



## Disclosure

### Manufacturing Technologies

### Welding Technician Program

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**Mission Statement:** The mission of the Tooele Applied Technology College is to provide rewarding, competency-based, affordable, and accessible career preparation for youth and adults to meet the needs of Utah employers.

#### Introduction:

It is the intent of the Welding Technician Program to help prepare students to become welders with the knowledge and technical skills Utah employers require. This program is taught in an open-entry, open-exit format. This means that students can start their training throughout the year without having to wait for a semester or quarter to start. Students will progress through the instructional modules while demonstrating mastery of the skills required. However, the instructor is available to help students when they need assistance. This develops critical thinking and problem solving skills. Self-motivation is a key skill in this program. Students are in charge of setting their own deadlines and maintaining 67% or higher progress through the program.

Students must read through the entire Disclosure as they are accountable to understand and comply with this information. It is very important that students purchase all the textbooks, workbooks, student packets, and personal equipment required in this Disclosure prior to starting any classes.

There will be a limited number of textbooks and lab manuals available for use in the classroom. However, the college recommends that students purchase the texts as they are an excellent reference once students finish the program. **Any delay in purchasing these materials may affect student's progress.** All students entering the program must take the Introduction and Safety course first and pass the safety tests before being allowed to work with limited supervision in the shop area.

#### Description:

The welding program will give students hands-on training in welding skills and in the use of state-of-the-art welding equipment. Students will also learn to use a wide variety of metal working equipment to prepare the

practice coupons on which they will practice welding. Students will be expected to perform routine maintenance and cleaning of the welding and shop equipment, a skill many welding jobs require. Students will also learn how to read and interpret blueprints. Completing the courses will prepare students for entry-level welder positions with area businesses.

**Recommended Preparation:**

- Ability to read and write English at a 8<sup>th</sup> grade level
- Ability to perform math operations at the 8<sup>th</sup> grade level

**Certification and Proficiencies:**

Students can obtain a Certificate of Proficiency upon completion of the program. This chart shows the established sequence of the modules for the program. Students will complete each module before moving to the next one:

WELDING COURSE	HOURS
<b>Required Modules</b>	<b>180</b>
Welding Introduction and Safety	15
Shielded Metal Arc (Stick) Welding	30
Gas Metal Arc (MIG) Welding	35
Flux-cored Arc (Dual Shield) Welding	35
Gas Tungsten Arc (TIG) Welding	30
Oxy-acetylene Cutting and Welding	20
Welding Blueprint Reading	15

**Course Goals:**

- Prepare students for employment opportunities in the local industry
- Provide quality instruction, equipment, curriculum, and facilities
- Encourage the development of critical thinking and problem solving skills
- Develop responsible graduates by structuring programs to model a “real world” professional environment
- Provide community employer partners with graduates that meet or exceed their requirements and expectations

**Classroom Supplies:**

Required course packets and textbooks are available for purchase through the bookstore in Student Services. Students are responsible to bring their own note book, pencil or pen and a binder or folder to class. The binder is important since students will receive copies of operating instructions for all of the welders and some of the metal working shop equipment. A limited number of textbooks and workbooks are available in the classroom. Students cannot write in these books nor take them out of the classroom.

**Shop Supplies:**

Prior to starting class, students must purchase or have with them the following equipment:

- Safety glasses (clear)
- Oxy-acetylene cutting goggles
- Arc welding helmet (#10 lens)
- Welding gloves
- Leather cape and sleeves
- 20” bib with side release buckle

- Leather apron, split leg
- 18" Fire-stop sleeves
- Tinted lens #11 (For Tillman helmet)
- Tinted lens #12 (For Tillman helmet)
- Single flint spark lighter
- Soapstone holder and soapstone
- Chipping hammer
- Tape measure

### Certification:

The Certificate of Skill Competence may be requested by the student after successfully completing a course. This type of certificate provides evidence to employers that a level of mastery has been achieved in a course.

### Classroom and Shop Conduct:

- Students on medications that impair their ability to safely operate tools and welding equipment may not participate in these activities
- Come to class prepared to work and learn
- Each course in the program starts with the checklist at the beginning of each student packet. Follow the instructions for the textbook studying and written exercises indicated in the student packets in the order they are shown
- Follow TATC's policies (available on the Website at [www.tatc.edu](http://www.tatc.edu) or in the Student Handbook)
- Follow the safety procedures for each classroom
- Follow the classroom rules
- Respect the rights and property of others
- Practice the Care and Use standards while using shop and classroom equipment
- Use appropriate language
- Restrain hair longer than shoulder length in a bun or cap so students are not at risk when welding or operating machinery
- Do not block the electrical panels or shower in the shop with any tools or equipment
- Do not bring food or drink into the training areas

### Shop Clean-up:

- Students will clean up their shop area at the end of each shop session each day.
- The instructor will announce a general clean-up session once a week. Students will stop what they are doing and immediately start cleaning up. Students who do not do their part in this clean-up will be withdrawn from the program.
- Students responsible for a spill or debris on the floor should start to clean up about fifteen minutes before the end of their scheduled class time.
- Students **must not** sweep dirt or debris into any drains on the floor or outdoors. Collect it and place it in the trash containers.
- Students **must not** wash oils, solvents, or other hazardous liquids down any drains. Liquid spills must be cleaned up with the proper methods and disposed of correctly. For more information on chemicals that are likely to be encountered, consult the MSDS binder in the classroom.
- Students may be assigned to areas of the shop to check for cleanliness and to clean equipment, work tables and to sweep the floors as necessary.

- Students must not leave class until their work area in the shop is clean, all the tools cleaned and returned to their proper place, all cylinder valves have been turned off, and the instructor has inspected your work area.

### **Student Responsibilities:**

Students must:

- Bring required materials (textbooks, workbooks, course packets, paper and pencil) to class.
- Log into Northstar at the beginning of class and log out at the end of the scheduled time.
- Stay engaged and on task (take notes, ask questions).
- Follow the instructor's directions.
- Ask the instructor for assistance, after first having attempted to resolve the problem yourself.

### **Evaluation:**

Students will receive a passing score when they achieve mastery of 80% of the theory of the course and 100% of the hands-on and laboratory skill sets. As each module (small sections of the course that take between 5 and 10 hours to complete) is completed, the instructor reviews and provides a Pass/Fail score. These scores are recorded in the Northstar Student Information System (SIS) to assist the student and instructor in managing satisfactory progress.

Examinations on the text materials are on the classroom computers. They consist of multiple-choice, matching, yes/no, true/false, fill in the blank and diagram labeling. You must pass the computer exam at the end of each course before moving to the next course. Shop skills will be demonstrated to the instructor as they are mastered by the student. Testing for shop skills may consist of hands-on demonstrations and written tests. Students will record their progress through each module using the check sheets in their student packets and must pass the shop skills examinations before being allowed to move on to the next module.

It is the student's responsibility to notify the instructor each time he/she has completed a portion of a module that requires the instructor's initials. It is the student's responsibility to notify the instructor when he/she has completed a module. The student must complete the Training Outcome form and the Request for Student Certificate forms upon completion of the program to receive a certificate.

### **Challenging a Course:**

Students may arrange a time with the instructor to challenge a module. Students challenging a module must obtain a score of 80% mastery the first time they take the examination. Students will be allowed to test out of a maximum of 2/3 of the total hours of a course.

### **Satisfactory Progress:**

Students are required to maintain satisfactory progress as they move through their training course. Satisfactory progress means that students must master competencies in no more than one and one-half times the standard completion time. Students who fail to maintain satisfactory progress will be required to meet with a student advisor to develop a plan to correct the situation. Ongoing failure to maintain satisfactory progress may result in disciplinary action.

### **Attendance:**

The best way to insure satisfactory progress is for students to attend on time as scheduled. Students who are aware that they are going to be absent for more than 10 consecutive days, should contact Student Services to avoid paying additional tuition fees.

Schedules may be changed by contacting Student Services, provided availability exists. Schedules may be changed twice with no charge. Subsequent schedule changes carry a \$5.00 fee.

Students whose training is sponsored by a person or an agency that require progress and/or attendance reports must make arrangements with Student Services.

### **High School Grades and Citizenship:**

The TATC may recommend letter grades and citizenship scores for high school students based on their attendance, level of competency and rate of progress. The grading scale is on the website at [www.tatc.edu](http://www.tatc.edu) and may be provided to the student by their Instructor upon request

### **Professionalism:**

The Welding course is conducted as if it were the students' employment. Therefore, it is expected that students attend regularly and on time; follow rules and processes; remain respectful of coworkers and supervisors (students and instructors) and dress appropriately for the occupation. Sandals, flip flops, shorts, tank tops, and low cut shirts are examples of inappropriate attire for this profession. Students exhibiting behaviors that inhibit learning in the course will be subject to disciplinary actions. It is expected that the students will: **be on time, work while in class and the laboratory and stay until the students' scheduled class time is over.**

### **Computer Use:**

Follow the College's computer rules outlined in the orientation packet, but pay special attention to the following:

- Use the internet appropriately—no surfing, games, social networking, music or inappropriate sites
- Do not attempt to "hack" the computers
- Do not violate copyright laws
- Use the equipment appropriately to prevent damage
- Do not use the printers for personal use without permission from the instructor
- Always leave the computers on, but make sure to log off when finished
- Drinks and food are not allowed in the shop or on the tables where the computers are located.

### **Cheating/Stealing**

Cheating and/or stealing will not be tolerated. Any student who is caught will be subject to disciplinary action, consistent with the standards of due process, which may include termination from the course and possible law enforcement action.

### **Cellular Phone Usage**

Cellular phones will be turned to the silent mode. If the phone does not have a silent option then it must be turned off while in class. Any phone conversation must be made outside the classroom and away from the lab area so as not to disrupt others. Phones must be off during examinations.

### **Due Process**

The college shall strive to provide clear and precise standards and regulations concerning student conduct and to administer these standards in an equitable manner. Due process provides that students shall receive notification of statements or charges made against them in a timely manner and shall have the opportunity to respond to such charges prior to any action taken by the college. The procedures for due process are contained on college website at: [www.tatc.edu](http://www.tatc.edu).

## **Student Concerns**

Students who have a concern should first take it to the instructor for resolution. If a resolution cannot be reached, the student should arrange to discuss the concern with the Director of Instruction. If the issue cannot be resolved by either the instructor or the course manager, the student should contact Student Services and make an appointment with the Vice President of Student Services and Instruction.

## **Grievances**

Eligible grievances are those which occurred while a student was officially enrolled at the TATC. The complete grievance policy may be found on the college website at: [www.tatc.edu](http://www.tatc.edu).

## **Termination**

Justifiable termination will be for a period of 12 weeks. After that period, a student is eligible to re-enroll in the class, provided there is availability. Students with more than one termination will not be allowed to enroll in welding courses.

## **Learning Resources**

A variety of additional resources are available to students enrolled at Tooele Applied Technology College. These resources have been carefully selected to enhance learning opportunities correlated with your area of training. Check-out of items is available through your instructor or through a student services representative.

## **Testing Procedures for the Welding Technician Course**

1. The student advises the instructor that he or she is ready to take a test. Note: Tests will not be given less than one hour before the student's schedule ends in order to allow enough time to complete it. The knowledge tests are on the Blackboard computer program. The Skills tests are performed in the shop.
2. The student completes the test on the same day it is started.
3. If a student fails three consecutive tests, he/she must study the course material and wait until the next class to retake that test.

## **Student Advisement and ADA Accommodations:**

The following information is excerpted from the Student Services Handbook, should you need more detailed information, please refer to the Student Handbook, the College website, or contact the Student Service Office.

### **Advisement services:**

The goal of advisement services is to create a successful college experience for all students – prospective, new or continuing as they work toward their educational goals. Advisement services are conducted through student services and instruction. The personnel responsible for advisement services consist of the Enrollment Specialist, the Directors of Instruction and the Vice President of Student Services and Instruction. Advisement personnel will provide accurate information on College programs, policies, and resources available. Advisement personnel will answer students' educational and career questions and assist students in choosing and developing a relevant educational plan that fits with their goals. Advisement personnel will evaluate previous education, training, and work experience. Students' math and reading skills may be assessed to determine whether additional instruction in these areas would help them be successful in their selected training program.

As students progress through their training, advisement personnel will continue to be available to help them make the best educational and career choices for their goals. In addition, advisement personnel will work with students to improve learning strategies, attitudes, or behaviors that will increase their success in their training program or course.

Advisement services are available Monday through Thursday from 8:00 a.m. to 6:00 p.m., and Friday's from 8:00 a.m. to 4:00 pm. or after hours by appointment. Your Instructor will help you in arranging the appointment with advisement personnel if necessary.

**Services to students with disabilities:**

In compliance with the Americans with Disabilities Act (ADA) the College provides accommodations to qualified students with disabilities to support their educational goals. The College is fully committed to policies of equal opportunity, equal access, and non-discrimination, and pursues equality and diversity goals in all programs and activities. ADA services are coordinated through the Vice President of Student Services and Instruction.

Services provided by the College to qualified students with disabilities provide equal access for students to admissions, registration, activities, and technical programs to enhance student potential and individual student development. Services are provided to qualified persons with disabling conditions including, but not limited to, cognitive, emotional, mobility-related, visual, or hearing impairments (as verified by required documentation). Because the College currently leases all facilities, architectural access, also required under the ADA, is the responsibility of the lesser. The Vice President of Student Services and Instruction will provide advice and information regarding architectural access.

## Signature Page for Manufacturing Technologies Disclosure

(Two signature pages are signed by student. One copy must be provided to Student Services by instructor)

### Introductions

- I met the instructor(s) for this program and they explained that they are here to help me through the program and meet my academic goals.
- The instructor(s) explained to me what the classroom environment is like and encouraged me to ask questions whenever assistance is required throughout the program.

### Disclosure review

- I have read the disclosure and the instructor(s) further explained to me the rules and requirements for the program.

### Syllabus review

- The instructor(s) provided me with an orientation for the use of Blackboard.
- I have read the syllabus and understand the expectations and requirements of the program including the monitoring of my progress.
- I understand that it is very important to meet academic and attendance requirements or recommendations in an open-entry/exit, competency based environment.

### SIS System (Northstar)

- The instructor(s) explained to me the importance of logging in at the beginning and end of my scheduled time, how to use the system properly, and how it is used to track my progress.

### Safety review

- The instructor(s) explained to me where the emergency guidelines, first aid kit, flashlight, nearest exit and meeting place are located; and what to do in case of an emergency such as a fire.

### Student Concerns

- I understand that the classroom environment has been designed to replicate the workplace and that the instructor is similar to an 'employer'.
- I understand the operation of a typical 'chain of command' at workplaces and that concerns need to be resolved at the lowest level of the chain whenever feasible.
- I am encouraged to work through any concern with my 'employer' / instructor but I have the option to either bypass the instructor and meet with the Director of Instruction, or file an informal or formal grievance with Student Services, as indicated on the syllabus and disclosure.

### Training Plan

- The instructor(s) explained to me which course I am starting with and the sequence of courses that will follow, as well as having the opportunity to work with the Enrollment/Placement Specialist once I finished the course or program.
- I understand the importance of Satisfactory Progress and how the setting of goals and completion of modules relate to rate of progress.

### Course Evaluation

- The instructor(s) explained to me the availability and importance of the course evaluation, to be completed at the end of every class/program.

My signature below indicates that I have received and reviewed *both* a syllabus and disclosure for the course/program and that the instructor has emphasized the areas checked above.

\_\_\_\_\_  
(Printed Name of Student)

\_\_\_\_\_  
(Student Signature/Date)

If Student is under 18 years old a parent signature and date is required: \_\_\_\_\_

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