



COURSE OUTLINE: MPF0122 - BRAKES FOR CICE

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	MPF0122: BRAKES FOR CICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19W
Course Description:	<p>This course deals with the study and interrelationship of essential basic fundamentals, composition, construction and operating principles of hydraulic and pneumatic brake systems. The student will also inspect and service hydraulic and pneumatic brake assemblies using manufacturer`s maintenance procedures.</p> <p>Students will be required to follow proper safety procedures when performing the above tasks according to both Sault College Motive Power Department Standards and Vehicle Manufacturers safety regulations and specifications.</p>
Total Credits:	4
Hours/Week:	8
Total Hours:	56
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	<p>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:</p>



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- 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.

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

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.

Books and Required Resources:

Automotive Technology: A Systems Approach by Erjavec
 Publisher: Thomson Nelson Learning Canada Edition: 3rd Canadian

Heavy Duty Truck Systems by Bennet
 Publisher: Thomson Nelson Learning Canada 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	Learning Objectives for Course Outcome 1
Define the essential basic information and fundamentals of standard hydraulic and air brake systems.	Potential Elements of the Performance Pascals Law, mechanical advantage Effect of heat co-efficient of friction Brake fluid composition Self energization Weight transfer affecting brake designs for light and heavy-duty off road equipment brakes Laws of levers Pressure volume relationships Boyles and Charles law

Course Outcome 2	Learning Objectives for Course Outcome 2
Explain the basic function, composition and construction of drum and disc brake system assemblies as applied to hydraulic and air brakes.	Potential Elements of the Performance: Master cylinder, drum, shoes, wheel cylinders, discs, pads, calipers, lines and hoses Slack adjusters Air brake chambers Control valves Lines and hoses SAHR Multi disc wet brakes Driveline brakes Parking brakes
Course Outcome 3	Learning Objectives for Course Outcome 3
Explain the basic principals of operation of drum and disc brake system assemblies as applied to hydraulic and air brakes.	Potential Elements of the Performance: Master cylinder, drums and shoes Wheel cylinders, discs, pads ,caliper Control devices Air supply system and subsystems Air brake chambers Slack adjusters Parking brakes
Course Outcome 4	Learning Objectives for Course Outcome 4
Identify, inspect and service drum and disc brake system assemblies as applied to hydraulic and air brakes.	Potential Elements of the Performance: Clean, lubricate and adjust hydraulic drum brake assemblies Clean, lubricate and adjust air drum and disc brake assemblies Inspect and test disc brake assemblies Service caliper slides and bushings Perform steel brake line fabrication, ISO and double inverted Bleed and flush hydraulic brake systems Inspect and adjust parking brakes Functional tests of air brake supply systems Inspect Heavy Duty wet multi disc brake assemblies

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	10%	
Employabilty Skills	10%	
Shop	35%	
Tests	45%	

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.

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:

December 14, 2018



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

