

I. COURSE DESCRIPTION:

Upon successful completion of this course, Fundamentals of Fluid Power Systems, you will be able to perform basic calculations of pressure, force and area using Imperial and System International (S.I.) measurement, be able to interpret basic hydraulic systems schematics and symbols, be able to explain the operation of basic hydraulic components and be able to describe the different types of hydraulic fluids and their applications. The CICE student will also be able to describe the inspection and testing procedures for hydraulic conductors and fittings and be able to describe a regularly scheduled maintenance service all following manufacturer's recommendations for hydraulic systems, government regulations and safe work practices.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. ***Discuss the fundamentals of hydraulic systems.***

- Pascal's Law
- Boyle's Law
- Charles's Law
- Gay-Lussac's Law
- Bernoulli's Principle

Describe hydraulic terms and applications.

- Hydrostatics
- hydrodynamics
- positive and negative pressures
- fluid power leverage

Perform calculations for pressure, force and area using the following systems:

- Imperial
- système international d'unités (s.i.)

2. ***Identify the components and graphic symbols.***

- reservoir (filters and lines)
- pumps and compressors
- valves (pressure, volume and directional control)
- actuators (rotary and linear)

Describe the features, composition, types, and application of schematics for hydraulic systems.

- explain and interpret manufacturer's schematic legends

Follow basic circuit drawings using graphic symbols.

3. Discuss the fundamentals of hydraulic components.

Pumps

- gear
- vane
- piston
- pressure relief valves
- directional control valves
- volume control valves
- linear actuators
- rotary actuators
- vented and pressurized reservoirs

Identify the construction features, types, and styles of hydraulic components.

- gear pumps
- vane pumps
- piston pumps
- pressure relief valve
- directional control valve
- volume control valve
- linear actuators
- vented and pressurized reservoirs

Describe the principles of operation of hydraulic components.

- gear pumps
- vane pumps
- piston pumps
- pressure relief valve
- directional control valve
- volume control valve
- linear actuators
- vented and pressurized reservoirs

Identify and locate hydraulic components on basic systems using schematics.

4. Discuss the purpose and fundamentals of hydraulic fluids pertaining to:

- power transfer medium
- lubrication
- cooling

Identify the composition and properties of hydraulic fluids pertaining to:

- viscosity
- fire supporting (volatility and flammability)
- fire retarding

Describe the function and construction features of hydraulic fluid filters.

- surface types
- depth types

5. Discuss the purpose of hydraulic conductors and connectors including lines, pipes, fittings and pipes and tubing.

Identify the construction features, types, and application of conductors and connectors.

- Standard, British and Metric fitting

Demonstrate the fabrication, inspection, and testing procedures following manufacturers' recommendations for hydraulic conductors and connectors.

- identify the risks of fluid injection into the skin

6. Discuss the fundamentals of regular hydraulic system maintenance service.

Demonstrate maintenance procedures following manufacturers' recommendations for hydraulic systems.

III. TOPICS:

1. Fluid Power Fundamentals
2. Fluid Power Component and Graphic Symbols
3. Fluid Power Principles of Operation
4. Fluid Power Hydraulic Fluids and Filters
5. Fluid Power Conductors and Connectors
6. Fluid Power Maintenance Schedule

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**Title:** Heavy Duty Truck Systems**Edition:** 4th ed., 12959#**Author:** Bennett**Publisher:** Thomson Nelson Learning Canada

Pens, pencils, calculator, 3-ring binder

ITEMS MANDATORY FOR SHOP

*shop coat or coveralls

*CSA approved steel toe boots (high top)

*CSA approved safety glasses

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 – 40% of the final grade is comprised of term tests.
- Assignments – 40% of the final grade is comprised of a number of technical reports and assignments.
 - Attendance - 20% of the final grade is based on attendance.
- Unexcused Absences will affect your final grade.
- Test Re-writes will not be offered.
- See Attachment for Assignment Assessment.
- Late Assignments and Reports:
 - a) One day after the original due date – 70% maximum.
 - b) Two or more days after the original due date – 50% maximum.

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

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

Continued on next pages.



**Professor Parsons
Student Assessment Procedure
For
Motive Power**

THEORY ASSIGNMENTS and REPORTS

Theory assessment is based on regularly scheduled tests and assignments and final exam. Attendance and home work checks are recorded and used as an aid for counseling.

The following grades will be assigned for **Theory Assignments and Reports:**

A+	90 to 100
A	85
A-	80
B +	79
B	75
B-	70
C +	69
C	65
C-	60
D	50
F (Fail)	49 or less.

Assignments will be graded as follows:

- a) One day after the original due date – 70% maximum.
- b) Two or more days after the original due date – 50% maximum.



**Professor Parsons'
Motive Power Program
Policies and Procedures**

1. During your program, you are considered to be a member of the Motive Power Department. As such, your actions and behavior, both in the college and the community reflect on this Department. We trust that your influence will be positive.
2. College policy prohibits the consumption of food and drink in the classrooms and shop. Smoking is allowed only outside of the building in designated smoking areas. **No smokeless tobacco is allowed in theory class or shop class.**
3. CSA approved Safety Glasses and Safety Boots must be worn in the Shop at all times. This means going to and from all of the classrooms located in the shop. It is the responsibility of the **STUDENT** to wear them. You will be marked absent if the aforementioned policy is not adhered to.

Note; All safety glasses and boots must meet Sault College CSA approval rating.

NO GLASSES-NO BOOTS-NO ENTRY!!.

4. SAFETY

- 4.1 Students must not enter the shop area or commence work before their scheduled time.
- 4.2 Students must not work alone or in an unsupervised area.
- 4.3 Students must have lift truck training prior to operating those units.
- 4.4 Students must have equipment training and Technologist/Professor approval before operating any equipment.
- 4.5 Students must not use or operate equipment that is found to be unsafe or damaged. All such equipment must be reported to the Professor or Technologist who will replace and/or repair the said equipment.

- 4.6 Where damaged or unsafe equipment cannot be repaired or replaced, the Professor/Technologist will provide students alternate shop activity.
 - 4.7 Students must follow instructions and safe work practices in order to use or operate any shop equipment.
5. Repairs to your private vehicles in our facilities can be educational to you. We will accommodate you if the work is part of our program and schedules in. **No car should be parked in the shop compound or outside a shop door without staff permission and a temporary parking pass clearly displayed.**
6. **Attendance** – if late, don't bother coming until the next class, you will be marked absent. The student is to be continuously present and actively participating during all scheduled theory and shop classes (scheduled breaks excepted).
 - 6.1 A terminal objective of the Motive Power Department is the demonstration of satisfactory attendance and punctuality performance that the Motive Power Industry, itself, relies on, for efficiency, productivity and profitability.
 - 6.2 If you are marked absent, and no reasonable excuse is given your absence will be termed unexcused. There should **NOT** be a reason to **NOT** let us know nor related subject Professors, in writing or by telephone why you're absent.
 - 6.3 Students will lose marks from their theory and shop mark grade for unexcused absences. Poor attendance can mean a repeat of both theory and shop courses if your employment skills are poor. This is based on what is considered: Employability Skills.
 - 6.4 At 10% of accumulated hours of unexcused absence you will be asked to a scheduled meeting with your Professor and will be asked to sign a contract enabling you to continue the course.
 - 6.5 If you are absent from class, the lesson material is your responsibility.
7. **BEHAVIOR/ATTITUDE**
 - 7.1 Students are required to:
 - a) Properly care for and maintain all shop and classroom equipment.
 - b) Properly clean the shop/classroom facility and equipment at the end of each class.

- c) Remain in the class during clean-up and assist in the cleaning and shutting down of their shop/classroom.

- 7.2 Students are expected to conduct themselves in a manner that does not interfere with or obstruct the overall learning environment.
- 7.3 The following activities are not allowed in the shop/classrooms:
 - a) Horseplay.
 - b) Making unnecessary noise.
 - c) Swearing.
 - d) Abusive behavior.
 - e) Smoking, chewing smokeless tobacco, beverages and eating.

8. ASSIGNMENTS AND THEORY TESTS

- 8.1 Students are required to hand in assignments or write theory tests on the day and at the time specified/scheduled. See item #16 in the aforementioned document.
- 8.2 Assignments will be graded as follows:
 - a) One day after the original due date – 70% maximum.
 - b) Two or more days after the original due date – 50% maximum.

NOTE: The only exception of Policy # 8 shall be those arising from personal emergencies (i.e. car accident, family death, serious illness, employment reasons) and the student supplies a written statement to that effect. See item #16.

- 9. Please, coffee breaks only 10 to 12 minutes **MAXIMUM. NOTE: Individual Professors will address each class with their expectations. Some may only allow 10 minutes.**
- 10. Please refrain from loitering in “C” wing hallways, around shop hallway entry doors and outside entrance doorways/walkways.
- 11. Being under the influence of alcohol or drugs during any shop or theory class will not be tolerated and the student will be excused from class at the Professor’s discretion.
- 12. Please remember that you must attend all related subject areas and pass successfully to obtain a Certificate or Diploma.
- 13. If you miss a test with an “**unexcused absence**” (as deemed legitimate by your professor) you will **NOT** be allowed to write that test. Only if; a doctors note, airline ticket, etc., or circumstances

arising from a family emergency; and legitimate written proof can be presented to the professor. See item number 18 below for clarification.

- 14.** If a class is missed or going to be missed it is your responsibility to notify in writing (see item #16 below) your Professor and make arrangements for handouts and notes taken while you are away.
- 15.** **The use of Lap Tops, cell phones/PDA's, electronic information/image capturing, recording device for any form of communication or recording (voice, text, recording, image, etc...) during theory class or shop is strictly prohibited. Cell phones/PDA's must be silenced during regular class and shop times and must be turned off and kept out of sight during all classes and test sittings. Failure to follow the latter requirement during a test sitting will result in a grade of 0 (zero) being assigned and if not out of sight or being used during class, the unit WILL be confiscated for the duration of the class.**

NO EXCEPTIONS

- 16.** Students may not wear earphones/headphones of any kind (i.e. for playback of recorded music/voice) during theory classes, shop classes and test sittings. This does not include hearing aids as required by hearing impaired students.
- 17.** **NO Lap Top Computers** will be allowed in any class unless proper documentation is provided that the computer is required for learning assistance.
- 18.** **Any request to deviate from the aforementioned course outline requirements must be made to the Professor in writing or via Sault College email. *If* permission is granted it must also be granted in writing or via Sault College email. Verbal requests/permissions are not acceptable. It is the students responsibility to maintain a copy of all such requests and associated permissions.**

**Student
Signature:** _____

Date: _____

Students refusing to sign this form will not be allowed to register or continue in their course.

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.