

ACC Accessible Course Syllabus Template

Arapahoe Community College

Updated Spring 2022

The syllabus template, which is available on the portal and the web, is reviewed yearly. Please visit the portal or eLearning's webpage for the most up-to-date version of this document.

ACC Commitment to Diversity and Inclusivity

Arapahoe Community College seeks to respect, understand, and embrace the diversity of our students, staff, faculty and the community we proudly serve. As a community, ACC encourages the richness of diversity and values the dignity of all persons. We strive to foster an equitable and positive learning environment that reflects the diverse nature of the people of Colorado and the nation.

When writing the syllabus please consider the following:

Does the syllabus...

1. Clearly state course goals and expectations?
2. Expect students to engage with others in the class respectfully?
3. Provide resources and information about assignment policies, support services, and technology needs for the course?
4. Utilize respectful, encouraging, motivational language or tone? (For example, "we" language helps create a sense of community and shared responsibility.)
5. Incorporate course content that fosters diversity, inclusivity, and empowerment?
6. Include a variety of assignments and assessments that include different learning modalities and take into account student's diverse backgrounds?
7. Include a variety of assignments and assessments that take into account student's diverse backgrounds and promote critical thinking?
8. Provide opportunities to undertake collaborative work or share student's cultural knowledge?
9. Convey that learning is a shared responsibility between students and instructor, specifically, that learning emerges from what students bring to the classroom *and* an instructor's pro-active efforts to support their learning?

Taken and adapted from the Colorado Department of Higher Education Equity Toolkit:

[CDHE Course Design](#)

(University of Southern California, Center of Urban Education Rossier School of Education 2014)

ACC Commitment to Accessibility

Arapahoe Community College is committed to creating an inclusive environment that is fair, equitable, and accessible to all students, staff, and our community. All areas of our

college will actively work to ensure that all learning materials, electronic and information technology (EIT), policies and procedures, and public communications meet and exceed [Web Content Accessibility Guidelines](#) (WCAG) 2.x and are compliant with the following:

- Section 504 and 508 of the Rehabilitation Act
- Americans with Disability Act (ADA)
- ADA Amendments Act (ADAAA).

All campuses, departments, and stakeholders are responsible for ensuring access to their web content, applications, and software meets the applicable requirements for accessibility.

Please use this template for all your course syllabi. This syllabus follows the most recent version of WCAG and 508 standards. This document should serve as a template for instructors and should not be changed structurally. You may review accessibility training materials on the [eLearning Accessibility and Universal Design](#) web page. We offer further accessibility training weekly in our extensive group training sessions (schedule available on [eLearning Training](#) web page) or by making an appointment for a live one-on-one training via face-to-face or through WebEx.

Note:

If you choose to create a syllabus from scratch, it will need to meet all accessibility standards. You may bring or send eLearning a copy of your syllabus before the semester start for verification and assistance.

How to Use This Template

Once you have completed updating your syllabus, please delete the first two pages and any empty returns/enters found within the document. You may turn on the ¶ by selecting the **Show/Hide** paragraph symbol in the **Paragraph** Group under the **Home** tab.

Throughout the syllabus, you will find headings, tables, and text that appear in the purple text within brackets. These areas are for you to edit and add text. You may delete any purple and bracketed text that you choose not to use, but you may NOT delete institutional policies set forth by **Instruction** or **Student Affairs**.

Please avoid inserting tables, images/objects, URLs not in meaningful text, and Roman numerals.

Accessibility and Digital Standards

The eLearning Department has created a set of digital standards for web accessibility that all documents hosted within our courses must meet for compliance purposes. You may review the information on the [Digital Accessibility Standards](#).

If you are copying from a prior syllabus:

You may transfer text from an older document by following these steps:

1. Save Document with Syllabus Title (i.e., COM125 Fall 2020 Smith)
2. Open Existing Syllabus
3. Copy Text from Existing Syllabus.
4. Paste text using Merge Formatting into the Saved Syllabus Template. Merge Formatting (M) by right-clicking and selecting the middle paste option. This formatting allows text to be converted to the syllabus styling **or use CTL+V+M to access merge formatting as a paste setting.**
5. Verify Formatting (Check Headings, Headers, and other Styles, as explained [by Digital Standards](#) or [eLearning Accessibility Training Materials](#)).

If you are creating a new syllabus from a blank Word document

1. Save Document with Syllabus Title (i.e., COM125 Fall 2018 Smith)
2. Highlight and Type Directly over Purple and Bracketed Text.
3. Verify Formatting (Check Headings, Headers, and other Styles, as explained by [Digital Standards](#) or [eLearning Accessibility Training Materials](#)).
4. Convert Document Text to Black Font Color and Remove any unnecessary brackets or unused Purple and Bracketed Text.

Formatting

Please make sure to avoid having textual widows and orphans (a heading without text underneath or a single line before a paragraph at the top of the page). Use the **Widow/Orphan** control found in the **Pagination** section, within **Paragraph Settings**, under the **Home** tab.

If you have any questions on using this template or request assistance in converting your syllabus and course documents, please contact eLearning at elearning@arapahoe.edu or by telephone at 303.797.5080.

Please make sure to change all text to black and remove this statement and everything above before distribution.

Arapahoe Community College Basic Automotive Electricity

FALL, 2022

ASE 1001
2credits

Instructor Information

Instructor's Name

[Instructor name here. Consider including pronouns: Example She/Her or He/Him or They/Them, etc.]

Instructor's Phone

[Instructor Phone number here]

Instructor's Location/Office Hours

[Location and availability information here. Let students know the best way to reach you and expected response time. State if you are available for students to make appointments outside of office hours.]

Instructor's email

[Instructor email here]

Course Information

Course Start/End Dates

[Start/End Dates here]

Course Meeting Times and Location

[Meeting Times and Location here. Include modality info or link for online and virtual courses]

Course Description

Covers safety instruction in the shop and on the automobile. Emphasis on the proper use and care of test equipment, precision measuring and machining equipment, gaskets, adhesives, tubing, wiring, jacks, presses, and cleaning equipment and techniques.

Student Learning Outcomes

Communication, Information Management, Personal Development, Responsibility and Accountability, Quantitative Reasoning, and Cultural Awareness

Course Topical Outline:

I. Auto and Shop Safety

A. Safe Handling of Hammers, Chisels, Punches, Wrenches, Screwdrivers, etc.

- B. Safety Rules for Grinders, Sanders, and Wire Wheels
- C. Safety Rules for the Use of Drills
- D. Miscellaneous Safety Procedures for Handling Equipment and Supplies

II. Precision Measuring Tools

- A. Identifying Common Measuring Tools
- B. Selecting Appropriate Measuring Tool
- C. Using Precision Measuring Tools
- D. Maintaining Precision Measuring Tools

III. Fasteners and Torque Wrench Use

- A. Identification of Automotive Fasteners
- B. Selecting Appropriate Fastener
- C. Torqueing Fasteners to Specifications
- D. Repairing Damaged or Broken Fasteners
- E. Bolts, Nuts, and Torque Worksheet

IV. Gaskets, Sealants, Seals, and Adhesives

- A. Identification of Automotive Gaskets, Sealants, Seals, and Adhesives
- B. Analyzing Gasket and Seal Failure
- C. Selection and Installation of Gaskets and Seals

V. Tubing and Hose

- A. Identification of Tubing and Hose
- B. Selection of tubing and hose
- C. Proper Handling and Installation

VI. Wire and Wiring

- A. Identification of Wire and Wiring
- B. Selection of wire
- C. Proper Handling and Installation

VII. Jacks, Lifts, Pullers, Presses and Holding Fixtures

- A. Identification of commonly used pressing, lifting, pulling, and holding equipment
- B. Selecting the Correct Type of Equipment for the Job
- C. Safety Precautions and Regulations

VIII. Soldering, Brazing, Welding, and Crack Detection

- A. Soldering procedures
- B. Procedures for Brazing and Welding Metal
- C. Crack Detection Methods
- D. Repairing Cranks in Parts

IX. Cleaning Equipment and Techniques

- A. Common Automotive Cleaning Techniques
- B. Advantages and Disadvantages of Different Cleaning Methods
- C. Selecting the Correct Cleaning Method for the Job
- D. Safety Rules and Procedures

COMPETENCIES

1. Dismount, patch, and remount a tire using an automated tire machine.
2. Balance tires and wheels using a computerized spin balancer.
3. Demonstrate proper procedures for cleaning components using a high-pressure steam cleaner.
4. Demonstrate lifting an automobile using portable hydraulic/pneumatic jacks and jack stands.
5. Demonstrate correct procedures while lifting an automobile using appropriate vehicle hoists/lifting systems.
6. Demonstrate the correct usage of measurement tools in making precision measurements.
7. Select the correct size torque wrench and demonstrate the correct steps of torquing fasteners.
8. Identify correct fastener size and thread.
9. Make use of metric and standard tap and die sets.
10. Practice and follow all lab safety rules and program policies.
11. Demonstrate proper adjustment, lighting, and storage of an oxyacetylene torch set.
12. Demonstrate proper procedures of using and maintaining spray cabinet cleaning equipment.
13. Complete work orders that include customer information, vehicle identifying information, customer concern, related service history, cause, and correction.
14. Research applicable vehicle and service information such as electrical/electronic system operation, vehicle service history, service precautions, and technical service bulletins.

15. Demonstrate safe use and operation of pneumatic, electric power tools, and equipment.

Textbook(s), Title, Author, Publisher, and ISBN Number

Today's Technician: Basic Automotive Service and Systems, 6th Edition, Chapters: 1-5

Publisher: Cengage Learning

Author: Chris Hadfield

ISBN-10: 978-1-337-79566-1

ISBN-13: 978-1-337-79566-6

Additional Materials

Required Materials: Pen/Pencil, Paper, Safety Glasses, Approved Dress Attire, Pocket Screwdriver, Pocket Flashlight

Computer or Technology Equipment Needed for the Course

[List required or recommended computer or technology needed for the course. Provide information for computer labs and tutoring if it specifically applies to your course. Additional information about Navigate, D2L, Email, tips from IT, computer labs, and tutoring are in the Appendix. Resources to help students with equipment acquisition are also in the appendix through the Dean of Student's office.]

Computer and Digital Literacy Skills Needed for the Course

[List required or recommended technical skills expected to succeed in the course. These skills might include but are not limited to ability to navigate D2L and perform functions such as uploading/downloading files and posting to discussions, connecting audio/video and using features within synchronous tools such as Zoom, using MS Office programs or other prerequisite software skills relevant to the course, communicating via email, accessing and navigating digital textbooks or other learning materials, manipulating library databases or other data repositories including Internet searches, presenting on research, and citing research. Be sure to differentiate between prerequisite skills and the skills that learners can expect to develop within the course curriculum. Consider identifying resources that can help learners improve upon required skills that will not be explicitly taught or demonstrated within the course.]

Prerequisite(s) or Corequisite(s)

none

Census Date (date to drop with a refund):

[Enter date here]

If you drop a class before the drop date you are not responsible for payment, and you will not lose College Opportunity Fund (COF) credits. Additionally, a dropped course will not be visible on your permanent student record.

Withdraw Date (date to withdraw with a "W"):

[Enter date here]

You can withdraw between the drop and withdrawal dates without affecting your grade point average. However, if you withdraw from a course you will be responsible for full payment and you will lose COF credits. If you decide to withdraw from a course for any reason, it is recommended that you speak to the Concurrent Enrollment Office about your withdrawal options.

Accommodations Statement

ACC provides accommodations to students with diagnosed or suspected disabilities that affect them in academic settings. The Americans with Disabilities Act (ADA) defines a disability as a “physical or mental impairment that substantially limits one or more major life activity.” This may include learning, mobility, and/or cognitive disabilities; mental health conditions; temporary disabilities; and other physical and/or mental conditions. To protect student privacy, disability information is kept separate from academic records.

Students with accommodations are responsible for requesting their accommodation letter **each semester** and for knowing current accommodation policies and procedures. Accommodations start when your instructor receives your accommodation letter and not before. It may take several days to create your accommodation letter, and some accommodations (testing, etc.) need to be requested at least 7 days in advance. So please request accommodations **early**. Students and instructors are encouraged to have a conversation about accommodations and how they apply in each class. Please contact [Disability Access Services](#) (DAS, www.arapahoe.edu/das/) for more information. To request accommodations, please contact DAS at disability.access@arapahoe.edu or 303.797.5860. Students can also schedule an intake appointment online through [Navigate](#).

Coursework

[Enter information here]

This will include assignments, discussions, collaborations, labs, examinations, etc. This can be listed in a separate document.

When planning your course think about including different learning modalities of students in both their assignments and assessment. Include a variety of high stakes and low stakes assignments or tests. Provide information on how students can access assignment instructions through D2L or other methods.

Think about how you can develop course content to reflect diversity and inclusivity. This can be done through the content, imagery, or examples used, building on student's

strengths and knowledge, addressing alternative perspectives, presenting real-world issues facing diverse communities, and creating social awareness.

Grading and Assessment

[Enter grading policies here. Explain how students will be assessed and receive feedback. The table below is an example. You may adapt the table below to fit the needs of your course. The formatting structure of the table is already set and is accessible. For more questions in accessible formatting of tables, please contact eLearning at elearning@arapahoe.edu.]

Summary of Grading	Points	Percent
TOTAL		

Grading Scale

Letter Grade	Percent
A	90 to 100%
B	80 to 89%
C	70 to 79%
D	60 to 69%
F	0 to 59%

Course Policies and Procedures

[Enter information here]

Include policies or procedures on make-ups, exam retakes, late work, etc. When crafting your course policies please consider the tone you set. Are these policies fair or equitable? How would they benefit or hinder the students? Consider where you tend to have leniency and state how you can be flexible.

Attendance Policy

Students are responsible for materials covered in a missed class lecture. Attendance is encouraged due to the fast pace and depth of the materials covered.

[Insert your attendance policy or the department policy here if applicable.]

Statement of Academic Integrity

ACC is committed to academic honesty and scholarly integrity. The College can best function and accomplish its mission in an atmosphere of the highest ethical standards.

All members of the College community are expected and encouraged to contribute to such an environment by observing all accepted principles of academic honesty. Academic dishonesty includes but is not limited to plagiarism, cheating, fabrication, grade tampering, misuse of computers and other electronic technology, and facilitating academic dishonesty. Those found in violation may be subject to academic consequences **up to and including failure for the course** and potential disciplinary sanctions under the Disciplinary Procedure ([SP4-30](#)). Students can find more information about the ACC Student Code of Conduct: Rights and Responsibilities Procedure ([AP4-30a](#)) or by contacting the Dean of Students Office at 303.797.5730, room M2720, or acc.dos@arapahoe.edu.

[Explain how plagiarism or academic integrity applies to the course directly. Difference between inspiration vs. taking the idea.]

Plagiarism includes, but is not limited to:

1. "Taking and using the thoughts, writings, or ideas of another person or persons, and presenting any or all of them as one's own." (*Oxford English Dictionary*)
2. Submitting examinations, themes, reports, drawings, laboratory notes, undocumented quotations, web-based materials, or other material as one's own work when such work has been prepared by another person or copied from another person (including electronic media sources).
3. Handing in the same paper or work in more than one class.

Classroom Community and Mutual Respect

This classroom is a safe space for learning and is an academic environment; you should expect to have your ideas, work, and arguments respectfully challenged. Our population is a variety of students with a great diversity of beliefs, and the class must be respectful of all members. [Please include or create your own statement. Possible suggestions—Include ways for students to create a community within the classroom. Instructor/student collaboration in creating expectations for themselves and for each other. What do students expect of their Instructor? For online/hybrid courses, you can also incorporate netiquette guidelines.]

Additional Syllabus Information

[Include any additional information you want to have in the syllabus. Some possible suggestions: Syllabus Student Agreement/Signature Page, Create a Scavenger Hunt for course information on D2L, or Student questionnaire.]