval, or air service of the United States, and who was discharged or released therefrom under conditions other than dishonorable.

A **Non Veteran, Other Eligible Individual** is a person who is a dependent spouse or child—or the surviving spouse or child—of a Veteran, and who is eligible for certain G.I. Bill and other VA-administered educational assistance benefits provided under Title 38 of the U.S. Code.

A **Veteran, Eligible** is a Veteran who is eligible for certain G.I. Bill and other VA-administered educational assistance benefits provided under Title 38 of the U.S. Code.

### Item 8.

**Pre-Apprenticeship:** A program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).

## Part B: Program Sponsor's Information

**Item 1.** A **Program Number** is a generated number assigned to a program sponsor when a program is registered in the Office of Apprenticeship's Registered Apprenticeship Partners Information Data System (RAPIDS).

**Item 1.** A **Sponsor Name** is any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved.

**Item 1b.** An **Employer** is any person or organization employing an apprentice whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

**Item 2.** An **Occupation** refers to the occupation an apprentice will be trained in, and the occupation will be listed in the sponsor's program standards.

**Item 2a.** A **RAPIDS Code** is the numeric code of the occupation in the apprenticeable occupation list.

**Item 2b.** An **Occupational Information Network (O\*NET) Code** is an 8-digit code in the O\*NET data system (<https://www.onetonline.org/>).

**Item 2c.** **Interim Credentials** (Certificate of Training) applies to career lattice occupations. These credentials are issued by the Registration Agency upon request by the program sponsor. Interim credentials provide certification of competency attainment by an apprentice, but does not necessarily indicate completion of the program.

**Item 3.** **Occupation Type** refers to the following three training approaches listed below.

**Item 3a.** A **Time-based Approach** measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of on-the-job learning as described in a work process schedule.

**Item 3b.** A **Competency-based Approach** measures skill acquisition through the individual apprentice's successful demonstration of acquired skills and knowledge, as verified by the program sponsor. Programs utilizing this approach must still require apprentices to complete an on-the-job learning component of Registered Apprenticeship. The program standards must address how on-the-job learning will be integrated into the program, describe competencies, and identify an appropriate means of testing and evaluation for such competencies. An apprentice must be registered in an approved competency-based occupation for 12 calendar months of on-the-job-learning.

**Item 3c.** A **Hybrid Approach** measures the individual apprentice's skill acquisition through a combination of specified minimum number of hours of on-the-job learning and the successful demonstration of competency as described in a work process schedule.

**Item 4.** A **Term Length (Hrs., Mos., Yrs.)** of the occupation is based on the program sponsor's training approach as approved by the Registration Agency.

**Item 5.** A **Probationary Period (Hrs. or Wks.)** is the number of hours or weeks of on-the-job learning during the apprentice's probationary period. A probationary period cannot exceed 25 percent of the term length of the occupation or one year, whichever is shorter.

**Item 6.** **Credit for Previous On-the-Job Learning Experience (Hrs., Mos., Yrs.)** is granted by the program sponsor based upon documented evidence provided by the apprentice. An apprentice must complete a minimum of six months on-the-job learning regardless of credits for previous experience awarded.

**Item 6a.** The **Term Remaining (Hrs., Mos., Yrs.)** is the difference between the term length of the on-the-job learning and the credits for previous experience awarded.

- Item 7. Credit for Previous Related Instruction Experience** (Hrs., Mos., Yrs.) is granted by the program sponsor based upon documented evidence provided by the apprentice.
- Item 9a. Total Length of Related Instruction** is the duration spent in related instruction in technical subjects related to the occupation, which is recommended to be not less than 144 hours per year.
- Item 10. Progressive Wage Schedule:**
- Item 10a. Apprentice's Entry Wage** (dollar amount paid): A sponsor enters this apprentice's entry wage.
- Item 10b. Journeyworker's (i.e., Experienced Worker's) Wage:** A sponsor enters the wage per unit (i.e., hourly, weekly, monthly, quarterly, semi-annually, or annually).
- Item 10c. Wage Rate Units:** A sponsor enters the apprentice schedule of pay for each advancement period based on the program sponsor's training approach (i.e., hourly, weekly, monthly, quarterly, semi-annually, annually, or competencies).
- Item 10d. Wage Rate:** Sponsor selects either percent of journeyworker (i.e., experienced worker) wage, dollar amount of wage, or both the percent of journeyworker wage and dollar amount of wage. If the sponsor selects "Both the percent of journeyworker wage and \$ amount of wage," the sponsor can enter a percentage or dollar amount for the wage in each period.
- Item 11. Complaints:** Identifies the individual or entity responsible for receiving complaints (29 CFR 29.7(k)).

**Part D: To Be Completed By Registration Agency**

- Item 4. Apprentice Identification Number, 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.

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\*The submission of the apprentice's social security number is requested. The apprentice's social security number will be used for program management purposes, such as verification of the apprentice's period of employment and earnings to align with Department of Labor's job training and employment program performance indicators for measuring performance outcomes. The Office of Apprenticeship will use wage records through the State Wage Interchange System 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 part 5, to verify and certify to the U.S. Department of Labor, Wage and Hour Division, that the apprentice is a registered apprentice to ensure that the employer is complying with the geographic prevailing wage of the occupational classification. Failure to disclose an apprentice's social security number on this form will not affect the right to be registered as an apprentice. Civil and criminal provisions of the Privacy Act apply to any unlawful disclosure of social security numbers, which is prohibited.

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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 U.S.C. 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, Employment and Training Administration, Office of Apprenticeship, 200 Constitution Avenue, N.W., Room C-5321, Washington, D.C. 20210 (OMB Control Number 1205-0223).

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Voluntary Disability Disclosure

OMB No. 1205-0223 Expiration Date: 07/31/2027

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Please check one of the boxes below:

- YES, I HAVE A DISABILITY (or previously had a disability)
- NO, I DON'T HAVE A DISABILITY
- I DON'T WISH TO ANSWER

Your name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Why are you being asked to complete this form?**

Because we are a sponsor of a registered apprenticeship program and participate in the National Registered Apprenticeship System that is regulated by the U.S. Department of Labor, we must reach out to, enroll, and provide equal opportunity in apprenticeship to qualified people with disabilities.<sup>[1]</sup> To help us learn how well we are doing, we are asking you to tell us if you have a disability or if you ever had a disability. Completing this form is voluntary, but we hope that you will choose to fill it out. If you are applying for apprenticeship, any answer you give will be kept private and will not be used against you in any way.

If you already are an apprentice within our registered apprenticeship program, your answer will not be used against you in any way. Because a person may become disabled at any time, we are required to ask all of our apprentices at the time of enrollment, and then remind them yearly, that they may update their information. You may voluntarily self-identify as having a disability on this form without fear of any punishment because you did not identify as having a disability earlier.

### **How do I know if I have a disability?**

You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition. Disabilities include, but are not limited to: blindness, deafness, cancer, diabetes, epilepsy, autism, cerebral palsy, HIV/AIDS, schizophrenia, muscular dystrophy, bipolar disorder, major depression, multiple sclerosis (MS), missing limbs or partially missing limbs, post-traumatic stress disorder (PTSD), obsessive compulsive disorder, impairments requiring the use of a wheelchair, and intellectual disability (previously called mental retardation).

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<sup>[1]</sup> Part 30 – Equal Employment Opportunity in Apprenticeship. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor's Office of Apprenticeship website at <https://www.doleta.gov/OA/eoo/>.

**U.S. DEPARTMENT OF LABOR  
OFFICE OF APPRENTICESHIP**

APPLICATION FOR CERTIFICATION OF COMPLETION OF APPRENTICESHIP  
*(If Required please type or print all information, attach additional apprentices on separate sheet)*  
*(This Application is optional, for Sponsor utilizing Electronic Registration)*

**Sponsor Information**

Sponsor:	Program #:
Address:	Contact Name:
City, State, Zip:	Phone:

**Apprentice Information**

Full Name of Apprentice:
Apprentice Registration Number:
Occupation:
Term:
Registration Date:
Date of Completion:
Completion Wage:

**Related Instruction Certification**

Related Instruction Hours completed:
Related Instruction Furnished By:
Teacher(s) or Director(s) of Related Instruction Certifying to above information:
Name: _____ Address: _____

**Request for Certificate**

On behalf of the above-named sponsor, I hereby certify that the apprentice named in the application has satisfactorily completed and is working at the Journeyworker Level of his/her apprenticeship program as registered with the Office of Apprenticeship and hereby recommend the issuance of the **Certificate of Completion of Apprenticeship**

Sponsor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

**Office of Apprentice use only:**

Date Entered in RAPIDS (if required): _____
Date Certificate Sent: _____





## U.S. DEPARTMENT OF LABOR OFFICE OF APPRENTICESHIP

### APPLICATION FOR CERTIFICATION OF COMPLETION OF APPRENTICESHIP

*(If Required please type or print all information, attach additional apprentices on separate sheet)  
(This Application is optional, for Sponsor utilizing Electronic Registration)*

#### **Authentication of Requests for Certificate of Completion of Apprenticeship**

Where the Office of Apprenticeship is the Registration Agency, issuance of a Certificate of Completion of Apprenticeship to apprentices upon satisfactory completion of the requirements of the apprenticeship program as established in these Standards, the sponsor certifies to the Registration Agency and requests the awarding of a Certificate of Completion of Apprenticeship to the completing apprentice(s). Such requests are completed either electronically using the Registered Apprenticeship Partner Information System (RAPIDS) or in writing using this form from the sponsor to the appropriate field office.

#### **General Guidance**

The sponsor will verify that the apprentice has completed all requirements of apprenticeship including a signed copy of transcripts from the sponsor, provider or sponsor of the related instruction. The field office representative shall have in evidence an electronic or written Application for Certification of Completion of Apprenticeship.

When a large number of apprentices are completing at the same time from the same occupation, one application form from the sponsor can be used with an attached list of pertinent information for the completing apprentices. When the sponsor has more than one occupation or more than one employer, the sponsor should complete separate forms for each occupation and employer, following the procedure above.

The occupation identified, must be the occupation title as listed in the most current List of Officially Recognized Apprenticeable Occupations. For sponsors who use a slightly different occupational title, OA staff may use the sponsor's title as long as the officially recognized occupational title is included in parenthesis under the sponsor's occupational title. Please see attached "sample" for reference.

The term "journeyman, journeyworker, journeyperson, etc." should not be included in the occupational title. These terms are used to describe a level of competency rather than an occupational title.

In rare instances where a program sponsor may utilize such a term above in their occupational title and that terminology is consistently used within their organization and training materials, OA staff may use that terminology on the sponsor's occupational title as long as the officially recognized occupational title is listed in parenthesis under the sponsor's title. The practice of using a level of competency in the occupational title should be discouraged when possible.

The sponsor's name on the Certificate of Completion of Apprenticeship shall be as it is registered and approved in their apprenticeship standards.

The date completed shall be the date of completion as indicated on the request form.

#### **Issuance of Replacement OA Certificate of Completion of Apprenticeship**

Replacement certificate requests shall be verified with undeniable proof that an original certificate was either issued or requested by the sponsor. This shall be verified through OA's records or the program sponsor's records. In the event a field office has no proof, yet a program sponsor does, or vice versa, a copy of that proof shall be sent to the field office and included in the program folder. The term "**Replacement Certificate**" shall be printed in 12 pt. font size on the replacement certificate in the space centered between the last line of type and the U.S. Department of Labor seal.

The Certificate of Completion of Apprenticeship shall not be used for any other purpose than completion of a Registered Apprenticeship program.





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## **Appendix D**

### **EMPLOYER ACCEPTANCE AGREEMENT**

#### **ADOPTED BY**

**New Hampton Community School District (TPRA)**

**DEVELOPED IN COOPERATION WITH THE  
U. S. DEPARTMENT OF LABOR  
OFFICE OF APPRENTICESHIP**

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## Appendix D

### EMPLOYER ACCEPTANCE AGREEMENT

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by the New Hampton Community School District (TPRA) and agree(s) to carry out the intent and purpose of said Standards and accompanying Appendices and to abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards. *The Employer* has been furnished a copy of the Standards and have read and understood them, and request certification to train apprentices under the provisions of these Standards. On-the-job, the apprentice is hereby assured qualified training personnel and adequate supervision during the apprenticeship. The training should follow the approved Work Process Schedule and Related Instruction Outline including the rotation of tasks. The employer further agrees to follow the selection procedures per the approved Standards or develop alternative selection procedures in the Employer Acceptance Agreement that are consistent with the requirements set forth in 29 CFR § 30.10(b). This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer or the Office of Apprenticeship.

*(Manual signatures required)*

\_\_\_\_\_  
*(Print Name of Employer Representative)*

\_\_\_\_\_  
*(Print Name of Sponsor Representative)*

**Signed:** \_\_\_\_\_  
*(On Behalf of Employer)*

**Signed:** \_\_\_\_\_  
*(On Behalf of Sponsor)*

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Employer Title: \_\_\_\_\_

Name of Company: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

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

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

cc: Registration Agency



# Requirements for Apprenticeship Sponsors Reference Guide

## TABLE OF CONTENTS

<b>SECTION I - STANDARDS OF APPRENTICESHIP</b> .....	1
<b>A. RESPONSIBILITIES OF THE SPONSOR</b> .....	1
<b>B. MINIMUM QUALIFICATIONS</b> .....	4
<b>C. APPRENTICESHIP APPROACH AND TERM</b> .....	4
<b>D. WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE</b> .....	4
<b>E. CREDIT FOR PREVIOUS EXPERIENCE</b> .....	5
<b>F. PROBATIONARY PERIOD</b> .....	6
<b>G. RATIO OF APPRENTICES TO JOURNEYWORKERS</b> .....	6
<b>H. APPRENTICE WAGE SCHEDULE</b> .....	6
<b>I. EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PROGRAM</b> .....	6
<b>J. COMPLAINTS PROCEDURES</b> .....	8
<b>K. OFFICE OF APPRENTICESHIP GENERAL CONTACT INFORMATION</b> .....	9
<b>SECTION II - APPENDICES AND ATTACHMENTS</b> .....	9
<b>SECTION II PART 1 - COLLECTIVE BARGAINING PROVISIONS (IF APPLICABLE)</b> .....	9
<b>SECTION III - VETERANS' EDUCATIONAL ASSISTANCE</b> .....	10
<b>SECTION IV - SIGNATURES</b> .....	10
<b>SECTION V - DISCLOSURE AGREEMENT</b> .....	10
<b>GLOSSARY OF TERMS</b> .....	10

This document accompanies and supplements the “Apprenticeship Standards” developed by the U.S. Department of Labor Office, Employment and Training Administration, Office of Apprenticeship. Sponsors are required to comply with the requirements in Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30 at all times, and part 29, subpart A and part 30 shall control in the event of conflict or ambiguity with this document. In addition to the requirements listed in the Apprenticeship Standards, sponsors should be aware of and must comply with the additional requirements listed in this document. There are two types of Boilerplate Standards, one for the programs jointly operated with a union, and one for those programs operating without a union.

**Page 1 of the Boilerplate Standards is for Government usage and left blank. The OA Administrator registers the National Apprenticeship Standards and certifies National Guidelines for Apprenticeship Standards. Regional or State Director register local standards.**



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## SECTION I – STANDARDS OF APPRENTICESHIP 29 CFR § 29.5

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### A. **RESPONSIBILITIES OF THE SPONSOR:**

**Apprenticeship Agreement:** Prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor’s Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor’s written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship. Such submission can be done electronically through the Registered Apprenticeship Partner Information Data System (“RAPIDS”), using the Apprentice Electronic Registration process, or on ETA Form 671. Sponsors will receive their username and login information for RAPIDS upon registration. The Sponsor must advise the Registration Agency within 45 days of the execution of each new apprenticeship agreement. The sponsor also must provide a copy of the completed apprenticeship agreement to the apprentice, the employer, and the union, if any. The sponsor must provide the Office of Apprenticeship a signed copy of ETA Form 671 indicating that the employer (if not the sponsor), the union (if applicable), and the apprentice have received the completed apprenticeship agreement. If the apprentice is a Veteran, the sponsor must provide an additional copy to a veteran’s state approving agency, for any veteran apprentice desiring access to benefits to which they are entitled.

**Safety and Health Training:** All apprentices must receive instruction in safe and healthful work practices. Both on the job and related instruction are to comply with the Occupational Safety and Health Administration standards promulgated by the Secretary of Labor under 29 U.S.C. 651 et seq., or State standards that have been found to be at least as effective as the Federal standards.

**Maintenance of Records:** Program sponsors are responsible for maintaining, at a minimum, the following records: summary of the qualifications of each applicant; basis for evaluation and for selection or rejection of each applicant, including applications, tests, and test results; records pertaining to interviews; the invitation to self-identify as an individual with a disability; records of each apprentice’s On-the-Job Learning (“OJL”); related instruction reviews and evaluations; progress evaluations; record of job assignments, including job assignments in components of the occupation; records pertaining to the promotion, demotion, transfer, layoff, termination, rates of pay, other forms of compensation, conditions of work, hours of work, hours of training provided, and any personnel records relevant to equal employment opportunity (“EEO”) complaints filed with the Office of Apprenticeship or with other enforcement agencies. The sponsor must maintain all records related to compliance with EEO standards required by 29 CFR § 30.3. Program sponsors must also maintain all records relating to apprenticeship applications (whether selected or not), including, but not limited to, the sponsor’s outreach, recruitment, interview, and selection process. Sponsors must also retain records related to reasonable accommodations.

All records retained pursuant to part 30 must clearly identify the race, sex, ethnicity (Hispanic or Latino/non-Hispanic or Latino), and when known, disability status of each apprentice, and where possible, the race, sex, ethnicity, and disability status of each applicant for apprenticeship. Each sponsor required under 29 CFR § 30.4 to develop and maintain an affirmative action program must retain both the written affirmative action plan and



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documentation of its component elements set forth in 29 CFR §§ 30.5, 30.6, 30.7, 30.8, 30.9, and 30.11. All such records are the property of the sponsor and must be maintained for a period of five (5) years from the date of the making of the record or the personnel action involved, whichever occurs later. Records must be made available to the Office of Apprenticeship upon request in such form as the Office of Apprenticeship may determine is necessary to ascertain whether the sponsor has complied or is complying with its obligations.

**Transfer:** The transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committees or program sponsors and must comply with the following requirements:

(1) The transferring apprentice must be provided a transcript of related instruction and OJL by the committee or program sponsor; (2) Transfer must be to the same occupation; and (3) A new apprenticeship agreement must be executed when the transfer occurs between the program sponsors. The apprentice must receive credit from the new sponsor for the training already satisfactorily completed.

**Registration, Cancellation, Suspension, and Deregistration:** The Office of Apprenticeship may initiate deregistration of a sponsor's standards upon request of the sponsor or for failure of the sponsor to abide by the provisions herein and those contained in its Apprenticeship Standards. Such deregistration actions will be in accordance with the Office of Apprenticeship's applicable regulations and procedures.

The sponsor must notify each apprentice of the cancellation of the program and its effect on active apprentices. If the Registration Agency requests the deregistration of the apprenticeship program, the sponsor will notify active apprentice(s) within 15 days of the effective date of the deregistration. The sponsor's notification to its apprentices must specify (1) the effective date of deregistration; (2) that such cancellation automatically deprives apprentices of individual registration; (3) that the deregistration removes the apprentice from coverage for Federal purposes, and; (4) that all apprentices may contact the Office of Apprenticeship for information regarding potential transfer to other registered apprenticeship programs.

Where the Office of Apprenticeship, as a result of a compliance review, complaint investigation, or other reason, determines that the sponsor is not operating its apprenticeship program in accordance with part 30, the Office of Apprenticeship must notify the sponsor in writing of the specific violation and offer technical assistance or suspend the sponsor's right to register new apprentices if the sponsor fails to implement a compliance action to correct the specific violation.

**Amendments and Modifications:** A sponsor must submit a request to its Office of Apprenticeship to amend its Apprenticeship Standards or an apprenticeship agreement. Amendments may be requested by contacting the Office of Apprenticeship using its preferred contact information as listed in Section K of the Apprenticeship Standards and must be agreed upon by all parties to the original Standards (i.e., the employer, committee, and union—note that individual apprentices are not parties to the Standards). Amendments and modification may include notice of transfers, suspensions, and cancellations of apprenticeship agreements and a statement of the reasons therefore. A copy of each amendment or modification adopted must be furnished by the sponsor to each apprentice, the Office of Apprenticeship, union (if applicable), and the apprentice to whom the amendment or modification applies.



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**Compliance with Federal Law:** The sponsor and all entities must comply with all applicable Federal law and regulations in operating the apprenticeship program.

**B. MINIMUM QUALIFICATIONS:**

An apprentice must be at least 16 years old unless applicable law requires a higher age. Sponsors may note additional minimum qualifications in Section B of their apprenticeship standards where appropriate. Sponsors are prohibited from using discriminatory minimum qualifications.

**C. APPRENTICESHIP APPROACH AND TERM:**

The term of the occupation will be stated in Appendix A of the work process schedule and standards as time-based, hybrid, or competency-based with an OJL attainment of either hours or years, as applicable, supplemented by the required hours of related instruction. Sponsors that wish to register multiple occupations should attach a completed Appendix A for each occupation.

**Requests for Certificate of Completion of Apprenticeship:** The sponsor must certify the completion to OA and request a Certificate of Completion of Apprenticeship for the completing apprentice(s). Such requests are completed either electronically or in writing using the Application for Certification of Completion of Apprenticeship Form in Appendix B.

**Request for a Certificate of Training:** A Certificate of Training (Interim Credential) may be requested from OA, only for a registered apprentice who has been certified by the sponsor as having successfully met the requirements to receive an interim credential as identified in the sponsor's standards. OA requires that a record of completed OJL and related instruction for the apprentice accompany such requests. Insert interim credentials in Work Process Schedule and Related Instruction Outline at Appendix A.

**D. WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE:**

- 1. Work Process Schedule.** As part of Appendix A, all sponsors must include a statement setting forth a schedule of the work processes in the occupation or industry divisions in which the apprentice is to be trained and the approximate time to be spent at each process. Sponsor(s) with multiple occupations must complete an Appendix A for each occupation. The sponsor may modify the work processes to meet local needs prior to submitting these Standards to the Office of Apprenticeship for approval. For free technical assistance in compiling a work process schedule, including numerous templates and examples, visit: [www.apprenticeship.gov](http://www.apprenticeship.gov).
- 2. Related Instruction Outline.** As part of Appendix A, all sponsors must include an outline of an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. A minimum of 144 hours for each year of apprenticeship is recommended. This instruction may be accomplished through media such as classroom, occupational or industry courses, electronic media, or other instruction. Generally, a Related Instruction Outline should include a list of the anticipated courses, the learning objectives, and the estimated number of hours that each course will last. For free technical assistance with compiling a Related Instruction Outline, visit: [www.apprenticeship.gov](http://www.apprenticeship.gov).



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In addition to the OJL, during the apprenticeship, the apprentice must receive related instruction in all phases of the occupation necessary to develop the skill and proficiency of a journeyworker. Every apprentice is required to participate in related instruction in technical subjects related to the job as outlined as in Appendix A of the Apprenticeship Standards. Sponsors are not obligated to compensate apprentices for time spent in related instruction. Sponsors must specify in Section D of the Standards whether related instruction will be compensated. Sponsor's payment or agreement to pay apprentices for time spent in related instruction must comply with all applicable Federal, State, and local laws and regulations related to apprentice wages.

The sponsor must secure the instructional aids and equipment it deems necessary to provide quality instruction. In cities, towns, or areas having no vocational schools or other schools that can furnish related instruction, the sponsor may require apprentices to complete the related instruction requirement through electronic media or other instruction approved by the Office of Apprenticeship. The sponsor must inform each apprentice of the availability of college credit, if applicable.

To the extent possible, related instruction should be closely correlated with the practical experience and training received on the job. The sponsor must monitor and document the apprentice's progress in related instruction classes. The sponsor must ensure that related instruction providers meet the State Department of Education's requirements for a vocational-technical instructor in the State of registration, or be a subject matter expert, such as a journeyworker. All related instruction providers must have training in teaching techniques and adult learning styles which may occur before or after the apprenticeship instructor has started to provide the related technical instruction.

**E. CREDIT FOR PREVIOUS EXPERIENCE:**

Sponsors that provide apprentice applicants seeking credit for previous experience gained outside the supervision of the sponsor must accept the request at the time of application and request appropriate records and documentation to substantiate the claim. Prior to completion of the probationary period, the amount of credit to be awarded will be determined after review of the apprentice's previous work and training/education record and evaluation of the apprentice's performance and demonstrated skill and knowledge during the probationary period. An apprentice granted credit must be advanced to the wage rate designated for the period to which such credit accrues. The sponsor may grant credit toward the term of apprenticeship to new apprentices. The Office of Apprenticeship must be advised of any credit granted and the wage rate to which the apprentice is advanced within 45 days. Such notifications can be made in RAPIDS. The granting of advanced standing must apply to all applicants equally. If the sponsor plans to establish specific requirements for an apprentice to receive advanced standing, the sponsor should use the additional lines in Section E of the Apprenticeship Standards.

**F. PROBATIONARY PERIOD:**

During the probationary period, either the apprentice or the sponsor may terminate the apprenticeship agreement, without stated cause, by notifying the other party in writing. The sponsor will keep the records for each probationary apprentice. Records may consist of periodic reports regarding progression made in both the OJL and related instruction, and any disciplinary action taken during the probationary period. Any probationary apprentice evaluated as satisfactory after a review of the probationary period must be given full credit





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for the probationary period and continue in the program.

When notified that an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the sponsor will determine whether the apprentice should continue in a probationary status and may require the apprentice to repeat a process or series of processes before advancing to the next wage classification.

After the probationary period, the apprenticeship agreement may be cancelled at the request of the apprentice or may be suspended or cancelled by the sponsor for reasonable cause after documented due notice to the apprentice and a reasonable opportunity for corrective action. For all cancellations, the sponsor must provide written notice to the apprentice and, within 45 days, notice to the Office of Apprenticeship of the action taken.

**G. RATIO OF APPRENTICES TO JOURNEYWORKERS:**

In Appendix A, the prospective sponsor must establish a ratio of apprentice(s) to one or more journeyworker(s), except where such ratios are expressly prohibited by a CBA. The sponsor must comply with the registered ratio at all times.

**H. APPRENTICE WAGE SCHEDULE:**

Apprentices must be paid a progressively increasing schedule of wages during their apprenticeship based on the acquisition of increased skill and competence on the job and in related instruction. The progressive wage schedule, which may include fringe benefits, will be an increasing percentage of the fully proficient or journeyworker wage rate as provided for in Section H and Appendix A of the Apprenticeship Standards. The journeyworker wage rate will serve as the terminal wage that an apprentice will receive upon completion of the apprenticeship program. The entry wage must not be less than the minimum wage set by the Fair Labor Standards Act (including overtime), where applicable, unless a higher wage is required by other Federal or State law or regulation, or by collective bargaining agreement. The number of steps in the progressive wage scale, as depicted in Appendix A, may vary based on the length and complexity of the registered apprenticeship. The schedule of wages must increase consistent with the skills acquired by the apprentice.

**I. EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PROGRAM:**

- 1. Equal Employment Opportunity Affirmative Obligations.** Sponsors are required to comply with the equal opportunity pledge in Section I and II of the Apprenticeship Standards. Sponsors with five or more registered apprentices must develop an affirmative action plan within two years of registration as required by 29 CFR § 30.4 and update the plan upon the completion of workforce analyses required by 29 CFR §§30.5(b) and 30.7(d)(2), unless it is exempt from doing so under § 30.4(d)(2). In particular, Federal agencies and Federal contractors should consult with OA to see if they qualify for an exemption or if their current Affirmative Action Plans are applicable under the part 30 requirements.

All sponsors have a duty to take affirmative steps to provide equal opportunity in apprenticeship according to 29 CFR § 30.3(b). The sponsor will designate an individual or individuals responsible for overseeing the sponsor's commitment to equal opportunity in registered apprenticeship, for monitoring apprenticeship activity to ensure compliance with EEO requirements, to maintain required records, and to generate reports. In addition to providing apprentices with the Equal Opportunity





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Pledge contained in Section 1., sponsors must: post the pledge so that it is accessible to all apprentices and applicants, including posting through electronic media; conduct orientation and periodic information sessions (including anti-harassment training) for individuals involved in the apprenticeship program, including apprentices and journeyworkers who regularly work with apprentices; and maintain records to demonstrate compliance. Sponsors must engage in universal outreach and recruitment, including developing and updating an annual list of recruitment sources that will generate referrals from all demographic groups within the relevant recruitment area, identify a contact person, mailing address, telephone number, and email address for each recruitment source, and provide recruitment sources with advanced notice of apprenticeship openings. Sponsors must maintain apprenticeship programs free from harassment, intimidation and retaliation, including providing required anti-harassment training and addresses the right of apprentices to file a harassment complaint under 29 CFR § 30.14. Sponsors must make all facilities and apprenticeship activities available without regard to race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability except that if the sponsor provides restrooms or changing facilities, the sponsor must provide separate or single-user restrooms and changing facilities to assure privacy between the sexes. Sponsors must establish and implement procedures for handling and resolving complaints about harassment and intimidation. Sponsors must comply with Federal and State EEO laws.

- 2. Discrimination/Retaliation Prohibited.** It is unlawful for a sponsor of a registered apprenticeship program to discriminate against an apprentice or applicant for apprenticeship on the basis of race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability with regard to: recruitment, outreach and selection procedures, hiring and/or placement, upgrading, periodic advancement, promotion, demotion, transfer, layoff, termination, right of return from layoff, and rehiring. Additionally, sponsors are prohibited from discrimination in rotation among work processes; imposition of penalties or other disciplinary action; rates of pay or any other form of compensation and changes in compensation; conditions of work; hours of work and hours of training provided; job assignments; leaves of absence, sick leave, or any other leave; and any other benefit, term, condition, or privilege associated with apprenticeship. The Office of Apprenticeship will look to the legal standards and defenses applied under the Federal laws listed at 29 CFR § 30.3(a)(2) in determining whether a sponsor has engaged in an unlawful discriminatory practice.

It is also unlawful to intimidate, threaten, coerce, retaliate against, or discriminate against a participant in an apprenticeship program because the individual has: (1) filed a complaint alleging a violation of 29 CFR part 30; (2) opposed a practice prohibited by the provisions of 29 CFR part 30 or any other Federal or State equal opportunity law; (3) furnished information to, or assisted or participated in any manner, in any investigation, compliance review, proceeding, or hearing under 29 CFR part 30 or any Federal or State equal opportunity law; or (4) otherwise exercised any rights and privileges under the provisions of 29 CFR part 30.

- 3. Selection Procedures.** Sponsors are prohibited from using discriminatory selection procedures. The Office of Apprenticeship will review the selection procedures provided in Section I to ensure compliance with 29 CFR § 30.10. Selection Procedures



are required no matter how many apprentices are registered in the program. In sum, selection procedures must: (1) comply with the Uniform Guidelines on Employee Selection Procedures, including the requirements to evaluate the impact of the selection procedure on race, sex, and ethnic groups and, if any selection procedure results in an adverse impact against one of those groups, demonstrating that the procedure is job related and consistent with business necessity; (2) be uniformly and consistently applied to all applicants and apprentices within each selection procedure utilized; (3) comply with title I of the ADA and the EEOC's implementing regulations at part 1630, which includes that procedures must not screen out or tend to screen out individual(s) with disabilities unless the selection criteria is job related and consistent with business necessity; and (4) be facially neutral in terms of any protected category under part 30.

## **J. COMPLAINT PROCEDURES:**

Section J of the Apprenticeship Standards addresses four types of complaints; complaints covered by a CBA, complaints not covered by a CBA, complaints to the appropriate Office of Apprenticeship, and complaints alleging discrimination. Space is provided for the sponsor to fill-in the appropriate contact information for the contact person the sponsor wishes to designate to resolve disputes not governed by a CBA. The Office of Apprenticeship is responsible for resolving complaints that allege discrimination, or, that could not be resolved by the sponsor and do not involve a matter covered by a CBA. Space is provided for the Office of Apprenticeship to fill-in its preferred contact information. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law.

**EEO Complaint Procedures (29 CFR § 30.14).** An apprentice, applicant for apprenticeship, or authorized representative of an apprentice or applicant may file a complaint with the Registration Agency if the apprentice or applicant believes that:

- The apprentice or applicant has been discriminated against or harassed on the basis of race, color, religion, national origin, age (40 or older), genetic information, disability, sex, or sexual orientation with regard to apprenticeship.
- The apprentice or applicant has been retaliated against for the following:
  - Filing a complaint alleging a violation of 29 CFR part 30;
  - Opposing a practice prohibited by 29 CFR part 30 or federal or state equal opportunity law;
  - Furnishing information to, or assisting or participating in, an investigation or proceeding under 29 CFR part 30 or federal or state equal opportunity law;
  - Exercising any rights and privileges under 29 CFR part 30; or
  - Equal opportunity standards with respect to the apprentice's selection or any other benefit, term, condition, or privilege associated with apprenticeship have not been followed in the operation of an apprenticeship program.

**Complaints regarding discrimination.** Sponsors must provide written notice to all applicants for apprenticeship and all apprentices of their right to file a discrimination complaint and the procedures for doing so. The notice must include the address, phone number, and other contact information for the Registration Agency that will receive and investigate complaints filed under this part. The notice must be provided in the application



for apprenticeship and must be displayed in a prominent, publicly available location where all apprentices will see the notice. The notice must contain the specific wording set forth at 29 CFR §30.14(b).

**Other general complaints.** J.2 addresses complaints concerning issues covered by the apprenticeship agreement or standards, but not covered by a CBA or concerning discrimination or other equal opportunity matter. The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within the timeframe described in J.2. Either party to the apprenticeship agreement may consult with the Registration Agency for an interpretation of any provision of these standards over which differences occur.

Such complaints must be in writing, signed by the complainant or the authorized representative, and must be submitted within 60 days of any final sponsor decision. The complaint must set forth the specific matter(s) complained of and state the relevant facts and circumstances. Copies of any pertinent documentation must accompany the complaint.

**K. OFFICE OF APPRENTICESHIP GENERAL CONTACT INFORMATION:**

The Registration Agency is either the National Office of Apprenticeship or the local OA representative in which the standards are registered. General Contact information will be provided as part of the registration process.

**SECTION II – APPENDICES AND ATTACHMENTS**

*Appendix A - Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journeyworkers, Type of Occupation, Term of Apprenticeship, Selection Procedures and Probationary Period: See Sections D, F, G, H, and I of this Reference Guide. Sponsor(s) with multiple occupations must complete an Appendix A for each occupation.*

*Appendix B (ETA Form 671 – Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship: May be completed in RAPIDS after program registration.*

*Appendix C (Affirmative Action Plan (AAP): Sponsors are required to develop an AAP within two years of registration for programs with (5) five or more registered apprentices. Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship’s website.*

*Appendix D (Employer Acceptance Agreement): A sample agreement has been provided for employers who choose to sign on under the sponsor’s approved standards. Please use Appendix D when developing standards for multiple employers.*

**SECTION II PART 1 – COLLECTIVE BARGAINING PROVISIONS (IF APPLICABLE)**

Section II Part 1 is for sponsors registering a program where the apprentices will be covered by a CBA. Such sponsors must furnish to the appropriate union a copy of its completed Apprenticeship Standards as well as all attachments. Normally, the appropriate union officials should sign in the designated spaces. However, if the union elects not to participate in the registration process, the Office of Apprenticeship will allow 45 days to receive union comments



before registering the program.

### **SECTION III - VETERANS' EDUCATIONAL ASSISTANCE AS MANDATED BY PUBLIC LAW 116-134 (134 STAT. 276)**

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), Registered Apprenticeship program sponsors are required to provide a written assurance that the sponsor: (1) is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program; (2) will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits a veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and (3) will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

This requirement applies to “any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act” (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to this requirement.

### **SECTION IV – SIGNATURES**

The Program Sponsor(s) may designate the appropriate person(s) to sign the Standards on their behalf.

### **SECTION V – DISCLOSURE AGREEMENT *(Optional)***

Program Sponsors may indicate their preference and authorization for OA staff to share the Work Process Schedule and Related Instruction Outline in Appendix A with other entities seeking to establish Apprenticeship Programs.

### **GLOSSARY OF TERMS**

1. **APPRENTICE:** Means a worker at least 16 years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticeable occupation as provided in §29.4 under standards of apprenticeship fulfilling the requirements of §29.5.
2. **APPRENTICESHIP AGREEMENT:** Means a written agreement, complying with §29.7, between an apprentice and either the apprentice’s program sponsor, or an apprenticeship committee acting as agent for the program sponsor(s), which contains the terms and conditions of the employment and training of the apprentice.
3. **APPRENTICESHIP APPROACHES:**
  - a. **COMPETENCY-BASED APPROACH:** Measures skill acquisition through the individual apprentice’s successful demonstration of acquired skills and knowledge, as verified by the program sponsor. Programs utilizing this approach must still require apprentices to complete an on-the-job learning component of Registered Apprenticeship. The program

