

Initial Education Provider [IEP] Guide

The Board of State Examiners of Electricians

2026 Massachusetts Electrical Code

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TO: Initial Education Providers (IEPs)

Topic: Regarding new and renewing Providers of MA electrical programs

The Board of State Examiners of Electricians historically adopts the new code in January of the new code year. Per Massachusetts Board regulations 237 CMR all 600hr Journeyman, 150hr Master, 300hr Systems Technician and 75hr Systems Contractor programs must be approved by the Board and all programs renewing their approval for the new cycle must apply no less than 90 days prior to the adoption of the Electrical code by the Board. This cycle existing Providers will only be required to submit a renewal form with their instructors and certificate of Bond.

This guide is designed to help in the application process using the requirements in the Board's regulations for IEPs. A checklist of items is also provided for applicants. As Providers will be teaching the code, lesson plans and handout materials submitted to the Board must address and demonstrate how the objectives of the NEC, integrating the MEC will be presented. Approval is contingent upon meeting the requirements of the program. All new and renewal application submissions must be emailed in pdf format. Preferably submitted as not more than one or two files.

Special note: - Approval by the Office of Private Occupational School Education does not mean automatic approval by the Board of State Examiners of Electricians. Applicants should ensure they obtain the necessary approval prior to applying with this Board.

Existing Providers who have submitted complete packages and received approval for their programs may commence conducting classes after January 1, 2026, or Board adoption of the code (whichever comes first). Any advertisement of classes prior to subcommittee approval must explicitly indicate "tentative" or "subject to Board approval". New Providers must be completely approved by the subcommittee before advertising and conducting classes. The Board's education subcommittee will begin issuing Provider approvals no earlier than December 2025.

Beginning this Cycle (2026-2028), Providers should note new directives relative to class size and instructor to student ratio:

- The Board has determined that any Initial Education Provider must maintain the following ratios with respect to classrooms: Classes shall be limited to a maximum of twenty-five (25) students to one instructor. Classroom size may be increased to a maximum of fifty (50) students, if and only when there is a second instructor present for the entire class instruction. To summarize, one additional instructor or administrator must be present for classes containing more than twenty-five (25) students, up to an absolute maximum of fifty (50) students.

If you have any questions, contact the Board office at electricians.board@mass.gov . We look forward to working with you in the new code cycle.

Sincerely,

Board of State Examiners of Electricians

One Federal St. Ste. 600

Boston, MA 02110 | phone 617-701-8786 | fax 617-701-8652

B. Program Overview and Application

There are 5 types of Initial Education providers (IEPs). Four of the types are required to submit an IEP application for Board approval each code cycle. Both a new Provider application and renewing Provider application are included with this guide. Upon submittal, complete application packets are brought to the Board's Education Subcommittee. The subcommittee then reviews all materials and administrative information and approves for the cycle. If not approved staff will provide further directions.

The following is a brief description of the defining factors that make the differences in IEP types:

Vocational School, (under CH74 DESE) Program

Chapter 74 School Vocational Education grades 9-12 (in-state)

- A vocational education program is a high school day-time program that receives oversight from the Department of Elementary and Secondary Education (DESE) and follows established content and formats called educational strands. The DESE conducts safety reviews of these programs for compliance and discipline. Although the Board does not audit these programs it does provide direction and in collaborative effort with DESE, the schools and their electrical department directors and instructors ensure compliance with the Board regulations and required curriculum.

Vocational School extracurricular (non CH74 Program)

- Vocational High Schools offering extracurricular evening and weekend programs (post-secondary) education. Programs held in or sponsored by Vocational High schools that fall outside of CH 74 governance (typically night and weekend programs) must comply with 237 CMR 18.02 and 22. Such programs are not governed by DESE or the Office of Private Occupational Schools Education and must submit their program packages to the Board of State Examiners of Electricians for approval and renewal each new code year.

Private Occupational School

- A private occupational school is licensed by and receives oversight from the Office of Private Occupational Schools Education (OS). However, to conduct initial electrical education in Massachusetts approval by the Board of State Examiners of Electricians is also required.

Labor and Trade Association (Union or Non-Union)/ Trade and Employment, Association, or Private Organization Providers

Labor and Trade organizations (IBEW and applicable trade organizations)

- Labor organizations provide education programs for members and follow nationwide JATC curricula that are also reviewed and approved by the Board. Their program including administration is assumed to be consistent and similar between training councils.

Labor and Trade Association (Non-Union counterparts)

- Non-union organization that provides in-house training, education and experience through employment.

Trade and Employment Association, or Private Organization Providers

- Private companies and trade organizations may submit programs for approval. Their scope of responsibility is defined in the submittal.



Commonwealth of Massachusetts
Division of Occupational Licensure
 1 Federal Street, Suite 600 • Boston, MA 02110-2012
www.mass.gov/orgs/board-of-state-examiners-of-electricians

Board of State Examiners of Electricians

NEW IEP APPLICATION

1. Type of Provider application (check as applicable and attach listed documents):

Clearly Print/type information:

<input type="checkbox"/> Private Occupational School Provider Program specific requirement: ✓ Bond (based on annual earnings and secretary of finance)	<input type="checkbox"/> A program <input type="checkbox"/> B program	<input type="checkbox"/> C program <input type="checkbox"/> D program
<input type="checkbox"/> Trade Association Provider <input type="checkbox"/> Employer institution Provider <input type="checkbox"/> Labor training Provider (union or non-union)	<input type="checkbox"/> A program <input type="checkbox"/> B program	<input type="checkbox"/> C program <input type="checkbox"/> D program
<input type="checkbox"/> Public Evening School Provider Program specific requirement: ✓ Bond	<input type="checkbox"/> A program <input type="checkbox"/> B program	<input type="checkbox"/> C program <input type="checkbox"/> D program
<input type="checkbox"/> College or Junior College	<input type="checkbox"/> A program <input type="checkbox"/> B program	<input type="checkbox"/> C program <input type="checkbox"/> D program

Representative/ Name of Applicant		Email address	
School/Association/Institution Name		Telephone number	
Address	City/Town	State	Zip

2. Private Occupational School registration number if applicable _____

3. Is the school/institution/association currently conducting courses/classes? Yes No
 Commencement Date? _____

1. Have you previously been approved by this Board to conduct this program Yes No

If yes Last Approval cycle? _____

2. Is this application being submitted as an out-of-state school/Association/Institution provider? Yes No

Location(s) where said courses will be held: (Use separate sheet if necessary)

3. List other state(s) in which the institution is a recognized provider _____

4. List all instructors for this program

Name	Primary phone number	MA license type and No.



Pursuant to 237 CMR 18.02 I hereby apply for approval from the Board of State Examiners of Electricians to offer courses and training to students in accordance with the requirements for examination pursuant to 237 CMR 13.00. I fully understand that failure to abide by the above requirements, failure to comply with 237 CMR, and failure to abide by any other Board requirements shall be grounds for the Board to initiate formal adjudicatory proceedings which may result in the suspension or revocation of any licenses held by involved individuals, and rights and privileges associated with this approval as a provider, along with any other discipline allowed by law. This institution agrees to abide by all Board Regulations and attest that all statements made herein are accurate and true. This application is signed under the pains and penalties of perjury.

Representative/applicant Signature

Date

Application Checklist

1. Application must be completed in full and emailed in PDF format to electricians.board@mass.gov
2. For programs that require Office of Occupational Schools licensing this application should be submitted after Occupational School’s approval and licensing.
3. Use the checklist below as a guide through the documentation that the Board will be checking to ensure the program complies.
4. For multiple sites that operate separately submit an application for each site location.

<u>Code Cycle:</u>		<u>Date of submittal:</u>	
<u>Submittal:</u>			
Application <input type="checkbox"/>	References <input type="checkbox"/>	Schedule (If available) <input type="checkbox"/>	
Surety bond <input type="checkbox"/>	B Curriculum <input type="checkbox"/>	Instructor names <input type="checkbox"/>	
Refund policy <input type="checkbox"/>	A Curriculum <input type="checkbox"/>	Instructor qualifications <input type="checkbox"/>	
Course makeup rules <input type="checkbox"/>	D Curriculum <input type="checkbox"/>	Site locations <input type="checkbox"/>	
Attendance policy <input type="checkbox"/>	C Curriculum <input type="checkbox"/>		
Code of conduct <input type="checkbox"/>	Lesson plans <input type="checkbox"/>		
Recordkeeping <input type="checkbox"/>	Learning objectives <input type="checkbox"/>		
Comment forms <input type="checkbox"/>	Handouts copies <input type="checkbox"/>		
OS license <input type="checkbox"/>	Competency profiles <input type="checkbox"/>		
Certificate Sample <input type="checkbox"/>			
Student agreement <input type="checkbox"/>			

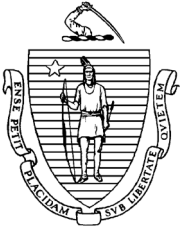


C. Surety or Performance Bond

Providers who offer courses for a fee must secure a performance bond to protect enrolled students. This bond ensures compensation in cases where the provider fails to present, deliver, or otherwise offer an approved program for its fully required duration.

The bond is payable to the commonwealth to encompass all individuals or entities harmed by any negligent, intentional, or inadvertent act—including omissions, cancellations, failures to provide services, or other actions or processes—that negatively impacted the student, including incidents related to physical access.

Programs licensed by the Division of Occupational Licensure, Office of Private Occupational School Education are already required to obtain a bond in an amount determined by income at the time of their approval. Both New and renewing program applicants must submit proof of the bond at the time of application. The form provided on the following page is an example and may be used by your insurance agent.



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www.mass.gov/orgs/board-of-state-examiners-of-electricians

Board of State Examiners of Electricians

IEP SURETY BOND FORM

Policy/Bond number: _____

Know all persons by these presents: that, _____ (Provider) of
 _____ (city/Town) in the state of _____ Principal,
 and _____ (surety/bond/insurance company) of
 _____ (city/Town) in the state of _____ an entity existing under the laws of the state
 of _____ and duly authorized to transact the business of Surety in the Commonwealth of

Massachusetts, as Surety, are held and firmly bond unto the Commonwealth of Massachusetts, as obligee, the sum of fifty thousand dollars **\$50,000** for payment to the Treasurer of the Commonwealth or to the Director of the Division of Professional Licensure or his designee, of which sum said principal and surety do jointly and severally bind themselves, their heirs, executors, administrators, successors, and assigns and each and every one of them firmly by these presents.

The condition of this obligation is such that whereas, if the said organization shall satisfy all claims or judgments against them as determined by the Division of Occupational Licensure or a court of competent jurisdiction, in both actions by the Division and actions by students to recover damages resulting from fraud or misrepresentation used in procuring enrollments in a Board approved continuing education program or from a breach of contract, then this obligation shall be void, provided, however, that the aggregate liability of the surety under this bond for all breaches of the conditions of the bond shall, in no event, exceed the sum of this bond; and provided further that the liability of the surety under this bond shall be limited to indemnifying the claimant only for the actual damages. This bond shall not limit or impair any right to recovery otherwise available pursuant to law, nor shall the amount of the bond be relevant in determining the amount of damages or other relief to which any plaintiff may be entitled.

The surety may cancel this bond by giving 90 days notice in writing to the oblige Director of the Division of Professional Licensure, by certified mail, thereafter surety shall be relieved of any liability for any breach of condition occurring after the effective date of such cancellation. However, this bond is continuous until cancelled by said surety

In witness whereof, the said Surety has signed and sealed this instrument this _____ day of _____
 20____.

 Surety Authorized Agent (bond/insurance company)

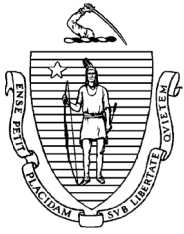
 Surety Authorized Agent Signature

 Surety Authorized Agent Address

 School Address

 Effective Date of Bond





Commonwealth of Massachusetts
Division of Occupational Licensure
 1 Federal Street, Suite 600 • Boston, MA 02110-2012
Board of State Examiners of Electricians

IEP RENEWAL APPLICATION

1. Type of Provider application (check as applicable)

Clearly Print/type information:

<input type="checkbox"/> Private Occupational School Provider Program specific requirement: ✓ Bond (based on annual earnings and secretary of finance)		<input type="checkbox"/> A/B program	<input type="checkbox"/> C/D program
<input type="checkbox"/> Trade Association Provider <input type="checkbox"/> Employer institution Provider <input type="checkbox"/> Labor training Provider (union or non-union)		<input type="checkbox"/> A/B program	<input type="checkbox"/> C/D program
<input type="checkbox"/> Public Evening School Provider Program specific requirement: ✓ Bond		<input type="checkbox"/> A/B program	<input type="checkbox"/> C/D program
<input type="checkbox"/> College or Junior College		<input type="checkbox"/> A/B program	<input type="checkbox"/> C/D program
Representative/ Name of Applicant		Email address	
School/Association/Institution Name		Telephone number	
Address	City/Town	State	Zip

- Private Occupational School registration number _____
- Are there any changes to the curriculum (apart from 2026 NEC & MEC 527 CMR 12 updates), policies since being previously approved to conduct this program?
 Yes (**Do not proceed. Complete a NEW IEP Application**) No
- Have any instructors had any subsequent discipline taken against their license(s)?
 Yes (Provide details) No
- Is this application being submitted by an out-of-state school/Association/Institution Provider?
 Yes Location(s) where said courses will be held: _____ No

5. List all existing instructors

Name	Primary phone number	MA license No.



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 Representative/applicant Signature

 Date



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4. For multiple sites that operate separately submit an application for each site location.

Application checklist

Area For Board use	Renewal <input type="checkbox"/>
<u>Provider Name:</u>	<u>Program Reviewed :</u> Journeyman Electrician Program <input type="checkbox"/> Master Electrician Program <input type="checkbox"/> Systems Technician Program <input type="checkbox"/> Systems Contractor Program <input type="checkbox"/>
<u>Code Cycle:</u>	<u>Date of Submittal:</u>
<u>Submittal Checklist:</u>	
Application	<input type="checkbox"/>
OS license Certificate	<input type="checkbox"/>
Instructor Names	<input type="checkbox"/>
Instructor Qualifications	<input type="checkbox"/>
Site locations	<input type="checkbox"/>



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Area For Board use	Renewal <input type="checkbox"/>
<u>Provider Name:</u>	<u>Program Reviewed :</u> Journeyman Electrician Program <input type="checkbox"/> Master Electrician Program <input type="checkbox"/> Systems Technician Program <input type="checkbox"/> Systems Contractor Program <input type="checkbox"/>
<u>Code Cycle:</u>	<u>Date of Submittal:</u>
<u>Submittal Checklist:</u>	
Application	<input type="checkbox"/>
OS license Certificate	<input type="checkbox"/>
Instructor Names	<input type="checkbox"/>
Instructor Qualifications	<input type="checkbox"/>
Site locations	<input type="checkbox"/>



D. Instructor Qualifications

Instructors must be MA licensed by examination, in good standing with the Board, and possess the credentials that qualify them to teach the subject matter provided to students.

Although the material may be the same, each instructor's unique background, experience, and qualifications bring fresh perspectives to the classroom. A resume should be submitted for each instructor demonstrating relevant qualifications and certifications as well as name, address, Contact (email and phone), MA License number(s) and any out of state licenses and their status, relevant work history and relevant education history.

E. Expected Outcome

The purpose of structured training is to equip students with the knowledge, skill and ability to turn what they've learned about the trade of electrician or systems into real world applicability. Upon acquiring these attributes, they are able to: qualify to take the exams necessary to attain licensure, confidently work at their trade, and ensure the safe installation of electrical equipment for the safety of the public. Adult learners often approach education with a heightened sense of urgency and purpose, driven by the fact that many have already embarked on their professional careers. This real-world experience translates into active and engaged classroom participation, enriching discussions and deepening understanding. Their exposure to fieldwork and hands-on exercises enhances their ability to grasp and synthesize applied scientific concepts. By instilling core values such as pride in craftsmanship and a commitment to public safety, educators can cultivate a workforce that is not only skilled but also ethically grounded. Comprehensive training ensures that licensed professionals are well-prepared and fully equipped at the next stage in their professional journey.

Inculcating core lesson content is essential to the student's progress. Whilst coverage of significant changes in industry methodologies and technology ensures students are getting the most current education possible. It is important that the outcome or terminal objective be consistent for those reasons. A syllabus and lesson plan provides consistency for all instructors and helps in placement of transitioning students. The instruction should be thorough and follow the plan and tailored to the audience. The more the student is engaged and involved, the more effective the class will be at achieving its goal.

F- Code of Conduct

All instruction provided should be conducted in a way that has the best and safest possible environment for both the student and the instructor. The environment must be conducive to teaching and learning allowing each to perform their best in contributing to the class. Setting standards of conduct helps accomplish this and should be stated at the time of registration and posted if possible so students and instructors are aware.

The school may set penalties and disciplinary actions for students who do not conform to these standards, but the key is to keep students informed, forewarned, and thus forearmed, so there are no issues later in the program.

Sample “Code of Conduct” statements have been provided and can be used in conjunction with your refund and attendance policies. The basic expectations are:

- Punctuality
- Attendance – for entire class
- Non-disruptive behavior or distraction from the lesson.
- Alertness and attention.
- Electronic devices set to mute or vibrate
- Code books and applicable references required.
- No alcohol, dangerous weapons or non-prescription controlled substances

In the case of documented hardships students should expect that reasonable accommodations will be made so they can meet their requirement, however there are additional limitations. For a full consideration of the rules on the matter see 237 CMR 18.02 (4)

Instructor Code of Conduct

Safety

- ❖ I will promote safety and safe practices in the profession and industry:
 - Prioritizing, demonstrating and emphasizing the importance of safety.
 - Reinforcing standards of licensure and practice.

Tutoring

- ❖ I will demonstrate understanding of my role as a teacher by:
 - Developing lesson plans that will help students meet the goal of the program
 - Guiding students throughout the learning process
 - Recognizing student abilities and aiding them accordingly
 - Equipping students with knowledge, comprehension and application

Excellence

- ❖ I will strive for excellence in all my responsibilities by:
 - Making all ahead of time preparations for a successful seminar
 - Conducting punctual seminars
 - Encouraging active participation and engagement

Ethical conduct

- ❖ I will adhere to MA standards of ethics by:
 - Compliance with all applicable laws, policies and directives.
 - Providing instruction on required scope of material.
 - Maintaining impartiality and fairness.
 - Always adhering to OSHA safety standards.

Respect

- ❖ I will work to foster a respectful environment that:
 - Conducts all transactions ethically and reliably.
 - Prohibits speech or behavior that is discriminatory, harassing, demeaning or offensive.
 - Prohibits detraction from the objective of the seminar
 - Sets an example of professionalism.
 -

The words of the instructor are consistently employed to inspire, elevate, empower and ultimately steer individuals in the way of deeper understanding, broader perspective and enhanced competence.

Student Code of Conduct

Attention

- Silencing cell phones and other devices allows all to pay attention to the instructor and shows respect for the others and the time and expense on their part and yours.
- Talking also can be disruptive and should be relegated for participation and contribution.

Discipline

- It takes discipline to be attentive in a classroom and is easier for some more than others. However when we exercise discipline the rewards are limitless.
- Discipline is necessary in all aspects of our lives and is the key to success.

Esteem

- Having esteem for someone means that you have regard for them or respect them.
- There is something extraordinary about every person and every interaction can be a learning experience. Maintain this view of others and not only can you develop esteem but you will also be esteemed.

Punctuality

- Being on time shows respect for those who are expecting you. Both the instructor and student should be on time to get the most out of the session.
- When you are on time it does wonders for your confidence and causes others to trust in your reliability. Practicing punctuality will prepare you for the working world whether working for a large company or conducting your own business.

Timeliness

- Timeliness has several implications such as appropriateness and relevance. You should aspire to maintain timeliness in assignments and in conduct with a view to being relevant and appropriate. Promote within each other an environment of safety and learning.

A student's goal is to become adept in their vocation or trade.

Disruptions and unprofessional behavior which may result in expulsion from class and forfeiture of payment include, but are not limited to:

- Arguing, fighting, horseplay.
- Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person.
- Attempted or actual theft of and/or damage to personal or public property.
- Failure to comply with orders or directions of instructor or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
- Violation of federal, state, or local law on premises, including but not limited to the following:
 - Use, possession or distribution of narcotic or other controlled substances except as expressly permitted by law; or
 - Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises.
- Intoxication, use, possession or distribution of alcoholic beverages except as expressly permitted by law.

G. Recordkeeping Requirements

General:

MA regulations establish recordkeeping requirements for providers and licensees. Application submittals are required to include a description of the methods used and to demonstrate understanding and adherence to the recordkeeping requirements. The Board on occasion will receive complaints about lost records due to damage or destruction when businesses close or offices are subject to natural events. While we cannot predict all the ways in which maintenance of records may be jeopardized we implore institutions to establish a plan of action that would preserve students' records in the case of an unforeseeable event. The retention requirement is set per 237 CMR 18.02(3) & (4); on attendance records for audit purposes; at 10 years minimum.

Provider Recordkeeping Duties:

- Creates attendance list(s) with full names (sample form provided)
- Provides written agreement for student registration and signature
- Regularly conducts and records attendance.
- Records attendance only for those who attended
- Maintains records for 10 years and provides copies to Board staff upon request.
- Issues each attendee a certificate at completion according to regulation requirements.
(Sample certificate shown on following page)

Record tampering or falsification of records will not be tolerated. Improper or fraudulent identification verification, relaxation of the hours of attendance, recording attendance for someone who did not attend, failing to provide records, or other improper breaches of accurate recordkeeping may result in penalties such as a complaint, discipline of the licensee and loss of program approval by the Board.

The Commonwealth of Massachusetts



**DIVISION OF OCCUPATIONAL LICENSURE
BOARD OF STATE EXAMINERS OF ELECTRICIANS**
Certificate of Education Completion

This certifies that the herein named individual, has successfully completed _____ hours of instruction of MA Board-approved Education for licensure with the following Instructor/School, in accordance with the General Laws and Regulations 237 CMR 22.00 and 237 CMR 13.00, of the Commonwealth of Massachusetts.

Course type _____ Dates Attended from _____ 20____ to _____ 20____

At Location _____

School/Organization

Contact _____

MA License Nos. _____

Instructor/Administrator (Adobe Digital) Signature

I certify, under the pains and penalties of perjury, that the information provided pursuant to 237 CMR 18.02 is truthful and accurate.

I understand that failure to provide accurate information may be grounds for disciplinary action and loss of Providership approval.

H. Resources and Materials Required for Class

Appropriate resources are necessary in accomplishing the objectives and for research and as teaching aids. Required resources and material for both the student and the school must be documented and provided in application for program approval.

Each class attendee shall be required to have a current version of the NEC and Mass amendments(MEC) for use in class, regardless of when the next code is scheduled to be disseminated. The version can be a published version of NFPA-70, NEC Code Handbook, NEC electronic version or any media available and not distracting or disruptive to the other attendees (no audio version).

The following resources are required to be available in the classroom:

- MEC current version (527 CMR 12.0)
- NEC (NFPA -70) current version
- Candidate Information Bulletin for each registered student (ref.:237 CMR 18.02(3)(a))
- Reports of Proposals (ref.: 237CMR 18.02(3)(b))
- Reports of Comments (ref.: 237CMR 18.02(3)(b))
- NFPA -70E (ref.: 237CMR 18.02(3)(b))
- NFPA -72 (ref.: 237CMR 18.02(3)(b))
- Board Policies and Guidelines (ref.: 237CMR 18.02(3)(b))
- Applicable Building Code References (ref.: 237CMR 18.02(3)(b))
- Applicable and relevant references as needed (ref.: 237CMR 18.02(3)(b))
- Text for apprentice class.
- Refund policy
- Attendance policy
- Course make-up policy

I. Facility Requirements

The application is for the location stated. If additional locations are used, additional submittals are required for approval of each location. The facility must meet minimum standards and provide a suitable learning environment. The facility's address and demonstration that the facility meets the requirements must be submitted with application.

- Facilities used for classes shall be ADA compliant and afford reasonable accessibility.
- Seating must be provided for all attendees. Seating should be safe and appropriate.
- Facilities shall be Fire Code compliant.
- Post and adhere to maximum allowable capacity restrictions.
- Exits must be properly marked without obstruction (demonstrate emergency exit procedures at the beginning of all seminars).
- Classroom settings must be clean, odor free, uncluttered, climate temperate, adequately lit, free from distraction and noise.
- Parking and access should be adequate.
- Smoking, alcohol or illicit substance use is prohibited
- Housekeeping and trash disposal should be acceptable.
- Functional, clean and sufficient toilet and washroom facilities for the capacity must be available.
- Potable drinking water stations must be provided.
- Emergency contact information and means shall be posted.

J. Establishing Policies

a. Refund Policy

The refund policy of a participant's fee should be defined and posted so that the student knows prior to enrolling, in what event they are entitled to a refund and how to proceed in so requesting. The policy must be legal and clearly outline the timeline and under what circumstances the Provider is permitted to retain all or part of the fees or to issue whole or part of a refund.

Disclose all costs (attendance, materials, supplies, food, parking, etc.) and describe if any is reimbursable and by what method (cash, check, debit, credit to account, etc.).

Disclose what the policy might be for reimbursement for failure to attend, late, makeup if only partially finished, and if the person leaves after the start but before the completion, including voluntary and involuntary departure. The policy on class disruptions, if it results in refund or not, has to be described.

Makeup classes for excusable absences (to be evaluated by the provider) shall be conducted to cover the approximate material missed prior to certificate presentation. Each provider or school is required to have and post the attendance policy and make-up policy in disclosed and available to all attendees.

J. Policies cont'd

b. Attendance Policy

Attendance for the entire seminar or class is mandatory for all students to receive credit for the program. Per 237 CMR 13.06: *Rules Governing Applicant Education (1) Successful Completion.*

(a) Students are required to successfully complete without duplicating an objective(s) to meet the required clock hours for examination. If a student feels this would create a hardship, he or she shall submit such requests in writing to the Board, prior to enrolling in such objective(s), documenting the hardship and requesting waiver of this requirement to receive credit for such clock hours.

This regulation addresses absence from the agreed program due to hardship. In cases of a student requesting a transfer to another Provider due to location or other convenience, the attending Provider assesses what credit shall be given and may provide the student with documentation/transcript of completed education and hours that would allow the accepting Provider to place the student accordingly in their program without duplicating objectives.

Class time is established in clock hours. Breaks in excess of 5 minutes per hour or in entirety of 15 minutes total for the class presentation shall be excluded from the instructional time.

Attendance records shall be maintained for all attendees a minimum of 10 years and be available to the Board per 237 CMR 18.02. Failure to maintain, retain or provide records shall be grounds for removal as an approved provider.

Makeup classes for excusable absences (as evaluated by the provider) shall be conducted to cover the approximate material that the student missed during the term. Each provider is required to have and post an attendance and make-up policy. Per 237 CMR 18.02(2)

“(2) Hardships and Makeup Classes.

(a) IEP's are required to make available to truant students, who have documented their hardships, a make-up class or a written examination on the learning objective for the excused student.

(b) Students are required to provide written documentation, within 30 days of such hardship to their provider.

(c) No consideration for hardship shall be given to a student, unless written documentation is provided by the student to the provider within 30 days of such hardship and such hardship is accepted by the provider.

(d) Students who fail to complete the scheduled make up class, or if applicable, have not obtained a 70% score on the examination, are required to successfully complete the learning objective to receive credit for such clock hours.

(e) No makeup class or examination shall be given for a learning objective where a student is absent for 10% or more in a learning objective. In such situations the student must retake and successfully complete the learning objective to receive credit for such clock hours.

K. Enrollment Agreement

a. Enrollment

Board regulations 237 CMR 18.02 (3) IEP Duties. (c)Agreements.

- 1. IEP's shall enter into a written signed agreement for the objective(s) offered with each student.*
- 2. Such signed agreements, upon written request and within 30 days of such request, shall be given to the Board.*

The agreement is a contract for the school or provider to provide the education and for the student to understand their commitment to the program in preparation for the state Board's licensure examination. The agreement should set the expectations for both parties. It is necessary for resolution should conflicts or performance issues arise. A sample is provided on the next page as an example or template.

Name of School/Organization/Company		Address	
Program or Course		Prerequisite Requirements (if any)	
Student Name		Address	
Phone	Email	Preferred Contact	
Program clock hours	Commencement Date	Finish Date	

A late fee of \$ _____ will be assessed after _____ and late registration will not be accepted after _____
 (date) (date)

Tuition Fee	
Late fee	
Administrative fee	
Total fee	

Refund Policy

1. You may terminate this agreement at any time by indicating in writing the day of receipt being the effective day of termination.
2. If you terminate this agreement up to _____ days before the scheduled start of the class, you will receive a full refund of _____ (dollars) or _____ %.
3. If you terminate this agreement within _____ days of the start of the class, the refund decreases to _____ to cover administrative costs.
4. If termination occurs after the start of the class, for any reason, then you will receive a prorated refund based on the days of attendance (partial day is counted as whole day) plus reasonable administrative costs. Administrative costs not to exceed \$ _____.
5. If you are asked to leave for disciplinary reasons, all monies will be forfeited.

Student's Signature _____ Date _____

Designated School Official Signature _____ Date _____

A COPY OF THIS AGREEMENT MUST BE PROVIDED TO THE STUDENT.

L. Evaluation

a. Competency Profiles

For accomplishment of the objectives, providers are required to track student progress. This can be done by several different tools available to the instructor such as testing, performance or evaluation records, surveys, etc. Competency profiles are used to track student accomplishments and skill levels. The regulation requires student competency profiles to be developed and records kept for Board inspection.

*237 CMR 18.02: Submittals, Renewals, Minimum Requirements, Audits and Sanctions for Initial Education Providers Conducting Learning Objective(s) for All Classes/Types of Licenses.
(3) IEP Duties.*

(d) IEP's shall maintain on a prescribed form or other medium acceptable to the Board 'Student Competency Profiles' (SCP) for each student. SCP's must meet the following requirements:

- 1. Documents each of the learning objective(s) the student has completed with the student's name, dates of commencement and completion and the clock hours of successful completion.*
- 2. Are updated by the IEP at the end of each semester year.*
- 3. Upon written request and within 30 days of such request, shall be given to the Board. The Board may audit any IEP's educational program for compliance of 237 CMR.*

b. Quality Evaluation

The Board monitors education programs in its purview and looks for opportunities to improve. Institutions should have a feedback mechanism in place to gain insight into quality of presentation, content and program compliance. A sample course critique form has been provided so that Providers may utilize or emulate this method and content of acquiring feedback from the students. Each student shall be provided an opportunity to complete an evaluation and the completed evaluations shall be made available to the Board office upon request.

M. Scope

a. Objectives Overview-

Objective based training (often called performance based) has long been the expected training process for licensees in the regulations because it provides consistency and assures that the subject matter prescribed for Apprentice training. For this renewal cycle, providers will be reminded to implement objective-based training.

Objective-based training is a systematic and results-driven approach to workforce development. It replaces traditional, repetitive teaching methods with a curriculum that is directly aligned with the tasks and responsibilities trainees must perform in their roles.

This training model begins by identifying the specific job functions and task sets required for success. Each learning module is then designed to target those objectives, ensuring that trainees acquire the exact skills and knowledge needed to perform their duties effectively. By the end of the training, participants should be able to demonstrate competencies in all identified tasks.

Key Features:

- **Task-Oriented Design:** Training content is built around real-world job tasks, not abstract theory.
- **Measurable Outcomes:** Each objective is clearly defined and tied to observable performance standards.
- **Efficient Learning:** Time and resources are focused on what matters most — job readiness.
- **Consistency:** All trainees receive the same high-quality instruction aligned with operational goals.
- **Accountability:** Progress can be tracked and assessed against specific benchmarks.

Benefits:

- Improves job performance and confidence
- Reduces training time and redundancy
- Enhances retention and application of skills
- Aligns training with organizational needs

Objective-based training ensures that every minute spent learning contributes directly to workplace success. It's not just about teaching — it's about preparing people to perform.

Structuring Training Through Objectives

Once clearly defined objectives are established for a specific task or job role, they serve as the foundation for guiding the learning process. These objectives outline the essential knowledge, skills, and abilities (KSAs) that trainees must acquire. By aligning instruction with these KSAs, training can be directed toward outcomes that are both measurable and repeatable — forming the basis of a reliable competency profile.

Objective-based training is highly adaptable and can be delivered through a variety of instructional methods. Whether conducted in large groups, small groups, lectures, hands-on labs, or through interactive formats such as Socratic or didactic teaching, the core principle remains the same: the training must lead to demonstrable proficiency in the defined objectives.

Approved Delivery Methods

To ensure consistency, accountability, and clarity of understanding, only face-to-face instructional formats are currently approved for credit-bearing training. This includes in-person classroom sessions, supervised labs, and other direct interaction formats. At this time, remote or non-face-to-face methods — such as computer-based learning, correspondence courses, or other virtual formats — are not accepted for credit toward training requirements. This policy is in place due to concerns related to:

- **Accountability:** Verifying trainee participation and engagement
- **Security:** Protecting sensitive content and ensuring controlled access
- **Interaction:** Facilitating real-time clarification and feedback
- **Content Integrity:** Maintaining consistency and quality of instruction

By adhering to these standards, objective-based training ensures that learners not only receive relevant instruction but also demonstrate the competencies required for their roles in a consistent and verifiable manner.

Understanding Training Objectives

Training objectives define the measurable outcomes that a licensee must achieve by the end of instruction. They serve as the foundation for designing, delivering, and evaluating effective training programs.

Two Levels of Objectives

Training is typically structured around two levels of objectives:

- **Terminal Objective:** This is the overarching goal of the training. It describes what the licensee will be able to do upon successful completion of the course. There is usually only one terminal objective per lesson or module, and it provides a clear, easy-to-understand summary of the intended outcome.
- **Enabling Objectives:** These are the supporting steps that guide the learner toward achieving the terminal objective. Enabling objectives break down the training into specific activities, skills, or knowledge areas that must be mastered. There may be several enabling objectives for each terminal objective.

Together, terminal and enabling objectives create a hierarchy that defines both the destination and the path of the learning journey.

Objective Structure

An effective objective includes three key components:

- **Verb:** The action the learner will perform (e.g., identify, use, explain)
- **Subject:** The content or skill area (e.g., the 2026 MEC)
- **Criteria:** The standard for successful performance (e.g., answer ten questions correctly)

Example Terminal Objective:

“Upon completion of the class, the licensee will be able to use the 2026 MEC to answer questions relating to electrical installations.”

This objective can be made more specific by adding criteria, such as:

“...by correctly answering ten questions on residential wiring requirements.”

Flexibility in Instructional Methods

Objective-based training is highly adaptable. It can be delivered through various instructional formats, including:

- Large or small group sessions
- Lectures
- Didactic or Socratic discussions
- Laboratory exercises

Regardless of the method, the focus remains on achieving the defined objectives.

Why Objectives Matter

Using clearly defined objectives ensures:

- Consistency in training delivery
- Measurable outcomes for evaluation
- A structured path for learners
- Alignment with job-specific competencies

You can have as many or as few objectives as you want, but the long-range goal is to define the program with enough objectives so the training will be repeatable and be assured of covering all topics.

Expected Outcome of Training

The primary goal of this educational program is to ensure that all licensees can effectively use the most current versions of all required reference materials. This competency enables them to perform their duties safely, in full compliance with regulatory standards, and within the legally defined parameters of their licensure.

Training is designed to build practical proficiency, not just theoretical understanding. By the end of the course, participants should be able to apply reference materials confidently and accurately in real-world scenarios.

Example Terminal Objective

Terminal Objective:

Upon completion of the training, the licensee will be able to accurately apply the 2026 Massachusetts Electrical Code (MEC) MA general laws, applicable MA Regulations, BSEE policies and guidelines, applicable fire and security references, and other relevant materials as approved by the BSEE to resolve installation-related questions in residential and commercial settings.

Conditions:

- Given access to the current 2026 MEC
- Working within a simulated or real residential installation scenario
- Using standard tools and documentation provided during training

Criteria:

- Must correctly answer at least 10 out of 12 scenario-based questions
- Responses must demonstrate code compliance, safety awareness, and legal conformity

- Completion must occur within a 60-minute time frame

Action:

- Apply code references to identify, interpret, and justify installation decisions

Because of the limitations of systems licenses, the classes will be slightly different and focus on the license scope responsibilities. Topics for electricians will go into greater depth than a “C” or “D” licensee may need to hear to do their job. This makes it very important for providers to describe the objectives of each program they teach so that the proper content can be provided to the trainees. The review and approval process for providers will involve comparing the objectives to the requirements. Providers will only be approved for the license programs that they indicate on the application, are qualified to provide and properly cover in content scope.

b. Objectives EL/ FA:

Enabling objectives should cover the tasks and objectives in 237CMR 22.0.

- 22.01: 600 Hours of Education Required as a Prerequisite to Sit for Journeyman Examination (as Applicable Modular and Non-modular)
- 22.02: 150 Hours of Education Required as a Prerequisite for Master Electrician Examination
- 22.03: 300 Hours of Education Required as a Prerequisite for Systems Technician Examination
- 22.04: 75 Hours of Education Required as a Prerequisite for Systems Contractor Examination

22.01: 600 Hours of Education Required as a Prerequisite to Sit for Journeyman Examination (as Applicable Modular and Non-modular)

Candidates may elect to take a 600-hour modular format as listed in 237 CMR 2.01(2)(2) or a non-modular format as listed in 237 CMR 22.01(1) as a Prerequisite to Sit for Journeyman Examination.

(1) The 600 hours of education required for eligibility for examination as a Journeyman Electrician shall include, but not be limited to, the following learning objectives:

- (a) DC Theory
- (b) AC Theory
- (c) National Electrical Code application of AC and DC Theory
- (d) Branch Circuit Calculations and Requirements
- (e) Feeder and Service Calculations and Requirements
- (f) Electrical Bonding and Grounding and Ground Path Theory
- (g) Conductor Selection and Overcurrent Protection
- (h) Wiring Methods
- (i) Motors and Controls
- (j) Transformers
- (k) Low Voltage Systems and Controls
- (l) Fire Warning and Security Systems
- (m) Fiber, Data and Communications Wiring and Systems
- (n) Use of Code book tables and examples
- (o) Massachusetts Electrical Code and Amendments (527 CMR 12.00)

- (p) *Massachusetts Laws and Regulations Pertaining to Electrical Wiring*
- (q) *Conduct of Electricians and Apprentices Including Inspection Requirements*
- (r) *Job-site and Electrical Safety*
- (2) *Modular Format:*
 - (a) *First Tier: The curriculum (300-clock-hours) shall be consecutive clock-hours:*
 - 1. *Module I:*
 - a. *Jobsite and Electrical Safety*
 - b. *Introduction to the National Electrical Code and Process*
 - c. *DC/Alarm Theory*
 - d. *Basic Math*
 - 2. *Module II:*
 - a. *Electrical Bonding and Grounding*
 - b. *Low Voltage Systems and Controls*
 - c. *Fire Warning and Security Systems*
 - d. *Design and Testing (NFPA 72)*
 - 3. *Module III:*
 - a. *National Electrical Code application of DC Theory*
 - b. *Massachusetts Electrical Code and Amendments (527 CMR 12.00)*
 - c. *Wiring Methods*
 - 4. *Module IV:*
 - a. *Fiber, Data and Communications Wiring and Systems*
 - b. *Massachusetts Laws and Regulations Pertaining to Electrical Wiring*
 - c. *Conduct of Technicians and Apprentices Including Inspection Requirements*
 - (b) *Second Tier: The Electrical curriculum (300-clock-hours) shall be consecutive clock-hours:*
 - 1. *Module V:*
 - a. *Electricians Math and Basic Electrical Formulas*
 - b. *Electrical Circuit*
 - c. *AC Theory*
 - d. *Raceway, Outlet boxes and conductor fill*
 - e. *Conductor Selection and Overcurrent Protection*
 - 2. *Module VI:*
 - a. *Branch Circuit /Feeder/ Service Requirements*
 - b. *Branch Circuit/Feeder/ Service Calculations and Voltage Drops*
 - c. *Motors, Controls and Transformers Requirements*
 - d. *Use of Code book tables and examples*
 - e. *Swimming Pools, and similar Installations*
 - 3. *Module VII:*
 - a. *One Family Dwelling Calculations*
 - b. *Multi-family Dwelling Calculations*
 - c. *Commercial Load Calculations*
 - d. *Use of Code book tables and examples*
 - 4. *Module VIII:*
 - a. *Motor Calculations*
 - b. *Transformer Calculations*
 - c. *Review of Board rules and Regulations*
 - d. *Review of Massachusetts General Laws applicable to Electricians*
 - e. *General Review of all subjects covered*
- (3) *The Board may set additional education requirements by Board policy statements issued periodically as developments in the profession so require.*

22.02: 150 Hours of Education Required as a Prerequisite for Master Electrician Examination

- (1) *The 150 hours of education which is required for eligibility for examination as a Master Electrician shall include, but not be limited to, the following learning objectives:*
 - (a) *Plan review and calculations*

- (b) *Advanced AC Theory*
- (c) *Advanced Code calculations*
- (d) *Branch Circuit/Feeder/ Service*
- (e) *Emergency Systems*
- (f) *Healthcare*
- (g) *Hazardous Locations*
- (h) *Applicable Massachusetts General Laws pertaining to:*
 - 1. *Licensing Laws*
 - 2. *Permitting Laws*
 - 3. *Inspection Laws*
 - 4. *Appeals Process*
 - 5. *Board Rules and Regulations*
 - 6. *237 CMR 12.00 through 23.00.*
 - 7. *Good Business Practices/GBP*

(i) *General review of all subjects covered in the 600-Clock-hour Journeyman course, as applicable.*

(2) *The Board may set additional education requirements by Board policy statements issued periodically as developments in the profession so require.*

22.03: 300 Hours of Education Required as a Prerequisite for Systems Technician Examination

(1) *In order to qualify to sit for the Systems Technician (Class D) examination, each apprentice whose electrical work experience can be properly documented shall complete 300-clock-hours (75-clock-hour/Module) of education as a prerequisite for examination as a Systems Technician. Said education will be divided into 75-hour modules. The 300 hours of education shall include, but not be limited to, the following learning objectives:*

- (a) *Module I:*
 - 1. *Jobsite and Electrical Safety*
 - 2. *Introduction to the National Electrical Code and Process*
 - 3. *DC/Alarm Theory*
 - 4. *Basic Math*
- (b) *Module II:*
 - a. *Electrical Bonding and Grounding*
 - b. *Low Voltage Systems and Controls*
 - c. *Fire Warning and Security Systems*
 - d. *Design and Testing (NFPA 72)*
- (c) *Module III:*
 - a. *National Electrical Code application of DC Theory*
 - b. *Massachusetts Electrical Code and Amendments (527 CMR 12.00)*
 - c. *Wiring Methods*
- (d) *Module IV:*
 - a. *Fiber, Data and Communications Wiring and Systems*
 - b. *Massachusetts Laws and Regulations Pertaining to Electrical Wiring*
 - c. *Conduct of Technicians and Apprentices Including Inspection Requirements*
 - d. *General Review of all subjects covered*

(2) *The Board may set additional course requirements by Board-policy statements issued periodically as developments in the profession so require.*

22.04: 75 Hours of Education Required as a Prerequisite for Systems Contractor Examination

(1) *The 75 hours of education which is required for eligibility for examination as a Systems Contractor shall include, but not be limited to, the following learning objectives:*

- (a) *Advanced alarm system theory.*
- (b) *Applicable Massachusetts General Laws pertaining to:*

1. Licensing Laws
 2. Permitting Laws
 3. Inspection Laws
 4. Appeals Process
- (c) Board Rules and Regulations:
1. 237 CMR 12.00 through 23.00

2. Good Business Practices/GBP

(2) The Board may set additional education requirements by Board-policy statements issued periodically as developments in the profession so require

REGULATORY AUTHORITY: 237 CMR 22.00: M.G.L. c. 141, § 2.

Lesson content shall be supported by reference materials.

c. Regulations:

Coverage of the Board regulations 237 CMR prepares students for the professional aspects of the trade as well as provides additional theory for exam questions. The Mass amendments to the code are 527 CMR 12 therefore the syllabus incorporates these regulations.

c. Syllabus

The syllabus should provide a list of objectives and a sequence for presenting the training throughout the duration of the program. It should be detailed enough to determine the level and extent of instruction. It should be able to act as a “menu” of what to expect.

d. Lesson Plans

This level of detail looks at the classroom setting and demonstrates the method of instruction and what objectives are to be taught by session including what activities and evaluations will be used.

e. Handouts

Handouts are part of the necessary resources and teaching aids and are used to support the objectives. A list of student handouts should be referenced or provided with the application submittal.

Sizing Electrical Boxes for Conduit Installations

Subject: Journeyman 600 Hour	Instructor: Mr. Electricity
Overview and Purpose Install electrical boxes for conduit installations	Massachusetts Standard Number: 2.G.02

Objectives Explain how boxes are selected and installed	The student will be able to: <ol style="list-style-type: none"> 1. Size the appropriate junction box for the given application 2. Explain the method to which the box will be installed
Instruction The use of the NEC with Mass amendments along with any manufacturers requirements	Lecture with powerpoint presentation
Resources The instructor will utilize the Electrical code book, projector, work sheets	Code Book, projector, work sheets
Activity The students will work with junction box handouts to properly size junction boxes	Work sheets, project sheets
Assessment Written test on junction boxes with use of handouts	Written test

IEP Application checklist and Review

Submit applications to the Board via email to electricians.board@mass.gov in pdf format.

Area For Board use	New Program <input type="checkbox"/> Renewal <input type="checkbox"/>	
<u>Provider Name:</u>	<u>Program :</u> Journeyman Electrician Program <input type="checkbox"/> Master Electrician Program <input type="checkbox"/> Systems Technician Program <input type="checkbox"/> Systems Contractor Program <input type="checkbox"/>	
<u>Code Cycle:</u>	<u>Date(s) of review:</u>	
Application <input type="checkbox"/> Surety bond <input type="checkbox"/> Refund policy <input type="checkbox"/> Course make up rules <input type="checkbox"/> Attendance policy <input type="checkbox"/> Code of conduct <input type="checkbox"/> Recordkeeping <input type="checkbox"/> Comment forms <input type="checkbox"/> Course schedule <input type="checkbox"/> OS license <input type="checkbox"/> Certificate Sample <input type="checkbox"/> Student agreement <input type="checkbox"/>	References <input type="checkbox"/> Syllabus <input type="checkbox"/> Lesson plans <input type="checkbox"/> Learning objectives <input type="checkbox"/> Handouts copies <input type="checkbox"/> Competency profiles <input type="checkbox"/>	Schedule (If available) <input type="checkbox"/> Instructor names <input type="checkbox"/> Instructor qualifications <input type="checkbox"/> Site locations <input type="checkbox"/>