

COURSE TITLE: LNWK 1275 UNDERGROUND TROUBLESHOOTING AND FAULT LOCATING

INSTRUCTOR: Paul Harbin

OFFICE LOCATION LE 104

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OFFICE HOURS: As Given.

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GENERAL COURSE INFORMATION:

Course Description: This course is designed for basic underground electrical utility system fault locators and troubleshooters on Underground Distribution systems. Students will study and practice basic Underground Distribution troubleshooting and fault locating using recommended manufacturer’s procedures, and will follow all safe work procedures within the OSHA Standard and American Public Power Association Safety Manual.

Course Learning Outcomes: The goals/objectives of this course are:

- Students will isolate, de-energize, test and ground Underground Distribution systems.
- Students using fault locating equipment will locate and prepare faulted cable.
- Students will explain and identify errors, which contribute to termination and splice failures.
- Students will identify and use all personal protective equipment and cover-up when working on energized equipment.
- Students will understand and meet all OSHA safety procedures when working in or around open trenches when exposing Underground Distribution cable.
- Students will identify and understand all systematic switching procedures to isolate faulted cable.

Academic Integrity: The attempt of any student to present as his or her own work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension. If you have a question as to whether you may work with other students on any assignment, **ASK YOUR INSTRUCTOR.**

Assignment Policy: All required work must be turned in on time in order that the student may benefit from the corrections and study for future examinations. Assigned outside work is **DUE ON THE CLASS PERIOD ASSIGNED.** The instructor has sole discretion as to whether late work is acceptable.

Attendance Policy: **Students are expected to attend all classes in order to be successful in a course.** The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

ANY STUDENT WITH FOUR CONSECUTIVE ABSENCES WILL BE DROPPED FROM CLASS. STUDENTS WITH MORE THAN FOUR ABSENCES WILL BE DROPPED AT THE INSTRUCTORS DISCRETION.

SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

Textbook and Other Materials: Materials and handouts provided by the instructor.

Grading Policy/Procedure: Grades will be determined by averaging scores from three categories.

- *Major Exams
- **Daily Attendance
- ***Final Examination

*Make-up tests may be administered at the discretion of the instructor; students are expected to be present and prepared for all announced examinations.

**Attendance is taken daily and accrues three points per class attendance. A total of 100 points is possible.

*** Final Examination is required for all students.

Special Requirements: Safety Policy. Students should adhere to safety standards established in the SPC Student Handbook. Electrical energy can be potentially lethal. **Students will adhere to the safety policies set forth by the instructor to avoid any electrical contact.** Further, chemical hazards and appropriate MSDS safety practices will be covered by the instructor during the first class session if potential for exposure exists.

Disabilities Statement - Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) 716-4606, or Levelland (Student Services Building) 716-2577.

Diversity Statement: Instructors in the ELPT program will establish and support an environment that values and nurtures individual and group differences and encourage engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. Promoting diversity and intellectual exchange will not only mirror society as it is, but also model society as it should and can be so that each person may live in harmony with others.