



COURSE OUTLINE

MPT0230

Prepared: George Parsons Approved: Corey Meunier

Course Code: Title	MPT0230: AIR BRAKE SYSTEMS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semester/Term:	18W
Course Description:	This course is about the Air Brake Systems on medium and heavy duty trucks, tractor trailers, and busses used for the on road Commercial Vehicle Industry. Students will be taught about pneumatic principals, the construction and operation of the air brake system components required to meet Canadian Motor Vehicle Safety Standards (CMVSS 121) Regulations. The student will also gain an understanding of the different styles of foundation brake configurations used. Students will be required to perform testing, inspections, diagnostic procedures, removal, installation and servicing of the brake system and its components according to Sault College Motive Power Department Safety Procedures as well as Manufacturer’s specifications and safety precautions. This course will also introduce students to Antilock Brake Systems used for Medium and Heavy Duty Trucks and Trailers.
Total Credits:	3
Hours/Week:	5
Total Hours:	35
Essential Employability Skills (EES):	<ul style="list-style-type: none"> #1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #3. Execute mathematical operations accurately. #4. Apply a systematic approach to solve problems. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.



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Course Evaluation:

Passing Grade: 50%, D

Other Course Evaluation & Assessment Requirements:

V. EVALUATION PROCESS/GRADING SYSTEM:
 The final grade for this course will be based on the results of classroom, assignments and shop evaluations weighed as indicated:
 Classroom 35% of the final grade is comprised of term tests
 Assignments 10% of the final grade is comprised of a number of technical reports
 Shop 45% of the final grade is comprised of attendance, punctuality, preparedness, student ability, work organization and general attitude
 Employability Skills 10% of final grade is comprised of attendance, class participation, show ability to follow direction and being a team player.

(Student will be given notice of test and assignment dates in advance)

NOTE: All assignments will be in typed format. NO hand written assignments will be accepted.

The following semester grades will be assigned to students:

Grade
Definition Grade Point Equivalent
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.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Employability Skills	10%
Shop	45%



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Theory Assignments	10%
Theory Tests	35%

Books and Required Resources:

Heavy Duty Truck Systems by Bennett
Publisher: Cengage Learning Edition: 6th

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

Explain what impact the Regulations Of CMVSS “121” have on all Commercial Vehicles using Air Brake Systems.

Learning Objectives 1.

Potential Elements of the Performance:

- Explain the origin of CMVSS “121”.
- Describe the changes implemented in the “121” braking system
- Explain the standards and safety responsibilities of drivers related to CMVSS “121” systems and circle check requirements.
- Communicate accurately how the Air Brake “Z” Endorsement affects the Commercial Vehicle Industry.

Course Outcome 2.

Understand the Mechanics of Stopping a Vehicle.

Learning Objectives 2.

Potential Elements of the Performance:

- Analyze Stopping Distances Required for Commercial Vehicles.



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- Interpret how the Regulations implemented for stopping distances is affected by the vehicle GVWR (gross vehicle weight rating).
- Apply Pneumatic principals to the operation of air brake systems and components.
- Outline the differences between hydraulic and pneumatic brake systems
- Explain how law of levers applies to air brake systems.
- Identify how weight and speed affect stopping distances.
- Explain the relationship of brake lag and brake application time.
- Explain how friction and brake fade problems are related.
- Describe why proper brake adjustment is critical to stopping of a commercial vehicle

Course Outcome 3.

Interpret the Schematics of the Brake Circuits of the “121” Air Brake Systems.

Learning Objectives 3.

Potential Elements of the Performance:

- Trace the air flow within the Supply system circuit.
- Identify the Primary system circuit components.
- Follow the air flow through the Secondary system circuit components.
- Identify the Parking system circuit components.
- Identify the Trailer system circuit components (where Used).

Course Outcome 4.

Explain the function and Operation of Brake components, storage tanks and safety devices of Supply, Primary, Secondary and Parking Brake Circuits.

Learning Objectives 4.

Potential Elements of the Performance:

- Describe how the air compressors, governor controls, air dryer and alcohol devices operate.
- Explain the mechanical and capacity requirements for Storage tanks.
- Identify the location and types of safety valves, check valves and drain valves required in



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each circuit.

- Describe the operation of the safety and warning system components and gauges.
- Identify the size of lines and fittings required for supply of air to the storage tanks, dash Valves, gauges and actuator valves and components.
- Describe of operation of the dash control valves, treadle valves, relay valves, quick release valves, spring brake and anti-compounding valves.

Course Outcome 5.

Describe the Operation of Trailer related Brake Control valves, lines and storage tank components.

Learning Objectives 5.

Potential elements of the performance:

- Describe the function of the tractor protection valve, trailer supply line, service line, and couplers (glad hands).
- Glad hand couplers
- Explain the operation of the Trailer task valves, relay valves and parking brake valves
- Describe the trailer air system priority designation

Course Outcome 6.

Outline the description and Construction of Commercial Vehicle Foundation Brake Components and Types.

Learning Objectives 6.

Potential elements of the Performance:

- Describe the operation of the combination Spring brake and service chambers
- Explain the operation of the slack adjusters and s-cam assemblies
- Outline the function of the brake shoe and lining anchor bracket
- Describe the operation of the disc brake calipers and actuator assembly



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Course Outcome 7.

Perform, Inspection, testing, diagnosis, removal and Replacement of Air Brake system circuits and components.

Learning Objectives 7.

Potential elements of the Performance:

- Inspect the compressor mounting systems and drive mechanism.
- Test governor and safety valve operation.
- Test the build-up time of compressor.
- Test operation of one way check valves and dash gauges.
- Evaluate the air brake system for excessive leakage.
- Test operation of the parking and service brake systems.
- Test operation of the tractor protection system.
- Perform brake inspection and measure drums, calipers and lining wear.
- Diagnose uneven wear problems associated with drum and disc foundation brake assemblies.
 - Inspect S-cam shoe rollers and return springs.
 - Measure S-Cam bushing and spline wear.
 - Measure Brake Chamber pushrod stroke.
 - Remove and replace brake shoes.
 - Perform brake adjustment for manual and automatic slack Adjusters.
 - Replace air brake supply lines and trailer coupling devices.
 - Remove and replace spring brake chambers using the proper installation and safety guidelines and procedures.
 - Diagnose pneumatic and mechanical problems associated with air compressors and governors.

Course Outcome 8.

Explain the Purpose, outline the components of the system and discuss the fundamental operation of the Anti-lock Braking System.

Learning Objectives 8.



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Potential elements of the performance:

- Identify when “ABS” was first introduced to Air Brake Systems.
- Analyze the benefits “ABS” would provide for the Trucking Industry.
- Describe the basic operation of “ABS”
- Apply basic knowledge of electrical and electronics required to operate the Anti-lock Braking System components.
 - Identify the working components of the “ABS”.
 - Use a variety of test equipment to access information about the electrical and electronic components on the system.
 - Discuss the inputs and output components required.
 - Use a Electronic Scan Tool to read fault codes generated in the “ABS”
 - Perform wheel speed sensor tests.

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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.



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C. 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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.