COURSE INFORMATION FORM

DISCIPLINE: INTE  
COURSE TITLE: Setting and Replacing Poles  
CR.HR 3  LECT HR 1  LAB HR 4  CLIN/INTERN HR.  
CLOCK HR.  

CATALOG DESCRIPTION
The student will learn the basic principles in setting and replacing poles. There will be an emphasis on safety, the proper use vehicle grounding practices and manual pole setting. The student will gain working knowledge of temporary pole supports, rigging, minimum approach distances and worksite hazard analysis.

PREREQUISITES
LINE 104 & LINE 106

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of setting and replacing poles.
2. Demonstrate an understanding of minimum approach distances.
3. Demonstrate an understanding of worksite hazards.
4. Demonstrate the ability to perform a manual pole installation.
5. Demonstrate an understanding of proper vehicle grounding practices.
6. Demonstrate proper techniques of rigging and temporary pole supports.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

Critical Thinking: Define, analyze and evaluate information, materials and data (ESO) (1, 2, 5, 6)
2. Construct valid inferences from facts, credible sources, experiences, anecdotes and values and belief systems (2, 3, 5)
3. Unambiguously define problems and issues (2, 3, 5)
4. Integrate information and see relevant relationships that broaden and deepen understanding (2, 4, 6)
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

The student will demonstrate:

1. The ability to apply foundational skills in an industrial setting, safely and to industry guidelines.
2. Thinking critically and applying problem-solving skills.
3. Competency in the entry-level skills required to graduate from the Electric Utility Line Technician program.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

Written Tests: 1 – 6
Assignments: 1 – 6
COURSE OUTLINE FORM

DISCIPLINE  INTE

COURSE TITLE: Setting and Replacing Poles

Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Demonstrate safe work practices

II. Specifications
   A. Location
   B. Size

III. Equipment operation
   A. Digger/derrick
   B. Boom truck/auger
   C. Hydraulic Tamp
   D. Hand tools
   E. Minimum approach distances

IV. Pole-hole
   A. Diameter
   B. Depth
      1. Length of pole
      2. Soil-holding power calculations

V. Rigging
   A. Safety requirements
   B. Balance and guiding
   C. Backfill
      1. Truck

VI. Replacement of poles
   A. Safety requirements and procedures
   B. Pulling of old poles
      1. Hand
      2. Mechanical