



Disclosure Learning Center

Instructor	E-mail	Phone	Office Hours	Campus
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Kristin Hilman	khilman@sltac.org	(801) 493-8709	1:00pm to 4:30pm, M-Th Or by Appointment	SLC
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Mission Statement:

The Salt Lake • Tooele Applied Technology College provides rewarding, competency-based, affordable, and accessible career preparation for youth and adults that meets the needs of Utah employers.

Introduction:

The Learning Center has been established to provide students with the knowledge and skills required to succeed in the various programs available at the Salt Lake • Tooele Applied Technology College (SLTATC). Additionally, the Learning Center offers training and preparation for students who wish to complete their General Education Diploma (GED), pass the Utah Basic Skills and Competency Test (UBSCT), and complete courses required for the Adult Basic Education (ABE) Diploma. Courses are taught in an open-entry, open-exit format. This means students can start attending classes any day of the week (Monday through Thursday) on an individualized schedule, and progress through their coursework as quickly as they are able to demonstrate mastery of the required skills.

The instructor will not be lecturing the entire class at one time, since students will be studying different course materials, but the instructor is available to help students when they need assistance. Students are expected to work at solving problems they encounter prior to asking for assistance as this develops critical thinking and problem solving skills. Self-motivation is a key skill at the Learning Center since students are in charge of setting their own deadlines and maintaining adequate progress through the program. Critical thinking, problem solving and self-motivation are skills that are highly desired by employers and thus are reinforced in the training programs at the SLTATC.

Description:

Courses and tutoring at the Learning Center are offered through the PLATO Web Learning Network, Blackboard, Steck-Vaughn GED Practice Test software, or other computer-based courses. However, there are also other resources available that utilize printed media for instruction.

Students may be trained to:

- utilize computers in the College setting
- learn basic math skills
- learn basic reading comprehension and writing skills
- learn the basic terminology and skills utilized in the business, health, and transportation sectors

Learning Center Goals:

- Provide quality instruction, equipment, curriculum, and facilities
- Prepare students for successful completion of courses at the SLTATC
- Encourage the development of critical thinking and problem- solving skills
- Prepare students to pass the GED test
- Prepare high school students to pass the UBSCT
- Aid other programs at the SLTATC in the process of:
 - I. Developing responsible graduates by structuring our programs to model a “real world” professional environment
 - II. Providing our community employer partners with graduates that meet or exceed their requirements and expectations

Classroom supplies:

Required textbooks, workbooks and student course packets are available for purchase at each campus. Students are responsible to bring their own paper, pencil or pen and a binder or folder to class.

When books aren't required, many of the classes have classroom sets of books intended for student use. These classroom books must never leave the room. Some of the books may be available in the bookstore for those students who would like their own copy to work at home, or for reference.

Certification:

A 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 competence has been achieved in a course.

Classroom Conduct:

Students must

- come to class prepared to work and learn
- stay on task
- follow SLTATC's policies (available on the website at www.sltatc.org)
- follow the safety procedures for each classroom, as applicable
- follow the classroom rules
- respect the rights and property of others;
- practice proper care while using classroom equipment
- use appropriate language
- refrain from bringing food or drink into the classroom area

Student Responsibilities:

Students must

- bring required materials (textbooks, workbooks, course packets, paper and pencil) to class
- log into the attendance system every scheduled hour, each hour
- stay engaged and on task (take notes, listen, ask questions)

- log onto Blackboard, (the College's course management web page), PLATO, or GED Preparation software for course materials, presentations, and examinations
- follow the instructor's directions
- ask the instructor for assistance, after first having attempted to resolve the problem themselves

Evaluation:

Students generally receive a passing score when they achieve mastery of 80% of both the theory and of the hands-on skill sets, as applicable. If students do not pass the first time, they may review the course material and re-take the test as outlined in the testing procedure section below. As each module (small sections of the course that take approximately ten hours to complete) is completed, the instructor reviews and provides a Pass/Fail score. These scores are recorded in the Student Information System (SIS) to assist the student and instructor in managing satisfactory progress. High school students requiring a letter grade are provided recommendations based on their rate of progress, as expressed in the following scale:

A = 93% - 100%
 A- = 90% - 92%
 B+ = 86% - 89%
 B = 83% - 85%
 B- = 80% - 82%
 C+ = 76% - 79%
 C = 73% - 75%
 C- = 70% - 72%
 D+ = 66% - 69%
 D = 63% - 65%
 D- = 60% - 62%
 F = 0% - 59%

Examinations on the course materials may consist of multiple-choice, matching, yes/no, true/false, fill in the blank, diagram labeling, and simulations. Practical skills will be demonstrated to the instructor as they are mastered by the student. Testing for practical skills may consist of hands on demonstrations and written tests.

Testing Procedures for the Learning Center

Once a student has completed the tutoring in Blackboard or PLATO, they will complete the online assessment. Students must pass the test with 80% accuracy.

If a student is working in PLATO and the test is locked, they must review the training material in order to unlock the test.

Module or Section Completion

It is the student's responsibility to notify the instructor each time a module has been completed. The student must submit the Learning Center Tracking Sheet which denotes the following information: **student name, course name, module number/name and score**. The instructor will record the module completion in the Student Information System (SIS) once the required score is obtained and the correct documentation has been submitted.

Instructors will meet with each student at the start of every month to review the student's goals and progress and to assist the student in maintaining satisfactory progress.

Challenging a course:

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

Satisfactory Progress:

Students are required to maintain satisfactory progress as they progress through their training programs. 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 ensure satisfactory progress is for students to attend on time as scheduled. Students who are aware that they will *be absent for more than 10 consecutive days should contact Student Services to avoid paying additional tuition and fees.*

Schedules may be changed by contacting Student Services, provided that space in the course is available at the desired time. Schedules may be changed twice with no charge. Subsequent schedule changes carry a \$5.00 fee unless the change is initiated by the College or required by an employer.

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

Citizenship (High School Students):

Citizenship policies for high school students apply to students who are enrolled for high school graduation credit. Grades for citizenship will be recommended according to the following:

- Eight absences in any one term will constitute a "U" in citizenship
- Two trancies in any one term will constitute a "U" in citizenship
- Absences (up to five in any one term) for school activities, cleared by the administration, will not affect the student's citizenship credit
- Three tardies in any one term will constitute an "N" in citizenship and will result in a referral to an SLTATC student advisor for appropriate intervention
- Four unexcused tardies in any one term will constitute a "U" in citizenship
- Cheating of any kind will result in a "U"

High school students who would like their absence to be acknowledged for officially sanctioned high school activities must email their instructor in advance. Phone calls will not be accepted, students must send the email, so it is properly documented.

Professionalism:

The Learning Center is conducted as if it were the student's employment. Therefore, students are expected to attend regularly and on time, follow rules and procedures, remain respectful of coworkers and supervisors (students and instructor), 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 program will be subject to disciplinary actions. It is expected that students will: **be on time, work while in class and stay until the scheduled class time is over.**

Computer Use:

Students must adhere to the Computer Resources Acceptable Use policy that is signed during the orientation. Students must adhere to the following:

The student will

- use the internet appropriately
- not use streaming audio over the internet
- not attempt to "hack" the computers
- not violate copyright laws
- use the equipment appropriately to prevent damage
- not use the printers for personal use unless permission is obtained from the instructor;
- always leave the computers on, but will make sure to log off when finishing for the day
- not bring food or drinks near computers.

Cheating/Stealing:

Cheating and 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 Learning Center and law enforcement action.

Cellular Phone Use:

Cellular phones must be turned to the silent mode. If the phone does not have a silent option it must be turned off while in class. Any phone conversation must be made outside the classroom 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 the College website at www.slatac.org

Grievances:

Eligible grievances are those which occurred while a student was officially enrolled at the SLTATC. The complete grievance policy may be found on the College website at: www.slatac.org
Students who wish to discuss a concern should, if feasible, address the concern with the instructor. If this is not possible, students are encouraged to address a concern with the program manager (see contact information on the first page). This process allows students to practice "real world" chain of command communication.

Termination:

Termination from the program will be for a period of 10 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 the Learning Center.

Students with Disabilities:

Students with disabilities who wish to request an accommodation must contact the ADA Coordinator in the Student Services Office and follow the appropriate procedures for obtaining an accommodation. If, after evaluation, an

accommodation is approved by the ADA Coordinator, the instructor will receive a letter regarding the accommodation.



Signature Page for Learning Center 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.
 - 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 and/or other computer based instruction.
 - I have read the syllabus, where appropriate, 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 (Galaxy/Northstar)**
 - The instructor(s) explained to me 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 program manager, 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 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.

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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