

I. COURSE DESCRIPTION:

This curriculum has been designed to provide new and / or inexperienced clients with a combination of theoretical knowledge and practical (hands on) skill with the safe use and operation of OFG and SMAW welding and cutting and heating equipment

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the ability to:

1. ***Demonstrate a sound working knowledge of both personal and shop safety.***

Potential Elements of the Performance:

- identify proper eye protection as well as the need to wear it at all times while in the welding shop
- identify proper hand and face protection as well as the need to wear it during any and all cutting, heating or welding operations
- identify proper footwear and clothing
- identify the dangers associated with contact lenses, butane lighters, exposed metal jewelry, long hair and beards
- identify the location of commonly used welding tools, face shields and leather jackets
- identify personal safety equipment that must be supplied by the student
- locate and identify shop lighting and ventilation controls
- locate and identify emergency shop exits
- understand emergency shop evacuation procedures
- locate and identify manifold shut-off valves for the shop gas system

2. ***Demonstrate and describe a sound working knowledge of the construction and safe operation acetylene and oxygen gas cylinders.***

Potential Elements of the Performance:

- describe the physical construction of an oxygen cylinder and how it related to the construction of a typical compressed gas cylinder
- locate and identify the built-in safety devices for an oxygen cylinder
- identify oxygen cylinders, hoses, regulators and fittings by means of identification tag, name and color
- identify basic physical properties and dangers associated with the use of oxygen gas
- describe proper procedures for handling / transporting a compressed gas cylinder
- describe the physical construction of an acetylene cylinder
- locate and identify the built-in safety devices for an acetylene cylinder
- identify acetylene cylinders, hoses, regulators and fittings by means of identification tag, name and color

- identify basic physical properties and dangers associated with the use of acetylene gas
- describe proper procedures for handling / transporting an acetylene gas cylinder

3. ***Demonstrate and describe a sound working knowledge of how to set up and operate a typical oxyacetylene workstation.***

Potential Elements of the Performance:

- identify and select cutting, welding and heating tips based upon metal thickness and the manufacturer's recommendations
- select operating gas pressures based upon the torch manufacturer's recommendations
- perform a routine inspection of individual workstation to determine the condition of the torch body, hoses, regulators, threaded connections and tips
- ensure that all deficiencies are corrected prior to the commencement of shop activity
- pressurize and purge regulators, hoses, torch body and tips
- explain the dangers associated to the hazards of backfire and flashback
- explain the correct safe response to backfire and flashback
- perform specified procedures for flame ignition and adjustment
- identify and adjust gas flow in order to create
 - neutral flame
 - carburizing flame
 - oxidizing flame
- perform specified procedures for cleaning and shutting down their individual workstations

4. ***Demonstrate a sound working knowledge of how to perform flame cutting and / or heating operations.***

Potential Elements of the Performance:

- describe potential fire, fume and associated with the flame cutting and or heating of metals
- identify proper flame cutting techniques including
 - flame type and height
 - tip angle and travel speed
 - correct appearance of drag lines
 - correct appearance of kerf shape and shoulder
 - flame cut materials to a specified length, size and shape
- flame cut shapes and brackets
- flame cut and remove fasteners
- heat, straighten and align simulated brackets and / or mounting hardware
- perform appropriate pressure settings and flame adjustments for specific flame cutting and / or heating operations

5. ***Identify and Install Bolts and Bolts Assemblies to include...***

Potential Elements of the Performance:

- identify and select bolts, nuts and washers according to specified grade
- determine the correct thru hole diameter for a given bolt size
- locate and drill pilot and thru holes for a given bolts size
- correctly install and tighten a specified bolt assembly
- explain the negative effect of dirt and foreign material on threads while torque is applied to the bolt assembly
- explain the need to replace bolts whenever called for by the manufacturer's maintenance procedures
- explain the potential for failure of a bolted connection due to ...
 - oversized thru holes
 - combining the elements various bolt grades
 - using under strength bolts
 - repeated exposure to excessive heat

6. ***Describe the functions, construction and principle(s) of operation of Shielded Metal Arc Welding equipment to include...***

Potential Elements of the Performance:

- identify, select and adjust welding helmets for comfort and use
- identify and select correct shade of filter lens based upon required welding current
- properly install filter lenses, gaskets, clear lens and retaining spring
- identify welding machine types
 - AC transformer
 - DC rectifier
 - DC inverters
- identify source(s) of high voltage electrical hazards
- identify arc welding cables, holders and ground clamps and inspect same for damage / unsafe condition(s)
- explain open circuit voltage, its amount and danger to the operator
- explain closed circuit voltage and its effect upon arc stability
- explain electron flow in welding and its use to determine weld polarity
- explain electrode deposition and penetration in relation to weld polarity
- identify electrodes according to type, size and AWS / CSA designation
- identify guidelines for electrode selection and application
- identify and describe weld characteristics of commonly used electrodes

7. ***Demonstrate a sound working knowledge of how to perform arc welding operations in the flat and horizontal position***

Potential Elements of the Performance:

- perform a routine inspection of assigned workstation to determine the condition of welding machine, cables, electrode holders and related equipment
- correct deficiencies prior to the commencement of shop assignments

- describe techniques for arc ignition, electrode manipulation and travel speeds
- produce trial weld beads to identify possible defects and verify current settings
- make fillet welds in the flat and horizontal position using
 - 6011
 - 7018
 - 7024
- make groove welds in the flat and horizontal position using a combination of 6011 and 7018
- identify and troubleshoot the cause(s) of weld defects related to
 - arc blow
 - cracking
 - lack of fusion
 - lack of penetration
 - porosity
 - rough appearance
 - slag inclusion(s)
- perform destructive testing in order to determine weld soundness
- analyze failed welds for cause and explain cause(s)

III. TOPICS:

1. Personal and Shop Safety
2. Construction and Safe Handling of Acetylene and Oxygen Gas Cylinders.
3. Setup and Operation of a Typical Oxyacetylene Workstation.
4. Bolts and Bolted Assemblies.
4. Flame Cutting and Heating Operations.
5. Functions, Construction and Principle(s) of Operation of Shielded Metal Arc Welding equipment
6. Arc Welding Operations in the Flat and Horizontal Position

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- CSA Approved (Impact Resistant) Safety Glasses
- CSA Approved (8 inch High Cut) Safety Work Boots
- CSA Approved (Gauntlet Type) Welding Gloves
- Appropriate Work Wear
- Pocket Note-pad for Shop Demonstration and Discussion Content
- Modules: Course Pack MET100

V. EVALUATION PROCESS/GRADING SYSTEM:

Part 1 Notes:

1. Re-writes are NOT allowed for any written assignment, quiz or test.
2. Repeats are NOT allowed for any shop test
3. Course attendance is mandatory. One percent (1 %) per hour will be deducted from the final course grade for apprentices with more than 4 hours of unexcused* absence.

[Any absence without a written, valid reason will be deemed unexcused.]

Valid reasons would include:

- Doctor's note
- Apprenticeship Ministry note
- Family Death or Serious Illness supported by a written note.

Part 2 Final Course Grades:

The final course grade will be determined by means of the following list of weighted factors:

Factor	Value
Shop Assignments / Tests	65 %
Theory Quiz & Test	35 %
Attendance	-1% per Unexcused Hour
Shop Clean-up	-1% per Incident

The following semester grades will be assigned to students

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Cheating

Students caught cheating during any theory quiz, test or exam will be removed from class pending a public apology to their fellow classmates and a letter giving them permission to return to class from the Dean's Office.

Theft and Damage

Students caught stealing and / or deliberately damaging shop tools and equipment will be removed from class pending a public apology to their fellow classmates and a letter giving them permission to return to class from the Dean's Office.

Disability Services:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in the Student Code of Conduct. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.