Students and Instructors in RC 300 are seeing new textbooks, labs, and homework assignments in their classrooms this semester. As with Semester 100 in 2017, the updated 300 curriculum has been redesigned to follow a new grading structure, moving away from the high stakes testing model that the older material followed.

The new curriculum is designed to give students more chances to show their skills with hands-on learning, classroom lab activities, and updated materials. The new grading structure rewards students who get engaged in their classroom experience.

The rubric that NEIEP will use breaks a student’s Semester down into several categories, none of which are designed to be a “make-or-break” element when calculating their grade as a whole. While the final exam still carries the most weight, a student who is engaged in their class, asks questions, and participates, can now see how that work directly affects their score. NEIEP’s new rubric breaks down a student’s grade as follows:

- Participation- 5%
- Homework- 15%
- Practical Lab Activities- 15%
- Multi-Unit Exams- 15%
- Semester Final Exam- 50%

New materials are available to students and instructors in the ISM and SSM updates on the NEIEP website.

For more information about the updated curriculum, NEIEP has released an Online Instructor Orientation course specifically for Semester 300. It can be found on the NEIEP website under the Training Tab, then under Online Training and Licensing.

We appreciate all our instructors who work hard to present NEIEP material every week. We look forward to working more closely with them, supporting them through this transition, and continuing to make this industry safer through education and training.
SAFETY ALWAYS: LOCKOUT STATIONS FOR USE WITH NEIEP LABS

Safety is an absolute in this trade. Mechanics and apprentices must be ever vigilant to the hazards found on any job site or place where the focus is on work and where distractions could prove deadly. Even in a training situation, the work may be a simulation, but the opportunity to practice safe work habits is real. In an effort to foster a constant awareness of safety, NEIEP has established a Lockout/Tagout (LOTO) program for the learning environment.

Each classroom will have a dedicated Lockout/Tagout station for students to use while working with NEIEP labs.

Each LOTO station can accommodate up to sixteen students with personal locks and keys, a gang hasp, a lockout device, and individual, disposable tags. The stations, shipping out this semester for immediate use in local classrooms, should be mounted on a wall in an easily accessible location. Hardware is included for mounting the station on walls of any type, including concrete. Students will continue using the labs as the curriculum dictates, but now, whenever they perform an activity in which they must turn off the power (such as rewiring the lab or changing the configuration), they will be required to lockout and tagout as well.

Whether the work takes place in the field or in a classroom, safety awareness should always be a priority. The new classroom Lockout/Tagout program for NEIEP labs will ensure our students are learning as safely in the classroom as they are on the job.

INTRODUCING NEIEP’S PPE SAFETY BAG

Continuing the focus on safety, every apprentice and instructor in the NEIEP program has received a bright orange PPE bag containing safety glasses and a pair of cut-resistant gloves for use when working with labs in the classroom. The gloves are designed with dexterity in mind, featuring cropped thumbs and two fingers on each glove to enable easy handling of small parts.

The PPE Safety Bag is meant for use with any lab activity in all semesters. Each apprentice will be provided only one bag for the duration of their studies, and they are expected to keep the items in good shape and available for each session throughout their time in the classroom. In the newly revised semesters, having the Safety Bag available and using it when appropriate will represent a portion of the semester final grade for the course.

Along with the new Lockout/Tagout stations mounted in each learning space, the PPE Safety Bag rounds out the constant attention to safety in the NEIEP classroom.
INSTRUCTOR PROFESSIONAL DEVELOPMENT COURSE UNDERWAY

The spring 2019 session of NEIEP’s online Instructor Professional Development (IPD) course launched on March 5 and will run through May 13. The participants are challenged to come together in a digital environment to facilitate advanced instructional learning and to develop a sense of community among their fellow veteran instructors.

The IPD course is a fully online, 10-week, facilitated learning experience. Participants are invited to a course site on Roger Williams University’s Bridges learning management platform where they interact in a weekly discussion forum supported by a course schedule with a variety of digital resources for assistance. Course materials are provided in a web-friendly format and are easily accessible at any time of day or night, making the completion of the course flexible to fit each instructor’s changing schedules and demands.

The course is a mixture of discussion, self-reflection, and exploration based on various videos, podcasts, and readings presented each week. This results in a highly engaging learning environment that the instructors themselves create with the assistance of course facilitators.

Participants critically examine the elements of good teaching in order to apply them to their classrooms. They are directed to discover planning strategies to develop or improve a lesson and to familiarize themselves with proven best practices for facilitating courses. The exploration culminates with participants preparing their own instructional action plans.

Instructors who have completed the Advanced Train the Trainer Course (ATTC) are eligible to enroll in IPD. The course is considered the capstone experience for the Master Certificate in Classroom Instruction from NEIEP’s Instructor Training Institute (NITI), offered in partnership with RWU. While the spring session is fully enrolled and well underway, additional sessions of IPD will be offered in the fall, with specific dates to be determined. Eligible instructors will see an invitation to pre-register for a session about a month before course start dates. If you’d like more information on the course, or to preview a syllabus, please send an email to jhenson@neiep.org with the subject line, “IPD inquiry.”

NEW MOTOR WIRING LAB DEBUTS THIS SEMESTER

A new lab experience is on the way for RC400 classrooms this semester. The Motor Wiring Lab trains apprentices to recognize and make proper wiring connections for AC and DC motors. The lab consists of a simulated motor and a set of interchangeable faceplates representing different motor configurations. Since the lab does not use electricity, apprentices are free to experiment with wiring without consequences.

Apprentices will be expected to interpret schematics and motor nameplates and then make the proper connections based on their interpretations. They will use patch cords to simulate the connections that would be made in the field. The numbers on the interchangeable faceplates represent the tags on motor leads apprentices would see in the field. For example, when they plug a patch cord into the jack labeled 1 on the faceplate, that patch cord now represents T1.

The lab includes a connection that represents a power supply, or motor contactor, labeled 3-Phase Power Supply 1, 2, and 3. When connecting to the supply, apprentices will be expected to use the proper colored patch, representing 208/230 and 460 VAC. This lab uses the most common color codes for the most common voltages that apprentices might see in the field. Black (phase 1), red (phase 2), and blue (phase 3) patch cords should be used for 208/230 VAC. Brown (phase 1), orange (phase 2), and
yellow (phase 3) cords should be used for 460 VAC. For DC wiring, only red and black patch cords will be used. No matter what, apprentices are instructed always to use a meter to doublecheck specified voltage when working on real equipment.

The Motor Wiring Lab consists of a total of 12 activities with instructions for materials to use, lab set up, proper connections, and a discussion of observations that apprentices will make for each activity. After working through the lab, apprentices will be able to differentiate between wye and delta, as well as high and low voltage wiring, use color coding to represent high and low voltage wiring, read and interpret motor nameplate information, read wiring schematics, and demonstrate how to make proper motor winding connections using split bolts. The Motor Wiring Lab is just one example of the many hands-on, active learning strategies NEIEP will continue to deploy to enhance the classroom experience.

MISSING REQUIREMENTS REPORT: JAC is encouraged to routinely check the Missing Requirements Report (MRR) to monitor students’ progress. Any discrepancies, missed unit exams or attendance issues should be corrected with NEIEP prior to the next scheduled class.

WEEK 18 (June 3 - June 8) FINAL EXAMS COMMENCE

Shipment dates for final exams will be posted when defined.

BUFFER WEEKS (June 10-June 22) Final weeks of the semester are reserved for any class that was forced to be rescheduled due to weather or a holiday. All unit exams, attendance, final exams or record discrepancies must be resolved no later than June 30. June 30 is the closing date for the Semester. Any issue not resolved on or before this date is recommended to go before the JAC.